TEACHER EDUCATION MODULES : PEER EVALUATION FORM

TITLE OF MODULE: __Graphics and Information management System
Author: ___Dr. Vitalicy Chifwepa
Peer-evaluator : __Mr. Matovu Henry

*** FOR EACH INCOMPLETE OR IN-PROGRESS ANSWER, PLEASE COMMENT IN THE BOX BELOW***

	Incomplete	*In-progress*	*Acceptable*
1. **Content** (The content of the curriculum reflected in the module.)			X
2. **Prerequisites** (The prerequisite courses or knowledge are clearly defined.)			X
3. **Time** (The time required to complete each unit and activity is clearly defined.)			X
4. **Material** (The material required to complete the module is clearly identified)			X
5. **Rationale** (The rationale for the module is clearly argued.)			X
6. **Overview** (An overview of the module is presented, comprising a resume, an outline and a graphic organizer)			X
7. **General Objective** (The module's general objective is clearly presented.)			X
8. **Specific Learning Objectives** (Each unit's specific learning objectives are appropriate, concise, precise and clearly organised.)			X
9. **Pre-assessment** (There is a clear rationale for the pre-assessment evaluation. The questions and answers are clearly presented in the pre-assessment evaluation. The pre assessment is accompanied by supporting pedagogical comments and guidance for students.)			X
10. **Key Concepts** (A minimum of 10 principal key-concepts is defined.)			X
11. **Compulsory Readings** (A minimum of three required readings is identified, and their selection justified. Complete references, as well as an abstract, for each of the readings, are provided.) **ALL COMPULSORY READINGS ARE INCLUDED, AND ARE COPYRIGHT—FREE!**			X
12. **Multimedia Resources** (At least two freely accessible compulsory resources are provided.)	X		
13. **Useful Links** (Each of the suggested online resources is accompanied by complete references, an abstract and justification for its selection. A minimum of 10 useful web links is provided to help students better achieve the module's learning objectives. The title and address of the web links, a screen capture of each "welcome" page, as well as a description and justification of the selection is provided.)			X
14. **Learning Activities** (At least four different learning activities are presented. An introduction and description is provided for each learning activity. The majority of the learning activities include: use of ICT, readings, and resources. Each learning activity includes at least one formative evaluation.)			
14.1 Learning Activity 1			X
14.2 Learning Activity 2			X
14.3 Learning Activity 3			X
14.4 Learning Activity 4			X
15. **Synthesis of the Module** (The module synthesis revisits the principal points that students should retain.)			
16. **Summative Evaluation** (The summative evaluation clearly indicates which learning objectives are being evaluated, and by what method.)			X

17. **References** (The 10 (minimum) references provided for the module are presented in APA style.)			X
18. **Student Records** (An Excel spreadsheet to organise the results of the student evaluations is provided.)	X		
19. **Main Author of the Module** (A brief biography of the module's principal author is provided.)			X
20. **Cultural/gender awareness** (The module demonstrates cultural awareness through the use of examples and images that are reflective of, and respectful to, the diversity of African cultures. Women and girls are represented as equals to men and boys throughout the module.)	X		
21. **Teaching tips** (Are there sufficient teaching tips for trainers/lectures/teachers ?)			X
22. **Learning tips** (Are there sufficient learning tips for learners ?)			X

COMMENTS

1. General comment

The author has clearly stated the objectives of the module, the learning process, the materials to be used, the pre-requisite courses required before starting the module, and what is expected from the student. The learning activities are well explained step by step with appropriate references for each activity. In general, despite some few comments given below, the author has produced an acceptable piece of work.

2. Learning activity and key concepts

The learning activities are well described with the key concepts for each module well mentioned. However in my view on the database unit, the table, the form and query key concepts should be included as these are key elements which the learner will meet from time to time in a database environment.

3. Pre-assessment

Though some key concepts of the module are included in the pre-assessment questions, I would suggest in addition to the general knowledge of the module, that the author includes questions on **all** the key concepts which have been indicated in the learning activities of each respective module unit. This will provide a good indicator of the student's current level of knowledge for each module unit.

And also as the author mentioned in the pedagogical comments, these concepts provide the key areas that the learner will need to concentrate on in order to increase the knowledge and use of ICT in teaching and learning.

4. References

The reference materials are very appropriate and provide a clear understanding of the subject matter, except that they include also the advanced parts which may complicate the learning process. I suggest that the learner should be guided what to read further in the referenced material (as the author did at the end of the learning activity #2)

5. Time of completion of the module
Time for each module unit was clearly specified. It should be noted also that a teacher may be a new learner of these basic ICT skills and at the same time learning the techniques of using them to teach. This may seem to be handling two issues at the same time. So this can necessitate increasing on the time spent on each module unit.

6. Multimedia resources
The multimedia resources were not so clear since the Compulsory reference provided in Resource #1 (**Introduction to gender.ppt)** and the Resource #2 (**Database-Design-200.com**) could not be accessed and may not portray well the multimedia. I would expect this multimedia resource to be handled in **Module 4: Multimedia design and application**

7. Students records
An Excel spreadsheet to organize the results of the student evaluations was not provided and no filename was mentioned which may contain such information.

8. Cultural/gender awareness
The module does not portray gender awareness explicitly throughout its various units. However, in one of the references indicated (**Introduction to gender.ppt)** which could not be accessed, the word "gender" appears as part of a file name. According to the abstract and the rationale of the author, the content this file shows the use of PowerPoint in presenting a lesson and also gives basic concepts on gender as a cross cutting subject.