

Peer Review of Teaching Suggestions for Reviewees

Faculty members undergoing the peer review of teaching (PRoT) process may find the following tips useful for preparing for the program. The tips are organized under the different points of discussion or reflection in the PRoT process.

Before the Pre-observation Meeting

- Contact your choice of observer and schedule a time and date for the face-to-face pre-observation meeting.
- If you haven't already, think of some learning outcomes for your course, and write them down.
- Record any areas where you think you can improve your teaching, and prepare to discuss these with the observer.
- Compile some teaching materials that you think reflect your teaching style, and the overall direction of the course. Examples may include:
 - An exam or course project
 - A sample homework set
 - Sample lecture notes or visual aids (PowerPoint, etc...)

During the Pre-observation Meeting

- Discuss any areas you think your teaching could improve: ask the reviewer to focus on these areas.
- Discuss any other teaching issues with the observer, and your goals for how the observer can help you.
- State any specific instruction methods you use (active learning, flipped classroom, etc...), and explain how you work the method into your lesson.
- Discuss your learning outcomes with the observer.
- Give the observer some background information regarding your students' prior experiences, such as previous courses and school standing (freshmen, sophomore, etc...).
- Alert the observer to any concerns you have about the peer review of teaching process.

During the Classroom Observation

- Introduce the observer to your students, and explain his/her role in your class. Be sure that your students understand that the observer is here to observe your teaching, and not the students.
- Teach your class.

During the Post-observation Meeting

- Communicate with the observer how you feel that teaching session went.
- Listen to your observer's feedback, and ask questions for clarification, and to explore ideas further.
- Ask for the "Classroom Observation Report" from the observer, and tell the observer what you plan to do with the knowledge.

After the Post-Observation Meeting

- Reflect on the feedback from the observer. To better organize your thoughts, try writing a "Reflective Narrative."
- Use the feedback to make any changes to your course, ideally immediately or in the Future.

SAMPLE

Adapted with permission from: University of British Columbia. (2013). Peer Review of Teaching. Retrieved July 22, 2014, from http://wiki.ubc.ca/images/1/1f/Reviewee_resource_CTLT.pdf