Peer Review of Classroom Teaching

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Introduction

• Background of Peer Review
• Hallmarks of Excellence in Classroom Teaching
• General Guidelines for Peer Review
• Peer Evaluation Form
• Mock Review
• Written report and debriefing
• Satisfaction scales
• Issues going forward

Background of Peer Review

• Is formative evaluation of classroom interactions, clinical instruction, and/or teaching materials
• Is intended to be developmental rather than judgmental
• Offers the teacher the opportunity to receive feedback from colleagues that is complementary to student course evaluations
Hallmarks of excellence in classroom teaching

- Learner-teacher contact
- Cooperation among learners
- Active learning
- Prompt feedback
- Time on task
- High expectations
- Diverse talents and ways of knowing

*Chickering and Gamson, 1987

General Guidelines for Peer Review

- Each observation would be conducted by a content expert and an expert in pedagogy
- The non-participant observation would occur at least once in the course with the date, time, and length of the observation negotiated by the faculty reviewers and reviewee

General Guidelines for Peer Review (continued)

- Data/materials to be provided by the reviewee to the reviewers would include:
  - Number of students in the class
  - Description of the classroom environment
  - A copy of the course syllabus and “lesson plan”
  - Power point presentation and other handouts
  - A list of issues/strategies/concerns on which the reviewee wishes to have the reviewers focus (as needed)
Use of Peer Evaluation Form

- Rating Scale on a continuum from Excellent to Needs Improvement
- Rater to decide on note-taking strategy (personal choice)
  - On form
  - Notes to transcribe

JHU School of Nursing Peer Evaluation Scale

- Content and Organization
- Communication Style
- Questioning Skills
- Critical Thinking Skills
- Rapport with Students
- Learning Environment
- Teaching Methods

Peer Review Feedback

- Creation of a Written Report
- Participant Debriefing
Issues Going Forward

• Does the review need to be “live” or can a recording be used?
• Will on-line courses be reviewed?
• Should peer evaluation be formative or summative or both?

References