

ELAM 2023 Abstract (<500 words)

Project Title: Peer Teaching Evaluation and Coaching (P-TEaCh) Program

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Topic Category: Faculty Development/Education

Background/Significance: Effective teachers inspire learners. Health professional schools often do not provide training in how to become an engaging and effective educator. Junior faculty, including clinical faculty, often learn about effective teaching while “on the job.” Several institutions have incorporated peer teaching programs to provide junior faculty with peer mentorship skills and tools to become effective educators. Peer review of teaching can provide faculty with support and guidance; however, it often amounts to an observation of classroom instruction and brief feedback. While review of classroom performance is necessary it is not sufficient to fully understand a faculty member’s teaching effectiveness.

Purpose/Objectives: The overall purpose is to develop an effective peer teaching evaluation program that provides peer mentorship and useful tools (e.g., competencies and rubrics) for junior faculty. The specific objectives are to:

- develop a framework and rubrics for promoting a holistic approach to teaching effectiveness through peer collaboration.
- understand faculty perceptions of effective teaching and peer mentorship.
- develop and pilot a peer review of teaching program (P-TEaCh).

Methods/Approach: Development of the Peer Teaching Evaluation and Coaching (P-TEaCh) Program and framework encompasses the following tenets: a) a shared definition of effective teaching; and b) the peer review process 1) has a holistic perspective, i.e., more than classroom observation; 2) has a specific use, i.e., formative or summative purpose, 3) has a structured process, 4) prepares peer reviewers and faculty being reviewed, 4) provides feedback that is formative, i.e., incorporates self-reflection and teaching circles, and 5) is valued at the departmental and school levels.

A literature search was conducted for published and grey literature on peer teaching review programs and rubrics. A qualitative study of faculty is being conducted to understand faculty perceptions of effective teaching and peer review of teaching, their teaching preparation prior to becoming a faculty member, confidence levels in teaching, and input on what would help them become a more effective teacher. After the qualitative study, the P-TEaCh program will be developed to pilot in my home department.

Outcomes/Results: A review of the literature on peer-supported evaluation of teaching, particularly an exhaustive integrative review by Campbell et al 2019 in Medical Education, yielded a socio-cultural framework that will be modified for the P-TEaCh program that emphasizes peers as collaborators. Based on the grey literature review several rubrics were drafted for different settings of instruction, i.e., classroom, lab, and clinical. We will work with the HSDM Education Quality Improvement committee as part of their regular evaluation of DMD courses and course directors.

Discussion/Conclusion/Potential Impact: A social-cultural perspective to frame the P-TEaCh program can be useful as it values peers as collaborators, educational design principles, and the context of the workplace. A peer review of teaching program that takes a holistic approach to teaching effectiveness can support shared teaching strategies, standardize evaluative measures, and raise the value of teaching.