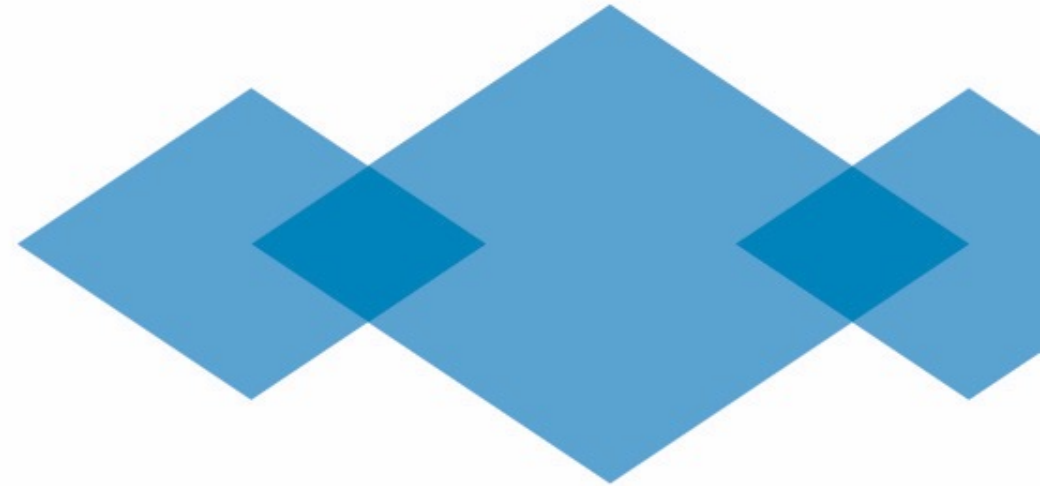


Faculty Showcase on Teaching | April 22, 2021

Effective Peer Review of Teaching



FACILITATOR: KELLY HOGAN, BIOLOGY, INSTRUCTIONAL INNOVATION

Presenters

VICKI CHANNON

TEACHING ASSISTANT PROFESSOR, PSYCHOLOGY AND NEUROSCIENCE

DUANE DEARDORFF

TEACHING ASSOCIATE PROFESSOR, PHYSICS AND ASTRONOMY

J.D. DEFREESE

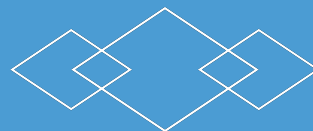
CLINICAL ASSISTANT PROFESSOR, EXERCISE AND SPORT SCIENCE

MEREDITH PETSCHAUER

TEACHING PROFESSOR, EXERCISE AND SPORT SCIENCE

MEGAN PLENGE

TEACHING ASSISTANT PROFESSOR, GEOLOGICAL SCIENCES



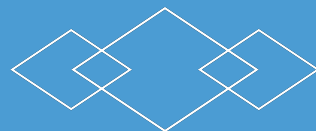
THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

TECHNICAL SUPPORT SPECIALIST

Charlie Wilcher

ITS CLASSROOM HOTLINE

Available through Zoom chat (private or public chat)



THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

Ground Rules

- Please mute your mic when you are not speaking.
- In the interest of building community, consider updating your Zoom name with additional information (e.g. your department, pronouns). In Zoom, see Participants -> More -> Rename.
- Live captioning is available. You can enable or disable this feature by clicking on the CC button in your meeting controls.
- This session is being recorded, will be available only to UNC-affiliated users through the Showcase website.
- Comments and questions are welcome through Zoom chat. Please share you own ideas and experiences!

Which of the following apply to you over the past 4 years? Select all that apply.

I have been observed by a peer as part of my department's tenure and promotion process.

I have been observed by a peer as part of an optional, professional development opportunity.

I have been observed by a peer in my academic unit.

I have been observed by a peer outside my academic unit.

Formative vs Summative Peer Review

Formative	Summative
Goal: To gather information to understand strengths and weaknesses for the purpose of improving teaching practice.	Goal: To gather evidence to inform judgements about teacher effectiveness.
Instructor defined goals	Criteria set by others
Process is often confidential	Process is not confidential
Process produces self-reflection	Process produces a letter of evaluation (and may produce self-reflection too)

If you have ever had a summative review of your teaching, was the experience good? How did you feel? (If you haven't had one, what concerns might you have about the process?)

MEREDITH PETSCHAUER

~10 minutes

TEACHING PROFESSOR, EXERCISE AND SPORT SCIENCE

- What is the College's CFE Peer Review of Teaching Program and what need does it fill?
- How is it different from how many departments might conduct a review?
- Why are some people fearful of having someone from the humanities review a person in STEM or vice versa?
- Q&A

(For Q& A time, please use chat or use the "raise hand" feature in Zoom).

DUANE DEARDORFF

TEACHING ASSOCIATE PROFESSOR,
PHYSICS AND ASTRONOMY

~15 minutes

MEGAN PLENGE

TEACHING ASSISTANT PROFESSOR,
GEOLOGICAL SCIENCES

- Duane: (5 minutes)
 - How did you approach the process?
 - What did you learn/what were the benefits to you doing the review?
 - What parts of the dossier or process are most helpful?
- Megan: (5 minutes)
 - Was this a comfortable process?
 - What did you learn/what were the benefits to you being reviewed in this way?
- Q& A with Megan and Duane (5 minutes)

(For Q& A time, please use chat or use the “raise hand” feature in Zoom).



Do you have enough informal, formative reviewing of your teaching? Explain.

VICKI CHANNON

TEACHING ASSISTANT PROFESSOR,
PSYCHOLOGY AND NEUROSCIENCE

~10-15 min

J.D. DEFREESE

CLINICAL ASSISTANT PROFESSOR,
EXERCISE AND SPORT SCIENCE

- How did you meet? Why did you begin reviewing each other?
- Why do you think it was successful/how did it stick?
- Did it transition to the pandemic too?
- What is one thing you each learned and took away from each other and the process?
- Q&A with J.D. and Vicki (5 minutes)

(For Q& A time, please use chat or use the “raise hand” feature in Zoom).

Poll (anonymous) or chat (not anonymous)

- What personal or departmental goals do you have in the next year around peer review?
- What do you need to meet these goals?



What personal or departmental goals do you have in the next year around peer review? What do you need to meet these goals?

Possible discussion Qs

- How have classroom observations been conducted during the pandemic?
- How would observations change to offer peer feedback on teaching hybrid course formats?
- What are some general strategies for processing and prioritizing peer feedback?
- What are strategies for not getting bogged down by really negative student comments?
- What is the most helpful format for peer feedback (e.g. written vs. verbal)?
- How important is the post-observation discussion between observer and observee?
- Has peer feedback become any less important to you as you have gained more experience teaching?
- Are there other rubrics or evaluation instruments that I might want to consider for informal class visits?
- What other strategies do you use to seek feedback on your teaching?



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