Improving Lectures through Peer Review

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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


