

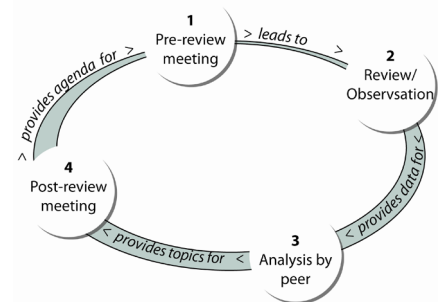
PEER REVIEW OF TEACHING

What is peer feedback of teaching?

Peer feedback of teaching involves entering into a *voluntary, confidential and reciprocal* relationship with a *trusted* colleague to observe/consider an aspect of each other's teaching and offer private *constructive* feedback within *agreed* parameters. It is primarily about the development of teachers and their teaching; it is NOT a performance review.

Peer review of teaching may be used in two ways:

1. **To further improve teaching:** When used for this purpose, peer review relates to seeking feedback and constructive suggestion from peers that will support the development of teaching or improvement of teaching materials.
2. **As evidence:** for example, peer review of teaching might be [one source of evidence](#) to support claims and arguments made by an applicant in addressing promotion/award criteria.



You can peer review:

- **Teaching observation:**
Peer observation of teaching involves a colleague visiting another colleague's actual or virtual classroom (e.g. lecture, tutorial, online chat) to observe and give supportive feedback. It is advisable to have at least 2 cycles of peer observation of teaching to:
 - a) provide an opportunity for a reviewee to trial any changes put in place following the first review, and
 - b) provide the reviewer with a more representative view of the reviewee's teaching.
- **Non-classroom aspects of teaching:**
Peer feedback on non-classroom aspects may include review of documents and resources with reference to relevant guidelines/policies and giving feedback on:

- Unit outline	- Teaching first year	- Online/blended learning activities
- Assessment	- Postgraduate supervision	- Research-enhanced learning and teaching
- Internationalisation	- Organisation/management of teaching teams/tutors	

Proformas to assist with the above kinds of peer review are available from the [School peer review webpage](#).

Core principles

Effective peer review of teaching assumes a culture where teachers actively seek feedback. The Business School believes it is essential that the person being observed has *total* control over what happens to the information generated by the observation and subsequent discussion.

The reviewee decides:

- **What** the review/feedback is about (e.g., teaching observation, non-classroom aspects of teaching)
- **When/where** the review will take place (i.e., lecture, online, teaching materials etc.)
- **How** the feedback will be used.

Why peer review teaching?

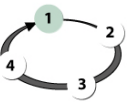
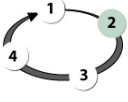
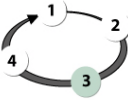
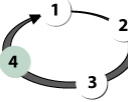
The Business School recognises the importance of enhancing the quality of learning and teaching. Peer review of teaching facilitates the dissemination and sharing of learning and teaching expertise in disciplines by drawing on the insights and skills of colleagues. The Business School encourages all staff with teaching responsibilities to engage in an [ongoing, reciprocal peer review process](#) of being both reviewed and participating as reviewer.

In the majority of cases, peer partnerships or teams can provide reciprocal feedback to their partner or team. **Reciprocal and developmental peer review has been shown to be the most effective approach** to enhancing practice and building a positive learning and teaching culture and has the potential for building long term professional relationships.

What to look for in a reviewer?

- Trustworthy
- Respectful
- Empathetic
- Self-reflective
- Open-minded
- Creative

How to peer-review teaching?

	Who	What
1. Pre-review 	Both	a) Meet reviewer/reviewee
	Both	b) Have a confidential discussion about the desired feedback, refine if necessary
	Reviewee	c) If peer observation of teaching is involved , the reviewee should provide the reviewer with the session time/location, outcomes for students, the rationale for chosen teaching strategies, how the particular teaching session fits in to the overall unit, the nature of the student cohort (e.g., Know your Students profile) etc.
	Both	d) Set post-review meeting
2. Review 	Both	e) For class observations the reviewer needs to sit in an unobtrusive place. In smaller classes, introduce the new member of the class as an observer of the teacher not the students
	Reviewer	f) The reviewer records observations/feedback using the agreed format
	Reviewer	g) Resist the urge to intervene/comment during the session if observing teaching
3. Post-review 	Reviewer	h) Tailor feedback to the reviewee (i.e., what they asked for feedback about)
	Reviewer	i) Remember important aspects of giving feedback (e.g. respect, confidential etc.)
	Reviewer	j) Write a one page summary of observations in relation to criterion/criteria and draws conclusions tied to evidence. It is important to remember: <ul style="list-style-type: none"> • the reviewee may feel vulnerable; try to help the review be a positive experience for both parties • comments should relate to behaviours the reviewee can do something about • include both positive feedback and constructive suggestions for further improvement (i.e. offer <i>specific, measurable, actionable, relevant and timely</i> feedback around agreed issues)
4. Post-review meeting 	Both	k) Reviewer and applicant meet to discuss the observations
	Reviewee	l) The reviewee first shares their reflections/observations
	Reviewer	m) The reviewer then discusses their observations about what they saw happen and what the consequences were (e.g. <i>when the student asked.....you said</i> etc.).
	Both	n) Written constructive feedback should be confined to what was observed and the subsequent discussion with the reviewee. When a written report is requested by the reviewee, it should be signed and given directly to the reviewee.
	Both	o) Where possible, this process is reciprocal. When peer review is reciprocal the process is maximally valuable to all involved

Reminder

Effective teaching facilitates student learning by

- Engaging students in active and inquiry-based learning
- Incorporating disciplinary and educational research
- Considering professional relevance and prior learning of students
- Valuing and supporting student diversity
- Implementing coherent curricula both within units and across majors/programs
- Drawing upon multiple learning approaches
- Using assessment and feedback strategies that advance learning and particularly involve higher level thinking skills