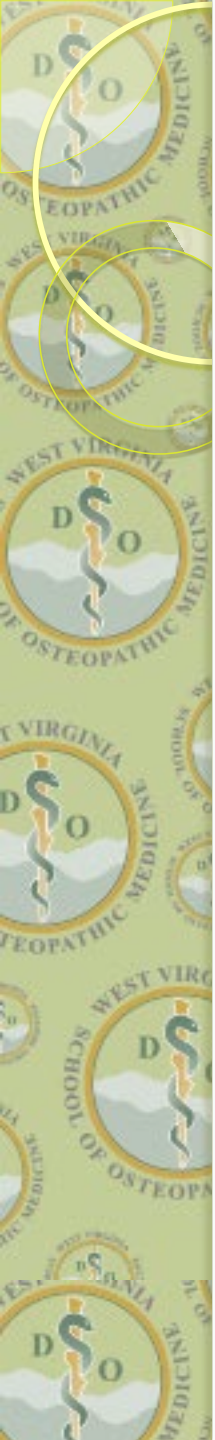


Improving Lectures through Peer Review

Bridget Moore and Deborah Russ

Office of Assessment and Educational Development





Objectives

- Understand the multiple models of peer review and their purposes
- Understand general guidelines for peer review to promote best teaching practices
- Discuss principles of giving and receiving constructive feedback
- Discuss benefits of rubrics when conducting peer reviews
- Understand procedures for peer review as outlined by OAED



Peer Review Models

- Evaluative
 - Promotion and Tenure
- Developmental
 - New faculty
- Reciprocal
 - Between faculty

What is Reviewed?

- Curriculum/Content
- Instructional Delivery



Stages of Peer Review

- Pre-observation meeting
 - Clarify goals, review content
- Observation
 - Take notes, utilize rubric
- Post-observation and feedback meeting
 - As soon as possible after observation
 - Discuss impressions of both
- Reflection
 - What are take-aways?



Evaluative and Developmental Reviews – OAED Support

- Pre-observation meeting or email exchange
 - Agree upon session to observe
 - Any special areas to point out



Evaluative and Developmental Reviews – OAED Support

- Observation In Class
 - Use rubric/take notes
 - Observe student reactions
- Review student handouts/powerpoints
- Review a different recorded lecture
 - Take notes
- Not focused on content
- Review previous student evaluations if desired



Evaluative and Developmental Reviews – OAED Support

- Post-observation meeting
 - Review rubric
 - Discussion
 - Areas of strengths
 - Alternatives
 - Follow up observation if desired by faculty
 - Follow up training if desired by faculty
 - Confidential unless asked to share

Reciprocal Reviews

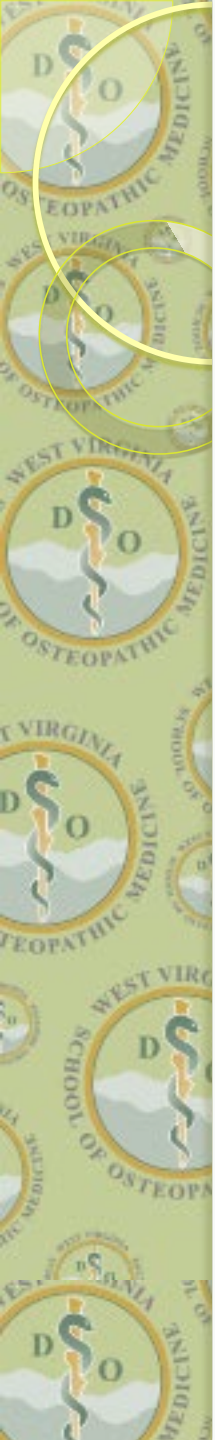
- Colleagues working together to improve instruction for students
- Confidentiality is critical to building trust
- Sharing ideas is beneficial to both



Helpful Tips

- Choose partner carefully
- Clarify expectations
- Familiarize yourself with lesson content
- Agree on a rubric
- Inform students
- Be objective (don't compare)
- Do not intervene
- Remain confidential

Scenarios





Giving Feedback

- Self reflect first
- Discuss strengths
- Share ideas and information
- Discuss suggestions for alternatives
- Do not give advice
- Focus on behaviors – not personalities
- Should be a two-way discussion
- Use rubric to help guide discussion

Giving Feedback – BEAR Model

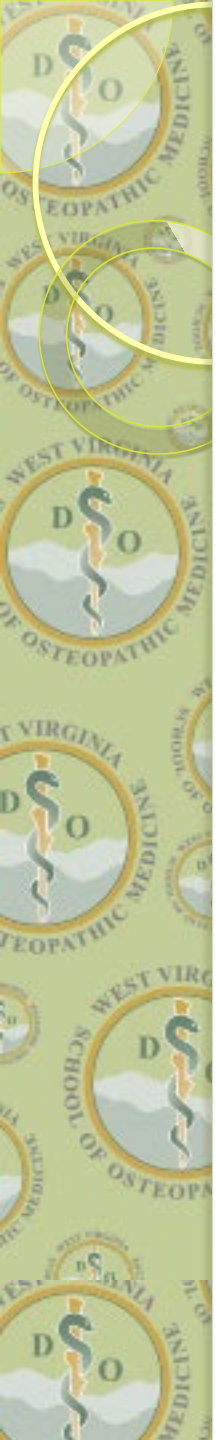
- Behavior – What was observed?
- Effect – How did the students react?
- Alternative – What are some things that could be done differently?
- Result – What would you like to commit to try in the future?



Receiving Feedback

- Listen without comment initially
- Remember the purpose is not to criticize
 - don't try to defend or explain
- Consider the suggestions and use what works best for you
- Try making small changes at first

Rubrics



Resources

- Donnelly, R. (2007). Perceived impact of Peer Observation of Teaching in higher education. *International Journal of Teaching and Learning in Higher Education*, 19:2; 117-129
- Gosling, D. (2002). Models of Peer Observation of Teaching. LTSN Generic Centre. https://www.researchgate.net/publication/267687499_Models_of_Peer_Observation_of_Teaching
- Harms, P. L., & Roebuck, D. B. (2010). Teaching the art and craft of giving and receiving feedback. *Business Communication Quarterly*, 73(4), 413-431.
- Siddiqui, Z. S., Jonas-Dwyer, D., & Carr, S. E. (2007). Twelve tips for Peer Observation of Teaching. *Medical Teacher*, 29; 297-300.