



We Learn so You Learn:

Peer Observation to Improve Classroom Teaching

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What comes to mind?

A colleague is going to observe you
in your classroom



What is your reaction to the notion of
peer evaluation?



Feedback on Your Teaching

- What have you received?
- What was it used for?
- What was its value to you?



Models of Observation in HE

Type of observation

- Administrative
- Expert
- Peer

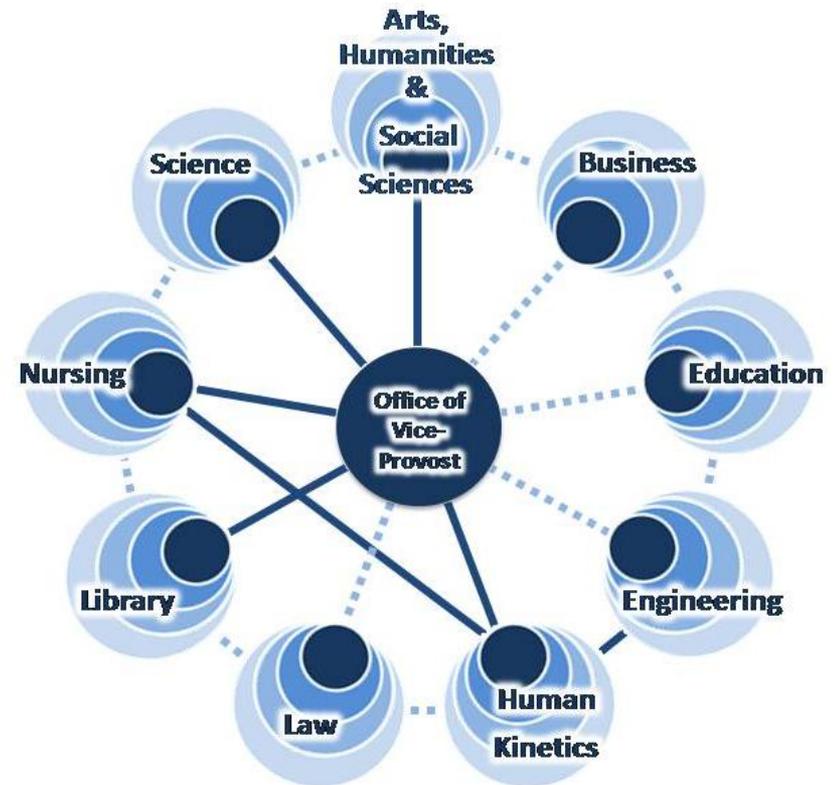
Purpose, observers

- Summative evaluation, academic administrators
- Development, educational developers
- Collaboration, colleagues



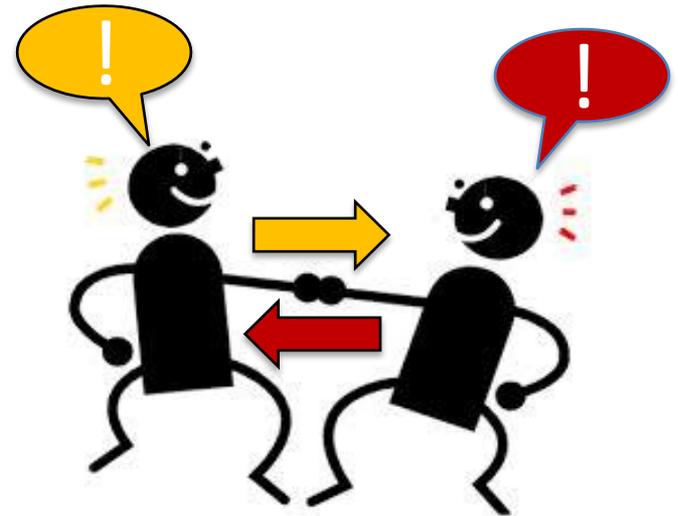
Peer Collaboration Network

- Background
- Three meeting model
- Reciprocal observation
- Sharing of experiences
 - Participant driven
 - Voluntary
 - Confidential



Why this Model?

- Not focused on evaluation
- Stimulates discussion & sharing of ideas about teaching and learning
- Mutually beneficial
- Empowering



Benefits of Participation

- Control is yours
- Feedback on aspects of teaching
 - Instrument
- Share ideas with colleagues
 - Confidential & collegial
- Use what you learn
- Advance campus teaching



Research - Supportive

Themes

- Participants comfortable with process and feedback
“I felt completely at ease receiving feedback ... he provided valuable feedback in a non-judgemental manner, while highlighting the positive aspects of the observation along with suggestions for improvement.” – *Observee*
- Appreciated non-evaluative, sharing approach
“The fact that the process isn’t about evaluation ... but about sharing teaching experiences ... reduces any anxiety that might occur considerably.” - *Observer*

Research - Supportive

Themes

- Reciprocal observation appreciated

“The focus of the PCN on the sharing of teaching experiences [through reciprocal observation] makes receiving feedback very comfortable.” – *Observee*

- Learned something to enhance own teaching

“I have tried a number of things in my own classes that I have observed colleagues doing in their classes. The reciprocal nature of the network really helps in this regard.” - *Observer*

Potential Issues?



Research - Constructive

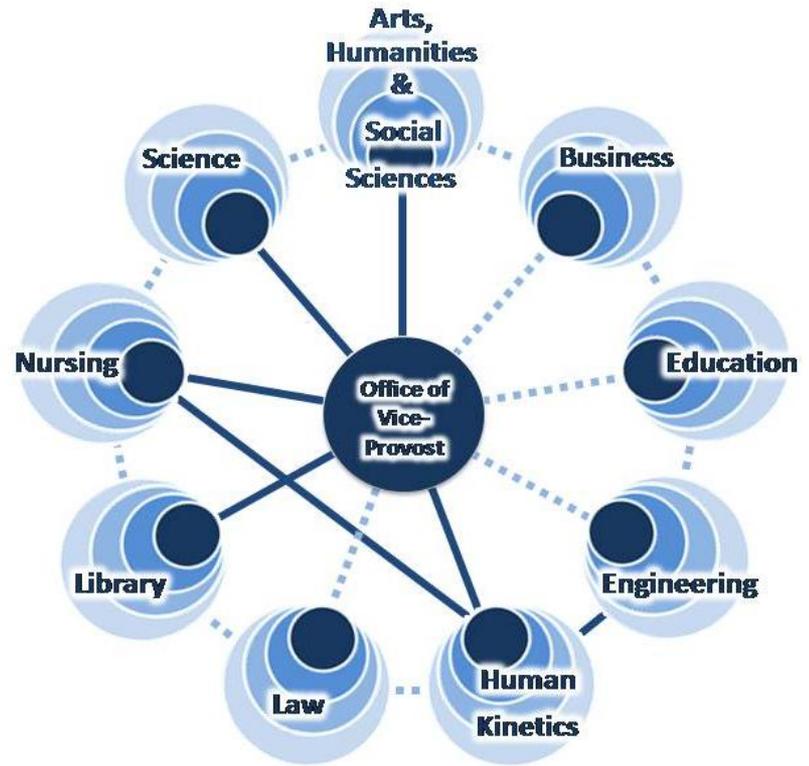
“... the approach that [the observer] took to this process, contributed to the success. My feedback was positive and constructive ... [but] this process could rapidly deteriorate into something detrimental if the feedback is not delivered in this way ...” - *Observee*

“... I would recommend not to be tied to a ranking form .. I didn't feel that it helped and I can see .. that there is the potential for it to undermine what the process is supposed to be all about ... sharing experiences to improve teaching.” - *Observer*

Future Directions

- Expansion
- Indicators of success

**We Learn
So Students Learn
Better**



Take Away Points



Meaningful

Portable

Expandable



References

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Questions,
Comments?



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