

Peer review of teaching

- *What do we do once the results are communicated?*
- *You need to decide what use to make of the reviewer's comments.*
- *This doesn't have to be the end.*
- *The following applies to both reviewees and reviewers.*

1. Do we keep talking?

This may be an opportunity to start a longer term discussion about teaching.

Think about doing more peer reviews in the future.

Peer review is only one way to assist in developing each other's teaching.

Even if you want different partners, with different points of view next time, there could be value in maintaining the contacts you just made.

2. Have you changed anything in your teaching?

Has this process made a difference?

Did it address the issue you started with? (assuming you had a goal in mind at the beginning).

How can you tell whether any changes are successful or not?

Can the students notice a difference? And does that always matter?

3. Reflect on what happened in the peer review process.

When do you think it would be worthwhile to be reviewed again?

What would you keep for next time, what would you do differently?

Would you review the same aspect of teaching?

Make the focus broader or narrower?

Partner with the same people or look for others?

4. You're experienced now (if you weren't already).

You can assist colleagues who might be thinking of trying peer review.

Your practical experience can help your future teaching development and those of others.

You might want to think about examining the literature in the light of your experience.

Or even contributing to it.