

# Peer assessment of syllabuses

# Guidelines (negotiable, if you are unhappy with these, let's discuss!)

- In this course, your task will be to peer assess each other's syllabuses.
- We agreed on some procedures to do this:
  - A person presents his or her syllabus in class. This syllabus is yet a draft, which will be re-worked, elaborated and improved once you receive feedback from your peers.
  - You can use and show the syllabus template, or you can put different components of your syllabus on separate slides.
  - After the presentation, the task of the assessee is to provide the written/electronic version of your syllabus to the group. You can do this via our vk-group.
  - The task for peer assessors is to provide written commentary on the syllabus, based on the criteria presented in next slides. You can do this by posting a comment to the vk-group. You have one week to do so.
  - Do not postpone it, as you will have to look at your other groupmates' syllabi next week.
  - Why double assessment (oral and written)? To provide the assessee a chance to answer your questions, if any. To give you more time to think about the syllabus of your peer.
  - Presentation schedule is on the next slide.

# Syllabus presentation schedule

- Dasha – 27<sup>th</sup> of November
- Larisa – 4<sup>th</sup> of December
- Nadezhda – 7<sup>th</sup> of December
- Alexis – 11<sup>th</sup> of December
- Victor or Marina – 14<sup>th</sup> of December
- Oxana – 18<sup>th</sup> of December
- Victor or Marina – 25<sup>th</sup> of December
- Final meeting – 28<sup>th</sup> of December (sweets and snacks are welcome, tea will be provided 😊)

# Goals and Objectives

- Are they realistic?
- Can we achieve this goals by the end of the course? Are they measurable?
- Do they fit SS needs?
- Are they general or specific?

# General impression

- Does this syllabus have all necessary components?
- Is it logical and has a clear layout?
- Does it look like an internal, or a public document, 'a contact' with the students?
- Does it provide any room for negotiating with the students (in terms of content, or tasks, or assessment procedures)?
- Is it teacher- or student-centred?

# Needs assessment

- Is any needs assessment information for SS included?
- What information was collected before the course, if any?
- Was this information used to build the course?

# Course content

- Does it fit course goals and objectives?
- Is it appropriate for SS age and level?
- Is it what the students need?
- Does the course offer a variety of activities (develops all the 4 skills)?
- Is the content interactive, interesting, challenging, motivating for SS?
- Does the course have a culture component?

# Organization of the course

- Are the units sequenced from simple to complex?
- Is the course coherent?
- Is material recycled throughout the course?



# Materials and methods

- Are the materials of the right level?
- Are they authentic?
- Are the materials attractive/relevant/ appropriate for this group of learners?
- Are the methods appropriate in relation to course goals and learner needs?

# Assessment plan

- Do assessment activities assess what has been taught/learned?
- Is assessment given in a balanced way?
- Is it teacher-friendly? (practical)
- Are the assessment criteria clear to the students?

# Evaluation plan

- Is any feedback form the SS required at the end of the course?