

Peer Review of Teaching

Advice for Departments, Department Heads, and Committees from University of Washington's Center for Teaching and Learning

Begin with department-wide clarity on peer review practices, including what is considered effective teaching. Are there shared common disciplinary and/or evidence-based practices? What is the range of views and practices on effective teaching and to what degree does the department want to define norms in regard to teaching? This might be done, for example, through department-wide discussion or the formation of a one-year teaching assessment committee to determine purposes and protocols around peer observation.

Set expectations

Be explicit about the purposes of peer review and the protocols that the department has established for it. Clearly communicate guidelines for peer review protocols including a range of established norms and practices for effective teaching.

Account for variables

Consider factors such as: what were the criteria for the review? How was "peer" defined, and who did the reviewing? How long ago was the review? Was more than one review conducted, and if so, what seems consistent or inconsistent?

Value openness to feedback

Look for evidence that the instructor took peer feedback seriously and is pedagogically flexible enough to incorporate new ideas.

Evaluate holistically

Consider the review in relation to other forms of feedback and in dialogue with the other forms of evaluation. Was there constructive criticism? How is the peer review best understood when considered in context of multiple forms of feedback and evaluation for the instructor?

Source:

Peer review. (2017). Center for Teaching and Learning.
<https://teaching.washington.edu/topics/assessing-and-improving-teaching/a-guide-to-best-practice-for-evaluating-teaching/peer-review/>