



Peer Feedback on Teaching

This peer feedback process is intended for use by individuals wanting to learn more about their teaching. It provides complementary information to Student Perceptions of Teaching (SPOT) reports. It can be used to

- focus on teaching in one or more units or courses at an undergraduate or postgraduate level
- reflect on postgraduate and honours supervision
- assist the teacher to review the overall quality of their teaching.

This instrument is provided as a guide and it may be modified to best suit the needs of the teacher. The broad categories provided were derived from the UWA criteria for academic promotion.

Instructions for the teacher

In order to obtain a broad perspective of your teaching, you may wish to seek more than one colleague's views. Colleagues could come from within or outside your discipline. For your colleagues to give you meaningful feedback, you will need to provide them with information on various aspects of your teaching.

One useful source of information is peer observation of teaching. If using peer observation, decide on the 'when, where, what and how' questions related to feedback. Discuss these and other issues during a briefing session, and hold a debriefing session as soon as possible after observations. Before the debriefing session, evaluate yourself, e.g. what went well or not so well, and what you'll do next time. If you wish to obtain feedback on specific aspects of your teaching, ensure your colleague is aware of what these are.

Instructions for the colleague giving feedback

For each broad category on the following pages briefly note the sources of information on which your feedback is based, comment on the teacher's strengths and suggest possible areas for development. In this regard, the bullet points and suggested sources of information may help you. They are intended as a guide rather than a comprehensive list. There is space on the last page for any additional comments you may wish to make. Please remember that the main purpose of this feedback process is to improve teaching. Feedback is best given in a way that leaves the receiver's self-esteem intact. Start with positive comments and follow with constructive suggestions.

Your feedback is an important part of your colleague's teaching development. This process is likely to be mutually beneficial.

Teacher's name _____

Colleague's name _____

Period during which feedback process took place _____ to _____

Summary of focus of feedback (e.g. first-year lectures and supporting teaching material)

1. Expertise in the Subject Matter Taught

- Has the teacher kept abreast with developments in their field?
- To what extent is the teacher acquainted with the ideas and findings of other scholars necessary for good teaching?
- Do the teaching materials represent the best work in the field?
- Has the teacher researched the area and disseminated their findings?
- Has the teacher incorporated their research in their teaching?

(Possible sources of information: teaching materials; attendance at and/or contribution to conferences, colloquia, journals etc.)

Sources consulted:

Areas of strength:

Areas for development:

2. Success in Facilitating or Inspiring Learning in the Students

- In what ways are the students encouraged to learn?
- How are the students assisted in taking responsibility for their own learning?
- Do the tests or assignments foster understanding rather than simple recall of facts?
- How well have the students performed?

(Possible sources of information: teaching observation; student evaluation of teaching; examinations and assignments; feedback to students; grade distribution; descriptions of student performances - class presentation, etc.)

Sources consulted:

Areas of strength:

Areas for development:

3. Coverage of the Specified Curriculum

- Are the objectives of the unit consistent with the aims of the course?
- Are the teaching and learning methods the most appropriate for achieving course goals?
- Have the students learnt what the curriculum requires for this course?

(Possible sources of information: course and unit outlines; assessment details; discussions with others whose teaching depends on this unit/course)

Sources consulted:

Areas of strength:

Areas for development:

4. Student Assessment

- How adequately do the forms of assessment measure the student learning specified in the unit/course objectives?
- Were the grades awarded appropriate to the quality of student work?
- Are students provided with appropriate and timely feedback?
- Are the assessment procedures including grading reasonable, timely and fair?

(Possible sources of information: examinations and assignments; grade distribution; unit and course outlines)

Sources consulted:

Areas of strength:

Areas for development:

5. Development of Units/Courses, Teaching Methods, Teaching Materials etc.

- To what extent has an appropriate mix of strategies been used to encourage student learning?
- Have special teaching materials and/or innovative teaching approaches been used?
- How much effort has been made to enhance the quality of teaching?
- Has the teacher developed new units/courses?

(Possible sources of information: teaching portfolios; course and unit outlines; reading lists; texts; study guides; lab manuals; audio-visual materials; hand-outs; problem sets; assignments)

Sources consulted:

Areas of strength:

Areas for development:

6. Providing Suitable Learning Environments for *All* Students

To what extent have the needs of all students been addressed by

- the teaching and learning methods?
- the teaching materials?
- the assessment practices?
- seeking feedback from students?
- reference to the *Teaching with Diversity Checklist* <<http://www.csd.uwa.edu.au/tl/99TDChecklist.htm>>?

(Possible sources of information: reading lists; texts; study guides; lab manuals; audio-visual materials; hand-outs; problem sets; assignments; student evaluation of teaching)

Sources consulted:

Areas of strength:

Areas for development:

7. Support activities (e.g. curriculum committees, unit/course co-ordination, support for student group activities, career guidance).

- Is the teacher a member of committees or working parties that address teaching-related activities?
- What contribution does the teacher make to informal student group activities?
- Is the teacher available for consultation by students?
- To what extent have postgraduate students been supported in matters other than research?

(Possible sources of information: teaching portfolios; course and unit outlines; office hours; committee membership; discussions with students)

Sources consulted:

Areas of strength:

Areas for development:

8. Any other comments