Guidelines for Peer-review Process for Teaching Enhancement

Overview

Objectives of the peer-review process:
- To enhance teaching
- To encourage reflection on one’s teaching
- To improve student learning

Process:
1. Planning
   a. Department-level – find out what the expectations are for your position
   b. Individual-level – select a department (peer) observer and prepare for the steps below.

2. Pre-observation meeting – clearly articulate the focus, expected goals and outcomes, and provide all relevant information to the peer observer.

3. Conducting the teaching observation – the peer observer to use the peer-observation form as a guideline, take ample notes, and be discreet.

4. Post-observation meeting – using questions, the peer observer will guide the instructor through discussion of the following: what the instructor did well, three constructive points to consider for improvement (no more than three), and what the instructor should keep on doing.

5. Written report – It is important for there to be agreement between the observer and the instructor about the letter’s content so that both are comfortable with how this information will be shared to the appropriate audience. Sample letters are provided in the full version of this document and on our web page.

Attributes:
Effective teaching practices are frequently identified as including:
- strong and supportive student-teacher relations,
- student-centered pedagogies, such as highly-interactive or collaborative teaching methods; pedagogies which similarly ensure student engagement in the learning process;
clear intended learning objectives or outcomes;
- expert and inspiring knowledge of one’s discipline and subject;
- strong organizational skills, evident in class structure;
- strong explanatory skills, evident in clarity and student learning;
- appropriate assessment and timely provision of feedback
- commitment to personal pedagogic self-reflection and professional development.

**Conclusion:**
The peer observation process can be a continuous process. At the LTSI, we recommend that instructors consider using the process on a continuing basis in order to stimulate reflection on one’s teaching practice and to engage with other perspectives about how to approach one’s teaching.