



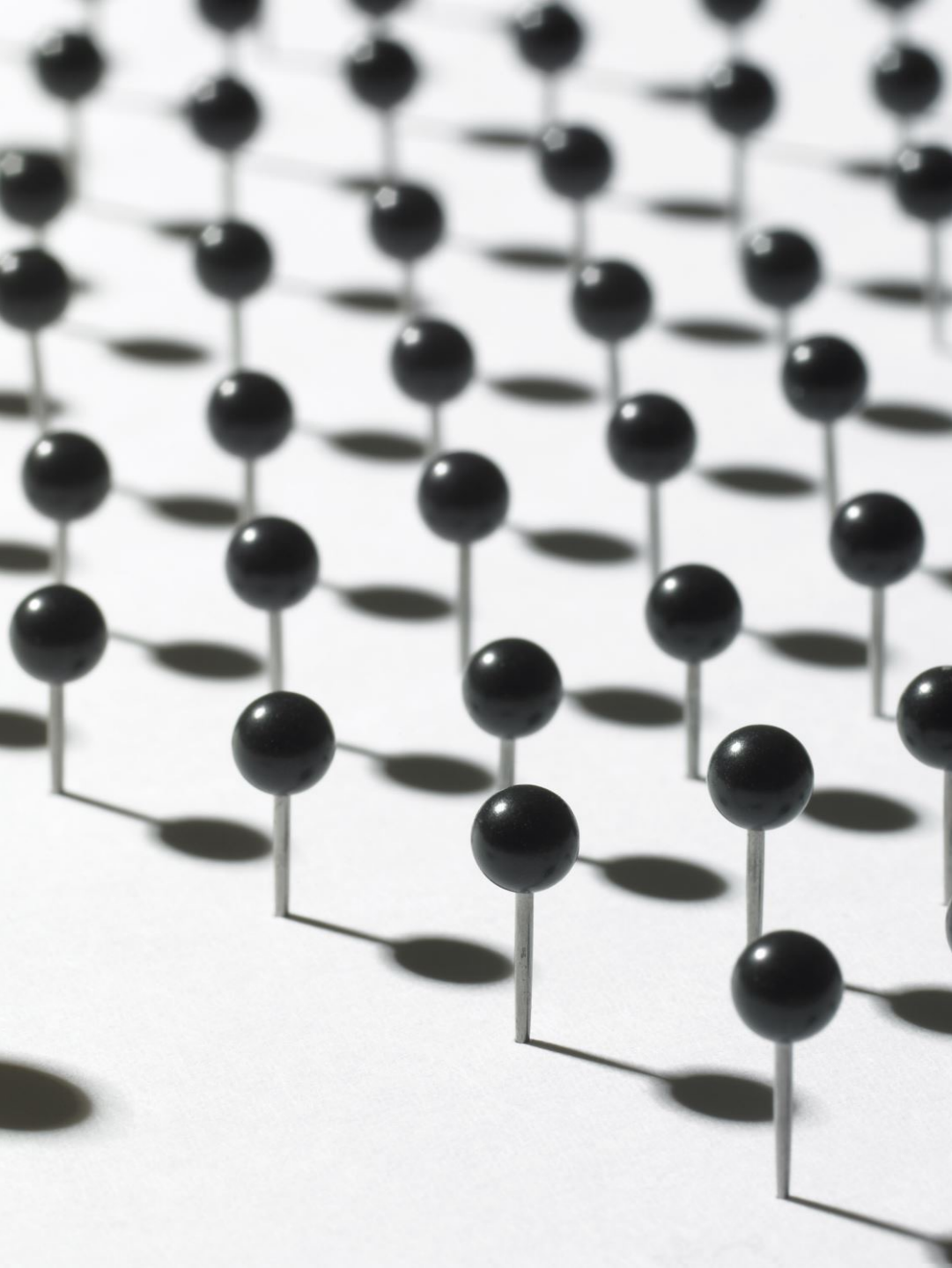
Requesting & Conducting Meaningful Peer Evaluations of Teaching

UIC College of Dentistry

AF Doubleday



Benefits of Peer Feedback

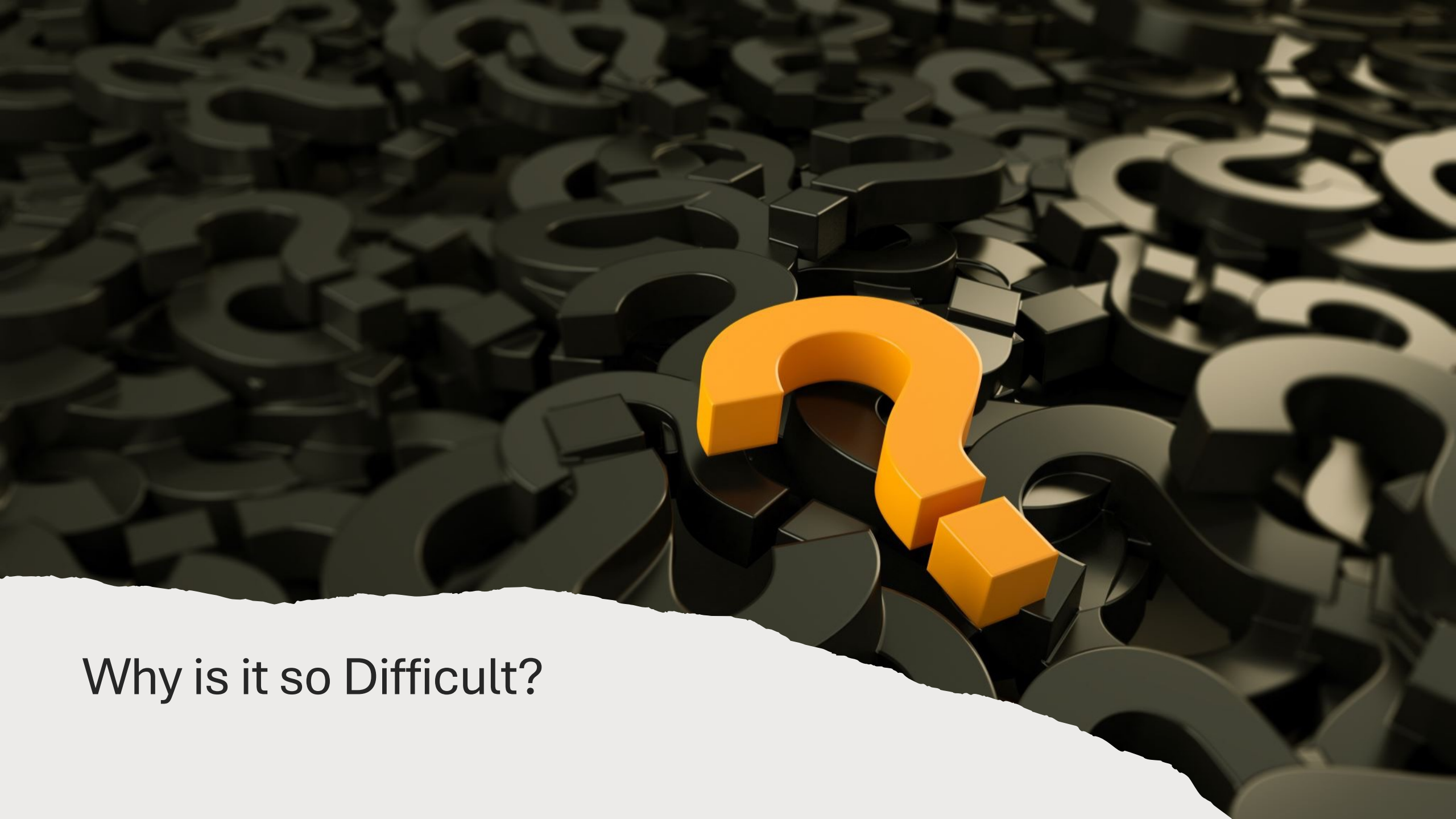


Benefits:

- Scholarly approach to teaching
- Creates a community of colleagues
- Mediates potential bias of student evaluations
- Improves faculty rigor and experimentation
- Improves faculty approaches to teaching



What can be observed and reviewed?



Why is it so Difficult?



Purpose of Peer Feedback

- Summative vs. Formative
- Evaluative vs Growth and Improvement
- Judgement vs. Understanding

Peer Reviews and their role in the P & T Dossier

“Evaluation of teaching activities must be included since the last personnel action period. They may be done by the unit executive officer, discipline coordinator, unit director, or by other senior faculty members who are recognized as excellent teachers.

These peer evaluations should address such things as an **instructor's ability to present course content and/or skills to students**, the **appropriate level of difficulty of material** presented, **relevance of examples**, **integration of topics**, **structure of the teaching session**, and **congruence between course goals and accomplishments**.

If confidential letters of evaluation are obtained from former trainees, they can be included in this section.”

<https://uofi.app.box.com/v/ptdossierforms>

What would you like to know more about,
with regard to your own teaching?



What would you like your colleagues to understand about your teaching?



What are you interested in observing in your colleagues' teaching?



Suggested Protocol for Peer Review



PRE-OBSERVATION
MEETING



TEACHING
OBSERVATION



POST-OBSERVATION
MEETING



LETTER OR REPORT



The pre-observation meeting

What is the purpose of the observation?

What are your goals for this session?

What are your plans to achieve your goals?

Who are your learners?

How does this session make use of what your learners already know?

Why is this session important for your learners (what learning need does it meet)?

What would you like me to focus on during the session (formative)?

Logistics

The Teaching Session: what to observe?

Example: The Mayo
Outpatient Precepting
Evaluation Tool

Communication of goals

Control and organization of session

Learning climate

Understanding and retention

Assessment

Feedback

Self-directed learning

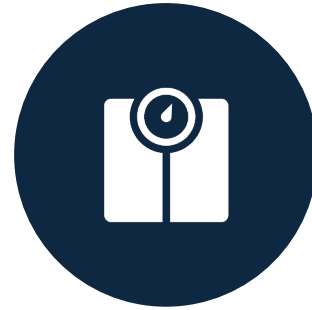
The Teaching Observation



NARRATIVE LOG



CHECKLIST



SCALE



BEHAVIOR
SYSTEMS

The post-observation meeting

Teacher

- What did you observe?
- What do you think went well?
- Where are there opportunities to do something different?
- Here are my goals and next steps
- What are your next steps?

Observer

- Was this typical for your sessions?
- What do you think went well?
- Where are there opportunities to do something different?
- What are your goals?
- Here are my next steps (summative)

Important Considerations:

- What is the purpose of the observation?
- Who to ask?
- How often to be reviewed?
- What should be observed?
- What is the reporting format?



Challenges:

- Observations are snapshots in time
- Bias
- Collegiality
- Transparency
- Time



A hand in a light-colored sleeve points to a specific node in a complex network diagram. The diagram consists of numerous interconnected nodes and edges, colored in various shades including blue, orange, red, green, and purple. The background is a dark, blurred map of a city or region.

Developing Your Peer Observation Plan

Developing Your Peer Observation Plan

- What is the purpose of the observation?
- Who will you ask?
- What will you ask them to observe?
- When will the observation take place?
- How will you conduct pre and post session meetings?
- How frequently will you request peer observations?
- How will you support your colleagues by offering peer observation opportunities?





Thank you!

Helpful Resources

- CATE's [Teaching Guide on Peer Feedback](#)
- University of Kansas: [How to conduct a peer review of online teaching](#)
- Vanderbilt University [Guide to Peer Review of Teaching](#)
- University of Oregon [Peer Review Guide](#)
- [Mayo Outpatient Precepting Evaluation Tool](#)