



ROHINI

COLLEGE OF ENGINEERING & TECHNOLOGY

Approved by AICTE and Affiliated to Anna University (An ISO 9001 : 2008 Certified Institution)

Peer review and Critique Form

1. You tube Video Lecture

1. Name the Topic of the video Lecture under review / critique :

2. Name of the faculty member doing the review :

Instructions: Watch the YouTube video lecture and rate each category below. Circle or check the score (5 = Excellent, 4 = Good, 3 = Satisfactory, 2 = Needs Improvement, 1 = Poor). Provide specific, constructive feedback in the comments section for each category.

Category	Criteria	Score (1-5)	Comments
1. Content (20 points)			
Accuracy and Reliability	Is the information accurate and supported by credible sources?		
Relevance to Topic	Does the video address the assigned topic or learning goals?		
Depth of Content	Is the topic covered thoroughly for the intended audience?		
Clarity of Explanation	Are concepts explained clearly and logically?		
2. Delivery and Production (15 points)			
Presenter Delivery	Is the presenter engaging, clear, and confident?		
Visuals and Aids	Are visuals (e.g., slides, diagrams) clear and supportive?		
Audio/Video Quality	Is the audio clear and video quality adequate?		
3. Engagement and Impact (10 points)			
Audience Engagement	Does the video capture and hold attention?		
Learning Impact	Does the video effectively teach the topic?		
4. Overall Assessment (5 points)			
Overall Impression	How effective is the video as a learning tool?		
Total Score (50)			

Overall Comments:

Name and signature of the faculty member



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Peer review and Critique Form

2. Innovative Teaching Methods – Collaborative Learning

1. Name of the course :
2. Name of the topic under review :
3. Name of the course handling staff member :
4. Name of the faculty member doing the review :

Instructions: Answer appropriate questions for reviewing the Innovative teaching learning, Write the critique on each methods.

Questions	
1. How did collaboration compare to working individually on this task?	Pls Tick
a) Much better; collaboration enhanced my learning and results. (5)	
b) Slightly better; it had some benefits over individual work. (4)	
c) Similar; there was no major difference. (3)	
d) Worse; collaboration hindered my learning or performance. (2)	
2. What was the most rewarding aspect of this collaborative experience?	
a) Learning from others' perspectives and building strong teamwork. (5)	
b) Completing the project successfully as a group. (4)	
c) Developing personal skills like communication or leadership. (3)	
d) There was little to no rewarding aspect. (2)	
3. How well did this faculty member structure group tasks to promote active student participation?	
a) Excellent; tasks were engaging and encouraged all students to participate actively.5	
b) Good; tasks promoted participation but some students were less engaged. (4)	
c) Fair; tasks encouraged limited participation or were unevenly structured. (3)	
d) Poor; tasks did not promote active student participation. (2)	
4. How well did this faculty member promote the development of collaboration skills (e.g., teamwork, communication)?	
a) Excellent; they effectively fostered strong collaboration skills in students. (5)	
b) Good; they promoted some collaboration skills but not consistently. (4)	
c) Fair; they provided limited opportunities to develop collaboration skills.(3)	
d) Poor; they did not promote collaboration skills. (2)	
Total marks (20)	

Overall Critiques:

Name and signature of the faculty member



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Peer review and Critique Form

3. Innovative Teaching Methods – Model Based Learning

1. Name of the course :
2. Name of the topic under review :
3. Name of the course handling staff member :
4. Name of the faculty member doing the review :

Instructions: Answer appropriate questions for reviewing the Innovative teaching learning, Write the critique on each methods.

Questions	
How well did this peer demonstrate and understanding of the model's purpose and underlying concepts?	Pls Tick
a) Excellent; they clearly explained the model's purpose and concepts to the group.(5)	
b) Good; they showed a solid understanding but needed some clarification.(4)	
c) Fair; their understanding was limited or unclear at times.(3)	
d) Poor; they showed little to no understanding of the model.(2)	
How effectively did this peer apply the model to the task or problem?	
a) Very effectively; they used the model accurately to solve problems or make predictions.(5)	
b) Somewhat effectively; they applied the model but with minor errors.(4)	
c) Ineffectively; their application of the model was inconsistent or incorrect.(3)	
d) Not at all; they did not use the model appropriately.(2)	
How well did this peer explain the model's assumptions or limitations to the group?	
a) Very well; they clearly identified and discussed assumptions and limitations. (5)	
b) Adequately; they mentioned some assumptions but missed key limitations (4).	
c) Poorly; they vaguely addressed or ignored assumptions and limitations. (3)	
d) Not at all; they did not address the model's assumptions or limitations. (2)	
4. How effectively did this peer collaborate with others to build or test the model?	
a) Very effectively; they worked closely with the group to build and test the model. (5)	
b) Somewhat effectively; they collaborated but with occasional disengagement. (4)	
c) Ineffectively; they worked mostly independently or disrupted collaboration. (3)	
d) Not at all; they did not participate in building or testing the model. (2)	
Total marks (20)	

Overall Critiques:

Name and signature of the faculty member