Process Overview for Peer Review of Teaching

Formative Peer Review of Teaching Program – Resource (Updated April 2016)

For questions about graduate student peer review of teaching, please contact Shaya Golparian (shaya.golparian@ubc.ca). For questions about peer review of teaching for faculty members, please contact Isabeau Iqbal (isabeau.iqbal@ubc.ca).

The Peer Review process described here is intended primarily as a form of formative (and developmental) feedback. It is structured around the classroom observation of teaching. We recognize, however, that the peer review of teaching can entail reviews of many forms of teaching, including syllabi, assignments, feedback to students, etc.

- To request a peer review of your classroom teaching, please email one of the reviewers (faculty or graduate student) with your:
    - Faculty and/or departmental affiliation
    - Aspect(s) of your teaching you would like to have reviewed
    - Relevant details of your request (What type of review? Timeframe? Etc)
- Once you and your reviewer have decided to go ahead, determine dates, times and locations for:
    - The pre-observation meeting (we recommend one week prior to the classroom observation)
    - The classroom observation(s), if applicable
    - The post-observation meeting (we recommend no later than one week after the classroom observation)
- Prepare for the pre-observation meeting by reviewing and reflecting on the list of pre-observation questions (PDF) (Word Document)
- Meet with your peer reviewer for the pre-observation meeting
- Teach your class while your peer reviewer observes
- Reflect on and record what happened during the class – refer to the list of post-observation discussion questions (PDF) (Word Document)
- Meet with your peer reviewer for the post-observation meeting, ideally 1 week after the classroom observation
- Review, reflect on, and respond to the peer reviewer's feedback report
- Decide whether or not to submit the peer reviewer's report (along with your own) to your employment file and/or to include in your teaching portfolio