

Teachers as Peer Evaluators of Learning Object Pedagogical Quality in the Virtual Polytechnic

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Abstract:

Teacher comprised production teams in the Finnish Virtual Polytechnic will have designed a considerable number of learning objects during 2004-2006. The central challenge is how these learning objects support the construction of a meaningful learning process and how they meet polytechnic level educational quality requirements, that is, they are authentic, intentional and promote the construction of knowledge. Criteria for evaluating pedagogical quality exist and evaluation practices have been developed. This paper examines the implementation in Spring 2006 of teacher's peer evaluation of learning objects. This peer evaluation model wakes teachers up to consider the pedagogical quality of learning objects. The evaluators saw that learning objects in the main support authenticity, but intentionality and knowledge construction are areas in which there is room for improvement and development. On the basis of this study pedagogical quality evaluation tools can be further developed and the collective and shared reflection of teachers in peer evaluation can be strengthened.