Peer Review of Teaching: 1 to 1

This Peer Review of Teaching model is instrumental in maintaining the quality of teaching and learning in a school and/or faculty. It provides faculty members with an opportunity to receive and discuss feedback on their teaching. If conducted effectively, peer reviewing:

* Draws upon the disciplinary expertise of colleagues.
* Contributes to a collegial academic culture.

Considering that academic fields may have unique teaching styles and/or requirements, departments can use the guidelines below to develop a peer review process that best fits their specific needs. Existing practices at Cornell and published research shows that effective peer review of classroom teaching generally includes the following steps:

1. Clarification why the Peer Review is occurring
2. [A pre-observation meeting](http://www.cte.cornell.edu/documenting-teaching/peer-review-of-teaching/#pre)/electronic communication
3. [A classroom observation.](http://www.cte.cornell.edu/documenting-teaching/peer-review-of-teaching/#observation)
4. [A post-observation debriefing.](http://www.cte.cornell.edu/documenting-teaching/peer-review-of-teaching/#post)
5. Closure of the peer review process

This entire process usually takes 3-4 hours.

## Information Section

## *A. Clarification why the peer review is occurring*

It is important for the staff member to understand why the process is occurring. The reviewer and the instructor should met and discuss the events that have led to this review process in a non-judgemental and collegial manner. This meeting is ideally held in a neutral location.

## *B. Pre-Observation Meeting/Communication – Can be completed electronically and shared*

During a pre-observation meeting, the observer and the instructor discuss the instructor’s plan for the class and touch on the following questions:

1. What do you want the students to have learned by the end of this class?
2. What will happen in the class? What can I, as the observer, expect to see?
3. How does this class fit in with the overall course?
4. What pre-class work will the students have done for this class?
5. Are there specific aspects of the class on which the instructor would like to receive feedback?
6. A review of teaching materials needs to occur, therefore the instructor needs to ensure the reviewer has access to appropriate material (Course Description, assessment documentation, materials used in the learning and teaching strategy). This normally occurs by giving Moodle access to the reviewer.

*C. Class Observation*

Best practices in peer review propose that a core set of criteria be used in the observation process, and that departments discuss and establish criteria appropriate for their field. These criteria may vary among fields. In the pre-observation meeting, the instructor and observer agree on the criteria the observer will pay particular attention to during the class. Research cites the following criteria as factors that enhance student learning:

1. Clarification of class purpose: How well does the instructor convey to the students the purpose of the class?
2. Organization of class structure: Are the class materials and activities well organized?
3. Reinforcement of major concepts: Does the instructor emphasize the major concepts being covered? Do the activities and materials utilized in class reinforce the major concepts?
4. Pacing and scope: Is the material presented at a suitable rate? Is the amount of material covered reasonable?
5. Classroom atmosphere: Has the instructor established a safe and respectful classroom atmosphere conducive to student learning? Has the instructor created an inclusive class environment?
6. Consideration of diversity: Does the instructor acknowledge or interact with a broad range of students? Is the instructor respectful of diverse opinions and perspectives? Does the instructor employ a diverse set of activities or methods to accommodate a range of student learning styles?
7. Class management: Does the instructor effectively manage the class?
8. How the resources align with the practice: Do the learning resources align with the expectations of the instructor, the learning and teaching strategies and assessment practices?
9. Additional criteria may include OLT Citation Categories (Refer to the end of the document). Additional criteria can be decided between the instructor and reviewer.

## *D. Post-Observation Meeting – Instructor reflection area prior to the post-observation meeting*

Following the class observation, the observer and instructor meet to review their assessment of the class.

Some possible guidelines for a post observation meeting include:

* Sharing perspectives on what took place during the classroom session
* Discussing any points brought up in the pre-observation meeting
* Setting goals and preparing a teaching development plan with suggestions for the future

## *E. Closure of the Peer Review Process*

Best practices in peer review of teaching recommend a written summary to document the observation process. The peer review process may be repeated more than once (if time permits and it deemed necessary for based on the situation). This document generally includes:

* Finalization of Post-observation meeting notes and summary statement

## Section for completion

## *A. Clarification why the peer review is occurring (Approximate time 30-60min)*

A summary statement should occur as to why the peer review is proceeding:

***Instructor Comments:***

***Reviewer Comments:***

## *B. Pre-Observation Meeting/Communication – Can be completed electronically and shared (To be completed by the instructor) (Approximate time 15 minutes)*

The details of the Class Observation Session, should also be clearly communicated:

**Specific of Class Observation**

Instructor: Add details

Observer: Add details

Course: Add details

Topic: Add details

Class Time/Room: Add details

Date: Add details

During a pre-observation meeting, the observer and the instructor should discuss the instructor’s plan for the class and explore some, if not all of the following questions:

1. What do you want the students to have learned by the end of this class?
2. What will happen in the class? What can I, as the observer, expect to see?
3. Addressing individual learning needs in a group learning process
4. How does this class fit in with the overall course?
5. What pre-class work will the students have done for this class?
6. Are there specific aspects of the class on which the instructor would like to receive feedback?
7. A review of teaching materials needs to occur, therefore the instructor needs to ensure the reviewer has access to appropriate material (Course Description, assessment documentation, materials used in the learning and teaching strategy). **This normally occurs by giving Moodle access to the reviewer**.

## C. Class Observation (To be completed by the observer) (Approximate time 2 hours)

Best practices in peer review propose that a core set of criteria be used in the observation process, and that departments discuss and establish criteria appropriate for their field. These criteria may vary among fields. In the pre-observation meeting, the instructor and observer agree on the criteria the observer will pay particular attention to during the class.

***For each criterion make the following notes:***

* ***Aspects performed well;***
* ***Aspects where improvement can occur;***
* ***Suggested actions.***

Research cites the following criteria as factors that enhance student learning:

1. Comment on the learning and teaching resources: Course Description; Assessment documentation; Organization of the course on moodle; Course resources; Comment on the learning and teaching strategies).
   * ***Aspects performed well;***
   * ***Aspects where improvement can occur;***
   * ***Suggested actions.***
2. Clarification of class purpose: How well does the instructor convey to the students the purpose of the class?

* ***Aspects performed well;***
* ***Aspects where improvement can occur;***
* ***Suggested actions.***

1. Organization of class structure: Are the class materials and activities well organized?

* ***Aspects performed well;***
* ***Aspects where improvement can occur;***
* ***Suggested actions.***

1. Reinforcement of major concepts: Does the instructor emphasize the major concepts being covered? Do the activities and materials utilized in class reinforce the major concepts?

* ***Aspects performed well;***
* ***Aspects where improvement can occur;***
* ***Suggested actions.***

1. Pacing and scope: Is the material presented at a suitable rate? Is the amount of material covered reasonable?

* ***Aspects performed well;***
* ***Aspects where improvement can occur;***
* ***Suggested actions***

1. Classroom atmosphere: Has the instructor established a safe and respectful classroom atmosphere conducive to student learning? Has the instructor created an inclusive class environment?

* ***Aspects performed well;***
* ***Aspects where improvement can occur;***
* ***Suggested actions***

1. Consideration of diversity: Does the instructor acknowledge or interact with a broad range of students? Is the instructor respectful of diverse opinions and perspectives? Does the instructor employ a diverse set of activities or methods to accommodate a range of student learning styles?

* ***Aspects performed well;***
* ***Aspects where improvement can occur;***
* ***Suggested actions***

1. Class management: Does the instructor effectively manage the class?

* ***Aspects performed well;***
* ***Aspects where improvement can occur;***
* ***Suggested actions***

1. How the resources align with the practice: Do the learning resources align with the expectations of the instructor, the learning and teaching strategies and assessment practices?

* ***Aspects performed well;***
* ***Aspects where improvement can occur;***
* ***Suggested actions***

1. Additional criteria may include OLT Citation Categories (Refer to the end of the document). Additional criteria can be decided between the instructor and reviewer.

* ***Aspects performed well;***
* ***Aspects where improvement can occur;***
* ***Suggested actions***

## *D. Post-Observation Meeting (Approximate time 30min)*

Following the class observation, the observer and instructor meet to review their assessment of the class.

The Post-Observation meeting may focus on a variety of be designed to address the need for the peer review. Some possible guidelines for a post observation meeting include:

* Sharing perspectives on what took place during the classroom session
* Discussing any points brought up in the pre-observation meeting
* Setting goals and preparing a teaching development plan with suggestions for the future
* Discussion around the Class Observation Notes with a focus on specific criteria

**Post‐Observation Meeting**

***The following are provided to help guide the post-­‐observation discussion. Instructors reflect on these questions in advance of the meeting.***

1. **How well did students learn what you intended them to learn in this class?**
2. **What went well?**
3. **What challenges were there?**
4. **What might be changed for the next time?**
5. **Discuss any additional points that were raised in the pre-­‐observation meeting.**

## *E. Closure of the Peer Review Process (Approximate time 30min)*

Best practices in peer review of teaching recommend a written summary to document the observation process. The peer review process may be repeated more than once (if time permits and it deemed necessary for based on the situation). This document generally includes:

* Finalization of Post-observation meeting notes and summary statement

**Instructor closing comments:**

**Reviewer closing comments:**

Additional Criteria that an instructor may want to include in the peer review process: OLT Criteria Assessment (OLT Instructions of Student Citation)

The assessment criteria are:

1. **Approaches to teaching and the support of learning that influence, motivate and inspire students to learn.** This may include fostering student development by stimulating curiosity and independence in learning; participating in effective and empathetic guidance and advice for students; assisting students from equity and other demographic subgroups to participate and achieve success in their courses; encouraging student engagement through the enthusiasm shown for learning and teaching; inspiring and motivating students through effective communication, presentation and interpersonal skills; enabling others to enhance their approaches to learning and teaching; and developing and/or integrating assessment strategies to enhance student learning.

2. **Development of curricula, resources or services that reflect a command of the field.** This may include developing and presenting coherent and imaginative resources for student learning; implementing research-led approaches to learning and teaching; demonstrating up-to-date knowledge of the field of study in the design of the curriculum and the creation of resources for learning; communicating clear objectives and expectations for student learning; providing support to those involved in the development of curricula and resources; and contributing professional expertise to enhance curriculum or resources.

3. **Evaluation practices that bring about improvements in teaching and learning.** Evaluation comprises making judgements about the quality of programs and activities that are part of the academic, cultural and social experience of higher education. This may include showing advanced skills in evaluation and reflective practice; using a variety of evaluation strategies to bring about change; adapting evaluation methods to different contexts and diverse student needs and learning styles; contributing professional expertise to the field of evaluation in order to improve program design and delivery; and the dissemination and embedding of good practice identified through evaluation.

4. **Innovation, leadership or scholarship that has influenced and enhanced learning and teaching and/or the student experience.** This may include participating in and contributing to professional activities related to learning and teaching; innovations in service and support for students; coordination, management and leadership of courses and student learning; conducting and publishing research related to teaching; demonstrating leadership through activities that have broad influence on the profession; providing innovative learning and teaching for different contexts, including technology enhanced environments, for large and small class sizes and/or to meet the needs of a diverse student cohort; and influencing the overall academic, social and cultural experience of higher education.

References:

Centre of Teaching Excellence Model

* Heavily reference from: <http://www.cte.cornell.edu/documenting-teaching/peer-review-of->[teaching/](http://www.cte.cornell.edu/documenting-teaching/peer-review-of-teaching/)
* For  further  information  on  this  resource  and  more,  please  contact  the  CT E at:  [cornellcte@cornell.edu](mailto:cornellcte@cornell.edu) ; 607-­‐255-­‐3990 / [www.cte.cornell.edu](http://www.cte.cornell.edu/)

Peer Review of Teaching in Australian Higher Education

* <http://www.cshe.unimelb.edu.au/people/harris_docs/PeerReviewHandbook_eVersion.pdf>