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# The Peer Review of Online Teaching: Guidelines for the Written Report for the Peer Reviewer

*Formative Peer Review Program – Resource (Updated September 2019)*

*In the UBC CTLT Formative Peer Review of Teaching Program, the report may consist of the following materials:*

1. **Notes from the pre-observation conversation**
This may include notes taken by the peer reviewer during the meeting, a summary that the peer reviewer writes after the meeting, emailed or written answers that the reviewee wrote, or similar kinds of notes.
2. **Notes that the peer reviewer takes about the online lesson and, as relevant, during the classroom observation**These notes may include text, charts, diagrams or other. If the reviewee chooses to have his/her online course or class recorded, the peer reviewer may take additional notes on the timing of various parts of the online lesson.
3. **Notes taken during the post-observation conversation**This may include notes or a summary that the peer reviewer writes during the conversation and notes that summarize the conversation between the peer reviewer and the reviewee.

Reviewee, here are a few additional considerations related to documentation:

1. Let your reviewer know, early in the process, what your needs are for documentation. If formal documentation is needed, the reviewer should know this before committing to the review because the write-up typically requires significant time.
2. Check with your reviewer when they will share the documentation with you. Some reviewers share their documentation at the post-observation meeting, while others do so before the meeting or afterwards. If you have a preference for when you receive the documentation, discuss this with your reviewer.
3. As a reviewee, you should have the opportunity to provide comments on the report and, as relevant, discuss desired edits before the report is “final”.