



**Quality Assurance Department
Peer Review of Teaching Guideline**

Description

The University of Fiji strives to provide quality teaching and learning experiences. Peer reviews provide a platform for meaningful conversations on staff's teachings. It is also intended to support instructor's personal and professional development. Peer reviews of teaching are an important part of each department/school's mentoring process for their staff thus; schools are encouraged to use processes that encourage quality teaching.

Purpose

This guideline provides a framework for the peer review process. Peer reviews can be utilized to affirm good practices, contribute towards improvement, encourage professional development and also promote quality teachings. This guideline is solely for the formative peer review process.

Faculty Involved

Departments should involve qualified people in their peer review processes. There should be level of trust and respect between the reviewer and the reviewee. Interdisciplinary reviews are welcome. At the end of the peer review process, a summary should be written and referred to the QA department.

Procedures

For the Reviewee

1. Advise your students a few days day in advance of the reviewer's visit.

You want your students to feel comfortable with the observer's presence and that the class is as "normal" as possible.

2. Meet with the reviewer a few days before the scheduled class meeting.

Inform the observer your intentions and objectives for the session. Your discussion should create a context for the class. Also it provides the opportunity to share any important information he/she may need to understand about the class. Give a copy of your course outline to the observer and any other relevant materials before or during the meeting. Some questions listed below may be useful for the discussions.

- What are the course learning outcomes?
- What goals do you hope to achieve?
- What happened in the previous class?
- How have the students prepared for this session?
- How is this class shaping up to date?(Difficulties/strengths of students)
- What will you do in class? What methods and strategies will you use?
- What should like for me to focus on during observation?
- How long is the session for?
- How would you like to receive feedback from me?

3. Reflect on the class after the observation.

Reflect on how the class went. Ask yourself some questions:

- What went well?
- Did student react favourably? At which points?
- Did you feel you met your objectives?
- What do you wish had worked better?

4. Meet with the reviewer.

Talk about both of your views of the class. The reflective questions #3 should be useful for the discussion. Ask your observer about observation of students' response to particular activities.

Procedures

For the Reviewer

1. Meet with the reviewee a few days before the session.

Learn as much as possible about the instructor's intentions and objectives. The dialogue helps set an understandable setting for the class, agreement on observation protocols, and how to give back information. The reviewer may use the questions listed above in **number 2**.

2. Visit the class.

Go early to class and sit where you can discreetly observe students as well as the instructor. Observe and take extensive notes as accurately as possible. Focus on behaviours rather than on personality. Deliberate on the instructor's needs and the particular inquiries or concerns she or he may have informed you at your prior meeting. Watch and note down what is taking place.

3. Reflect on your experience as an observer.

Identify several items that could be discussed with the observed instructor. Include things that went well, and what should be reinforced. Identify areas where you could make suggestions or idea for changes in how the class was managed.

4. Meet with the observed instructor.

In the post-observation meeting, ask questions and engage in discussion with the observed instructor to generate useful suggestions to address his or her concerns. A critical objective of the observation is to provide the facilitator a clear image of their class without judgment.

Where significant, refer to sections of your notes where particularly good or challenging things occurred. Your credibility as an observer is helped by your competency at capturing the class in details. The notes will help you to show guides you wish toward make about a snapshot of the class.

At that point restrict your recommendations or suggestions for change to a minimum. Numerous recommendations may leave the reviewee indecisive or question his/her ability as an instructor.