

Review Details

Reviewee's name:	Vinod Maseedupally
Faculty:	Medicine & Health
School:	Faculty of Medicine (MED)
Course code and name:	OPTM6411 Contact Lenses
Type of class:	Lecture/Practicals/Online webinars and activities
Number of students enrolled:	80
Location:	ONLINE
Review type:	SYNC:Online
Date and time of the review session:	28/06/2021 2:00 PM
Dimensions of teachings observed:	<ul style="list-style-type: none">• Principle 1: Engages students in active learning• Principle 2: Builds on students' existing knowledge• Principle 3: Links learning to professional, disciplinary, industry and/or personal contexts• Principle 4: Challenges and supports student learning• Principle 5: Communicates expectations and requirements• Principle 6: Caters for student diversity

Evaluation: Reviewer 1

- **Principle 1: Engages students in active learning**
Effectiveness: Very effective
Examples: Many examples
Comment:
Number of examples.
Three real-life based case scenarios presented with multiple choice questions. These questions were aimed at applying knowledge to make a decision on choice of lens type or what needs to be done to help make the decision of lens type. Students typed their answers in the chat box. Then the correct answers to the multiple-choice questions were discussed by a guest expert who is a practicing optometrist as well as academic. He drew on not just the scientific knowledge but also on his practical experience. .
- **Principle 2: Builds on students' existing knowledge**
Effectiveness: Effective
Examples: Many examples
Comment:

Number of examples.

Three real-life based case scenarios presented with multiple choice questions with students typing the answers in the chat box.

In explaining the answers, the guest expert drew on concepts covered during lectures and linked those concepts to the case scenario thus helping students to bridge their current conceptual understanding and the next level.

Using the multiple-choice questions for each of the case scenarios, getting student responses first and guest expert tailoring his explanations to the student responses not only provided feedback but also was a way of checking student's current understanding. Case scenarios were presented in a way that it built on knowledge from the previous case study to answer the questions.

- **Principle 3: Links learning to professional, disciplinary, industry and/or personal contexts**

Effectiveness: Very effective

Examples: Many examples

Comment:

Used three case scenarios that drew on real life case examples that demonstrated the types of decisions optometrists will have to make in terms of helping clients choose lenses. A guest expert provided the answers to the questions relating to the case scenarios. He brought in examples from his practice. When students asked questions, in responding to these, the guest expert made links to what happens in his practice and how he handles similar situations with his clients. The facilitator Vinod stepped in to ask interesting additional questions that helped students reflect on the kinds of situations they would come across when they started practicing and how they would handle those situations.

- **Principle 4: Challenges and supports student learning**

Effectiveness: Effective

Examples: Some examples

Comment:

The case scenarios used were building on one another as the session proceeded, that is students had to consider the previous scenario and the conceptual knowledge highlighted in that scenario to answer the questions for the next scenario. The scenarios were also developed in such a way that students had to apply the content knowledge to that specific situation, that is the MCQs following the case studies tested application of knowledge.

After the guest presented his explanation/answers to the MCQs, Vinod stepped in to ask questions that helped students to connect their prior learning.

Vinod asked a number of questions to challenge students intellectually to think about what was going on in the case scenario and think about the Whys and What ifs. However, these questions were posed to the guest expert and not to the students.

- **Principle 5: Communicates expectations and requirements**

Effectiveness: Very effective

Examples: Some examples

Comment:

Learning outcomes for the session were presented. Expectations were clearly outlined in the course outline and through the Moodle page for this particular session.

At the beginning of the session, Vinod explained the ground rules for students to engage with the lecturer and guest.

Chat panel in Teams was used for interaction between the students and lecturer and guest expert.

- **Principle 6: Caters for student diversity**

Effectiveness: Effectiveness not clear

Examples: No apparent examples

Comment:

Was not possible to observe this in the current session. The way this particular session was structured and the online delivery meant it is not possible for Vinod to demonstrate this principle during this one

session. As I was not expected to review the whole course outline and how Moodle was set up, it was not possible for me to assess whether Vinod has designed the course to include this principle in other learning activities.

Evaluation: Reviewer 2

- **Principle 1: Engages students in active learning**
Effectiveness: Effective
Examples: Some examples
Comment:
Second reviewer exemption granted. For further information, please contact Lindy Klein, Peer Review Officer (peer.review@unsw.edu.au).
- **Principle 2: Builds on students' existing knowledge**
Effectiveness: Effective
Examples: Some examples
Comment:
Second reviewer exemption granted. For further information, please contact Lindy Klein, Peer Review Officer (peer.review@unsw.edu.au).
- **Principle 3: Links learning to professional, disciplinary, industry and/or personal contexts**
Effectiveness: Effective
Examples: Some examples
Comment:
Second reviewer exemption granted. For further information, please contact Lindy Klein, Peer Review Officer (peer.review@unsw.edu.au).
- **Principle 4: Challenges and supports student learning**
Effectiveness: Effective
Examples: Some examples
Comment:
Second reviewer exemption granted. For further information, please contact Lindy Klein, Peer Review Officer (peer.review@unsw.edu.au).
- **Principle 5: Communicates expectations and requirements**
Effectiveness: Effective
Examples: Some examples
Comment:
Second reviewer exemption granted. For further information, please contact Lindy Klein, Peer Review Officer (peer.review@unsw.edu.au).
- **Principle 6: Caters for student diversity**
Effectiveness: Effective
Examples: Some examples
Comment:
Second reviewer exemption granted. For further

information, please contact Lindy Klein, Peer Review Officer
(peer.review@unsw.edu.au).

Rejoinder comment

No rejoinder comment