

## Peer review of teaching

- *What is to be reviewed?*
- *You can have peers observe/review anything to do with your teaching, not just what happens in the classroom. It's up to you.*

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### 1. Preparation

Always spend some time with your reviewer beforehand, discussing and agreeing on what is to be reviewed, the range and scope of the review and the issues you are seeking to address.

Putting this down in writing keeps everyone on the same page and helps in your reflections on the results.

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### 2. If the review is to be in the classroom

A lot happens in the classroom, so think about, and discuss with your reviewer, how general or specific you want their review to be.

Specific reviews may address the issues you identify, but miss other matters. Do you want reviewers to note things outside the range you've defined?

General reviews still won't catch everything. The reviewer may note issues you hadn't thought about. For a really general review you may need to ask the reviewers not to spend too much time concentrating on one or two issues.

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### 3. A lecture? A tutorial? A laboratory?

The answer should come from deciding what you want reviewed.

Be aware that the smaller the number of students in a class the more a reviewer will be noticeable – which may make everyone a little uncomfortable unless some effort is taken. It would help to suggest positive things that can be done to put everyone at ease. A reviewer might blend in with a large lecture – not so likely for a small tutorial.

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### 4. Can things outside the classroom be reviewed?

A lot of teaching happens outside the classroom, so for instance reviewers can look at teaching materials or handling/marking of student submissions.

Again it's important to agree with the reviewer what is being reviewed – specific issues or the general nature of the material.

Reviews of materials do not need to be done with you present, so they can be easier to organise than classroom review.