TeachingforLearning EVALUATION

Types of Peer Review

Peer review can be conducted by:

1. A formal one to one process with an invited colleague OR
2. A teaching team engaging in collective reflection OR
3. A collaborative co-evaluation process as part of an on-going arrangement between a pair or group of colleagues who may or may not teach in the same academic field or course.

Peer evaluation is an intentional process of gathering information and evidence about the effectiveness of the teaching/learning process and the educational environment with a view to subjecting it to constructive critical scrutiny. The purposes include providing assurance that students are able to achieve what the course requires them to achieve and to improve practices.

Type	Features of reviewer:	Use when you wish to…
Formal one-to-one peer review	• peer reviewer is ideally an experienced and successful teacher • peer reviewer is an expert in the field/discipline • peer reviewer has a collegial disposition • peer reviewer has credibility within the institution and understands the institution policy frameworks	improve teaching practices seek constructive critical feedback on topics such as: quality and currency of course materials and resources; appropriateness of assessment methods; appropriateness of aims, outcomes and content; adherence to policies and regulations
Teaching Team Review	• group teaches the same discipline/topic area • group acts as community of mutual support • review includes: • intellectual dialogue • sharing of skills • exchange of expert critiques • lively, respectful debate	justify teaching and assessment processes, critically review the appropriateness of content critically review effectiveness of teaching processes identify, implement and evaluate alternative approaches clarify common learning intentions
Collaborative Group Review	• group must agree to co-review practice • group can belong to same or different areas of the university • requires established trust allows for greater risks to be taken • process is on-going and developmental	establish a deep understanding of learning objectives for topic establish a cooperative effort of review jointly select goals and focus for review