

Constructive Peer Review of Teaching

- Systematic focus on teaching – what peer review can contribute, and what it can't
- Collaboration among colleagues
- Recognition of differences in teaching as seen from different perspectives
- Documentation of what matters most: Focus on teaching, collaboration, and multiple perspectives

Additional Resources:

Sources of Data for Assessment of Teaching



A complex activity like teaching is understood best when it is viewed from more than one perspective. At CIDR our goal is to help you gather information from multiple sources: Each source offers valuable information, but none by itself gives the whole picture.

<http://depts.washington.edu/cidrweb/consulting/assessment.html>

Peer Review of Teaching

There are a variety of ways colleagues/peers can generate information during the review process:

- **Review of Materials:** In some cases peers may request that an instructor submit copies of materials that can be examined during the review process. Thus individual or small groups of peers/colleagues might examine course syllabi, assignments, exams, or materials developed for a course in order to make judgments about the potential of the materials for enhancing learning in a course.
- **Observations:** A common method of generating feedback for an instructor is to have a peer observe the instructor in a teaching setting. In these cases, the review process can provide a more complete view of the instructor's classroom activity and interactions with students. In instances in which the peer is unable to actually attend a class or instructional session, a videotape might be used.
- **Interviews:** In some instances, peers may conduct interviews with instructors as a way of generating information for the review process. In such cases, peers might ask questions intended to provide insights about mastery of content, objectives, teaching methods, ways of assessing student learning, commitment to teaching and student learning, and/or support for departmental and institutional instructional efforts.

<http://depts.washington.edu/cidrweb/consulting/peer-review.html>

Additional Resources

- **Peer Review of Teaching**
Office of the Provost, North Carolina State University: "Peer Review enhances the dialogue related to teaching effectiveness, recognizes that faculty peers are the best judges of course content, pedagogical methods, and assessment strategies, and elevates teaching as a scholarly activity."
- **Peer Review of Teaching Project**
University of Nebraska, Lincoln: "Making Visible the Intellectual Work of Teaching"
- **Peer Review of Teaching**
University of Wisconsin, Madison: "This site provides information to ... instructors and administrators who want or need to be involved in peer review of teaching ... [which is defined as] participation of colleagues in the development and assessment of teaching activities."

<http://depts.washington.edu/cidrweb/resources/observationtools.html>