

Peer review of teaching

- *Who should I get to observe me?*
- *It could be one person—keeps it simpler.*
- *More than one reviewer may get more insights.*
- *Regardless of level, discipline, etc., it should be someone you respect.*
- *Think about making it reciprocal.*

1. Should it be someone in my discipline?

They will understand your subject material, and look at content issues, but an outsider may give fresh perspectives, and consider more general teaching practice.

Someone from outside your discipline may be able to bring fresh perspectives on teaching.

A long-term conversation might be easier with someone in your discipline.

2. Should it be someone at my level of appointment?

Someone on a different level may have a different perspective to you, which can be useful in reflecting on your teaching practice.

Someone at a lower level may be uncomfortable critiquing your teaching. Make sure you are clear about how open you are if you partner with someone in this position.

Be aware of the potential problems if one of you is on a contract or is employed on a casual basis and the other isn't.

3. Should I get someone who I know has similar teaching practices? Or that I have a good relationship with?

That can make discussion and communication easier.

They may be more aware of the issues confronting you, but be aware that you may share common faults.

They may be unwilling to critique you. If so, make it clear how open you are to criticism.

4. Someone in my discipline but outside my department?

If they're from your discipline but at another university they'll understand the content but may be unaware of local issues.

You could even get someone from outside the university system (an industry or clinical professional). They may have valuable insights about discipline practice, but be unfamiliar with teaching principles or specifics.

5. Should it be staff enrolled in particular professional development programs?

Targeted programs can effectively engage new staff or those with a particular interest in teaching.