



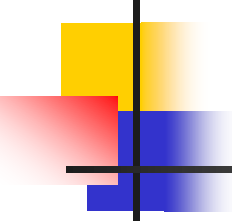
# Beyond peer observation: from sticks to blended carrots

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# Aim of peer observation and review (POR) process

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To enhance the quality of learning and teaching

POR not an isolated activity

How can it articulate effectively with other quality enhancement structures and processes?

How can the profile and practice of L&T innovation and research be raised?

How can the POR process be made more relevant and reflective?



## 3 main models of POR (Gosling 2002)

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Evaluation or management model:  
senior staff observe other staff

Developmental model where  
educational developers/expert  
teachers/learning and teaching  
practitioners observe others

Peer review model: colleagues observe  
each other



# Models of Peer Review

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## Models

### Pairs

- Self-selected

- Selected by co-ordinator

### Clusters – 3s or 4s

### Teaching Process

- Recall – video recordings

### Scholarly dialogue

- model \* – 4 stage

- reflective dialogue

## Basis for comparison

- Power relationships

- Dissemination opportunities

- Strategic approach

- Common themes

- Scholarly dialogue

- Resources

\* Bristol University

Comparison of strengths & limitations: Liverpool JMU with acknowledgements to David Gosling & Brenda Smith



# A changing environment for POR

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Changes to the funding of both students and HEIs

Changes in the student population

Changes in expectations: students and HEI managers

Changes in the way we are evaluated

Changes in the way we operate

Changes in opportunities for academic delivery and support.....



# Face-to-face classes

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Debates

'Pub' quiz

Fieldwork

Seminars

Tutorials

Role play

Groupwork

Lectures

Lab practicals

Workshops

..... please complete the list with  
your own creative pedagogy



# Blended / eLearning

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Wikis

Podcasts

Dimdim

VLE

Blogs

Second Life

YouTube

SMS messaging

..... please complete the list with  
your own creative pedagogy



# Assessment

formative/summative

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Wikis

Posters

Webfolios

Videos

Blogs

Presentations

Exams

Essays

Plant and animal  
collections

Learning log

Computer-marked  
assessments

..... please complete the list with  
your own creative assessments



# Feedback

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Feedback followed by reflection

Generic feedback

Detailed individual feedback

Model answer

VLE forum

On-line submission; on-line feedback

1:1 verbal feedback

Peer assessment

..... please complete the list with your own creative feedback strategies



# Teaching facilities

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Teaching room  
innovative design

Cameras &  
videos

Printing/copying

Interactive whiteboards

Projectors

Computers

Classroom response systems

Learning Centre/  
Library resources

..... please complete the list with  
your favoured teaching facilities



# Academic-related issues

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Retention and Progression

Equality and Diversity

Personal tutoring

Study skills

Plagiarism

Personal Development Planning

Employability

..... please complete the list with your own academic-related issues



# Reviewing and evaluating practice

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Complex learning environment

Issues formalised in QA procedures and policies

How useful in this environment is the traditional classroom approach to POR?

How useful are checklists (e.g. following slide) in maintaining and enhancing quality in all the contexts of the preceding slides?

How can the judgmental and alienating perceptions be avoided?

DESIRABLE FEATURES	UNDESIRABLE FEATURES	NOTES
<p>SESSION OUTCOMES</p> <p>Outcomes very clearly defined and expressed/explained Relationship to previous/next week or reading etc. made clear Outcomes revisited at conclusion of session</p>	<p>Outcomes vague in conception or expression/explanation Lack of context for the session Outcomes not referred to again</p>	
<p>PLANNING/ORGANISATION</p> <p>Well planned, evidence of session planning and timing of activities. Structure of session clearly communicated to students</p>	<p>Poorly planned, little thought has gone into timing of activities. Lacking in structure.</p>	<p><i>Writing</i></p>
<p>CONTENT</p> <p>Appropriate amount in relation to length of session and level of student ability Material accurate (as far as can be judged), Relevant to module and perceived student level &amp; needs Purposeful use of examples</p>	<p>Too much content Material thin or of doubtful relevance. Content confusing Devoid of meaningful examples</p>	<p><i>on</i></p>
<p>DELIVERY/ PERSONAL QUALITIES</p> <p>Good first impressions, excellent communication displayed Clear, interesting, inspiring Enthusiastic. Confident. Engaging student attention. Creative Content presented in orderly and structured manner Tone and style adopted appropriate</p>	<p>Got off to a poor start, faulty communication Poor clarity, Listless Hesitant Students appear bored Rigid, limited or stereotyped methods of delivery Progress haphazard Tone and style inappropriate</p>	<p><i>slides too</i></p>
<p>INTERACTION (relevant to size of group &amp; nature of room)</p> <p>Varied activities and approaches provided to facilitate active student learning High levels of student engagement</p>	<p>Little student engagement</p>	<p><i>small</i></p>
<p>QUESTIONING/FEEDBACK</p> <p>Explanations clearly understood Questioning clear and logical          Student contributions well used</p>	<p>No questioning/feedback Lack of harmony in tactics used</p>	
<p>USE OF ACCOMMODATION/ TECHNOLOGY</p> <p>Appropriate and integrated use of space and facilities TSL/visual aids enhance student learning Maximises accommodation &amp; facilities: room organised to maximise learning effectiveness</p>	<p>Inappropriate/Limited use of accommodation / facilities Disorganised environment. Other resourcing factors within lecturer's control hampering student learning. Visual aids lacking</p>	
<p>METHODS</p> <p>Varied Appropriate Well thought out</p>	<p>Limited variety Manifestly inappropriate</p>	
<p>MATERIALS</p> <p>Very well produced and/or used</p>	<p>Confusingly produced and / or used</p>	
<p>RELATIONSHIPS WITH STUDENTS</p>	<p>Pace inappropriate</p>	



# Common objectives of POR

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Aim: To enhance the quality of learning and teaching

To provide opportunities to reflect on and review teaching skills

To identify and disseminate good practice

To provide opportunities to learn from each other

To provide opportunities to observe how students learn

To identify generic staff development needs

To deepen understanding of colleagues' work

To promote research into learning and teaching

e.g. Leeds Metropolitan University & University of Nottingham

# Further objectives of POR

Aim: To enhance the quality of learning and teaching

**Non-threatening** examination of shared and contested rationales through **scholarly dialogue**

Change the culture of peer discussion about L&T to **embed critical discussion into everyday practice**

Move away from threatening dualisms: right/wrong; strength/weakness; novice/expert

**Fit the processes into the normal rhythms and demands of our work**



# POR process 2008

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Attempt to avoid negative perceptions

Move towards 'scholarly dialogue'

Participants given a suggested list of topics to focus on, including choice of own topic

Triads: A>B>C>A

Meetings beforehand to discuss topics etc.  
and afterwards to agree outcomes

Individual confidentiality



# Outcomes

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83% engagement with process

Favourably received, but needed more time

Clear evidence of constructive reflection on pedagogical practice



# Outcomes

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Student engagement, feedback & assessment were the most common themes discussed

Examples of good practice identified were mainly centred on these themes

e-learning and blended learning much less frequently discussed

e-learning and blended learning most frequently identified as areas for staff development

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# POR process 2009-10

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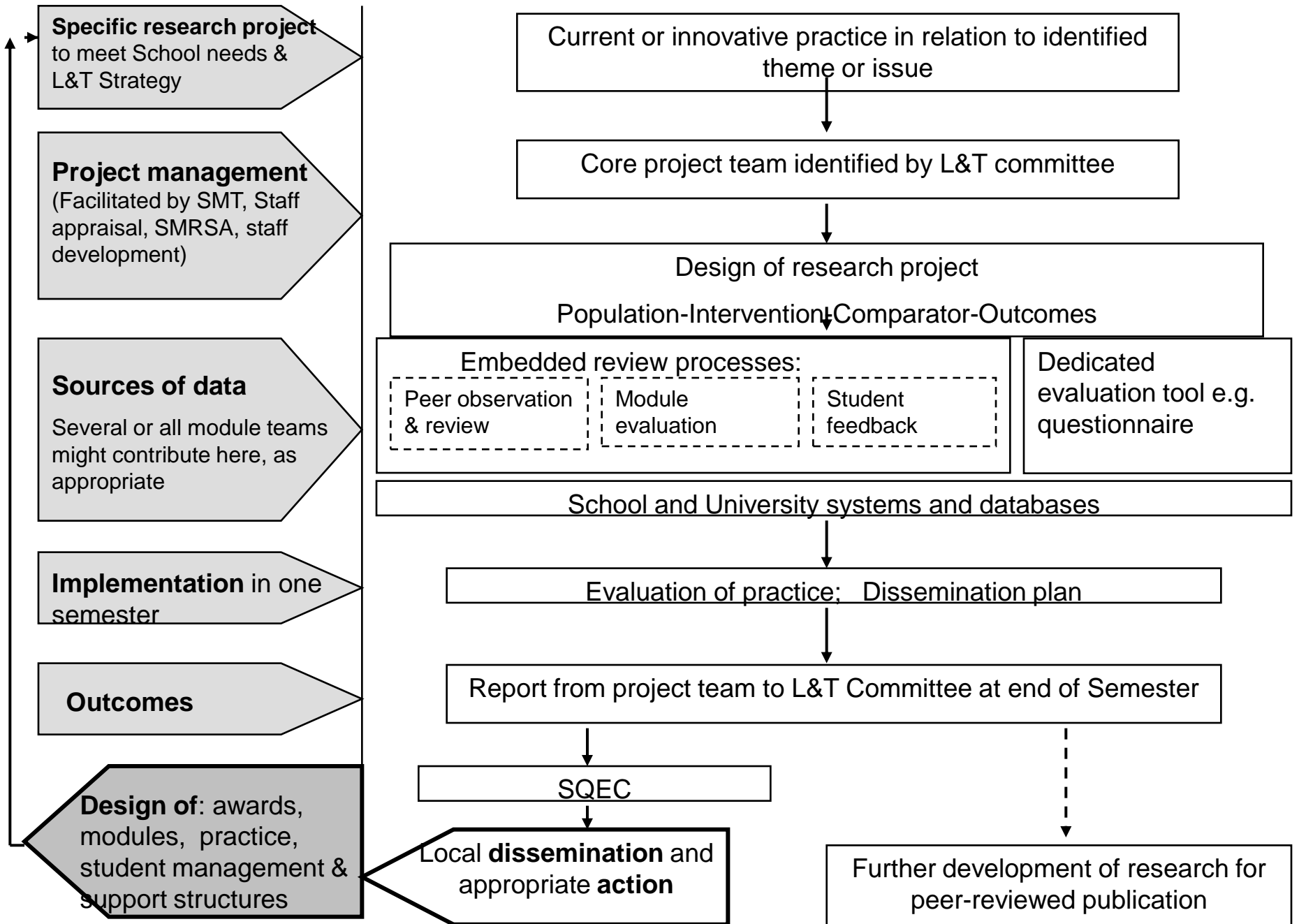
An integrated approach to L&T quality enhancement

POR and pedagogic research are embedded in the 'normal rhythms and demands of our work'

Articulation with other quality management and enhancement procedures and operational processes

Timely feedback on evaluation processes

# Pedagogical research flow chart





# Summary

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Stimulates dialogue and reflection on practice

Provides a mechanism for evaluating innovative pedagogical practice

Raises the profile and status of pedagogic research

Integrates research, POR, module & award review, staff development, all within the normal rhythms and processes of academic practice and School operations and management



Thank you

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Any comments or questions?



# Links to citations

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<http://www.ljmu.ac.uk/lid/ltweb/90601.htm>

<http://escalate.ac.uk/resources/peerobservation/11.html#policy>

<http://escalate.ac.uk/resources/peerobservation/10.html>