

## Peer review of teaching

*How will the review take place? It depends on the purpose of the review:*

- *It could be informal.*
- *It could be very formal.*
- *It depends on what you want to achieve.*

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### 1. Where will the review take place?

If you have organised for your teaching to be observed then your colleague will need to attend the relevant lecture, tutorial or practical session.

If you favour a formal system then you will need pre and post briefings in a mutually agreed space, such as an office or meeting room.

If you favour an informal system the location could be more relaxed: a coffee shop, tea room, in the corridor, while walking back to the office, etc.

If you want your materials reviewed you might not even need to meet face-to-face: it could all happen by email

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### 2. What does the reviewer do?

If you asked the reviewer to observe your teaching then they will need to attend the relevant session.

If this is a large lecture the reviewer's presence will probably go unnoticed.

In a small tutorial or practical session the students will probably notice the reviewer's presence and this will change the dynamic - be aware of this.

It is up to you whether you tell the students what you are doing.

Remember that this is a reciprocal process of learning and teaching.

A reviewer can benefit from reviewing your teaching and using that in reflections on their own teaching.

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### 3. What form(s) to use?

If you favour a formal system you will probably want to use specifically designed forms (see Reporting).

If you favour an informal system you may not even need forms - a chat can often be enough.

Between these extremes you have a great deal of flexibility - where you fall depends on what you wish to achieve.