

RAPPORT

POR

Peer Observation and Review
of teaching and learning

part of the
Academic Professional Development Framework

guide

June 2013



Contents

Section one:	Policy outline and summary	2
Section two:	The process of peer observation and review	3
Section three:	Planning for peer observation and review	4
Section four:	A - Observation of teaching and learning	5
	A1 Peer observation of teaching and learning	
	A2 Student observation of teaching and learning	
Section five:	B - Partnership review of teaching and learning	9
	B1 Partnership review with students	
	B2 Partnership review with professional services	
Section six:	C - Peer review of the scholarship of teaching and learning (SoTL)	13
	C1 Peer review of research and teaching	
	C2 Peer review of an action research project	
Appendices:		
Appendix 1:	Principles for peer-supported review of teaching (P-SR)	18
Appendix 2:	The UK Professional Standards Framework (UKPSF)	20
Appendix 3:	Getting the most from reflective practice	21
Appendix 4:	Some suggested feedback headings for observations of teaching and learning	22
Appendix 5:	Some common issues in observations of teaching and learning	23
Appendix 6:	Aide memoire on aspects of effective teaching and learning	24
Appendix 7:	Suggested student rating schedule for a lecture	25
Forms:		
Form 1:	Departmental Plan for Peer Review	26
Form 2:	Post Review Report: The Agreed Statement	27
Form 3:	Departmental Summary Report	28

Section one:

Policy outline and summary

Aims

Peer observation and review of teaching and learning offers academic staff the chance to engage formally and informally in dialogue about all aspects of the scholarship and practice of teaching and learning. Specifically, peer observation and review of teaching and learning aims to: enhance the teaching and learning process thereby improving the students' learning experience, help make a significant contribution to an individual staff member's academic professional development, and help maintain high standards of teaching delivered consistently across the University.

Objectives of the scheme

- To encourage academic staff to reflect on the effectiveness of their teaching and learning regimes and to inform their professional development
- To help academic staff explore ways of enhancing the student learning experience
- To foster discussion and dissemination of effective practice in teaching and learning
- To inform planning for academic professional development
- To contribute to quality assurance and evaluation processes both at department and faculty level

A 'Scholarly Dialogue Model'

A 'Scholarly Dialogue Model' has been adopted which can be integrated smoothly into practice and sustains a culture of professionals reflecting on the quality of their teaching and learning regimes and that of others (see Appendix 1). Ten principles have been adopted to guide the process.

The process requires that:

- Academic staff engage in an annual round of reciprocal review with peers. This could include inter-departmental activities and dialogue with professional service departments. Students might also be included in the process.
- Heads of Department (HoD) (or appraisers) take responsibility for ensuring the scheme is in operation.

In practice it requires that:

- Reviews are undertaken in a spirit of free and open peer dialogue on all aspects of academic practice which impinge on learning and teaching.
- Teaching staff are encouraged to include students and other University staff to help inform enhancements to the learning process.
- Departments and faculties will help to identify any specific annual foci, e.g. enhancements to assessment practice, Technology Enhanced Learning and Teaching (TELT), etc.

Policy agreed Trinity Term Academic Board (June 2012)

The following protocols will be observed:

- Confidentiality and anonymity must be assured. Those involved in the process of review negotiate an Agreed Statement for each member of staff taking part which can be used in the wider review of academic practice and evaluation of programmes and/or departmental review.
- Academic staff involved in a direct observation of teaching must be assured that a pre- and post-review discussion will take place with the reviewer(s).

The following outcomes should be documented:

- Individual staff members will be encouraged to reflect on the process to inform their Continuing Professional Development (CPD) plans and applications for promotion and the award of fellowships with professional bodies (e.g. the Higher Education Academy (HEA)). These applications will need to be explicitly underpinned by engagement with the United Kingdom Professional Standards Framework (UKPSF).
- HoDs will report on the general outcomes of the process in their annual Academic Departmental Reviews, including any staff development plans arising from this.

And the ethos of peer review should contribute positively to:

- A wider culture of partnerships in learning and collaborative explorations of the scholarship of teaching and learning.

Section two:

The process of peer observation and review

The University has operated a peer review system since 2004 which has provided academic staff with the formal means to provide feedback on colleagues' teaching. In essence this system is to be continued, but will be expanded to provide more opportunities for academic staff to include a wider number of partners in the process, and to explore how other aspects of academic practice can enhance student learning. Specifically, academic staff will be able to demonstrate evidence of peer review in a number of ways:

A - Observation of teaching and learning

- Peer observation of teaching and learning – organised in the form of dyad or triad, where colleagues will reciprocate by observing and providing written feedback to each other.
- Student observation of teaching and learning – facilitated by the student ambassadors (SALTs), where students and academics will engage in dialogue and provide feedback on a teaching and learning session.

B - Partnership review of teaching and learning

- Partnership review with students – organised in the form of a consultation, using, for example, a Q and A pyramid and written feedback sheet.
- Partnership review with professional services – organised in the form of a dyad or triad, providing an opportunity to explore an interface aimed at enhancing student learning and support (e.g. a TELT strategy).

C - Peer review of the scholarship of teaching and learning (SoTL)

- Peer review of research and teaching – organised in the form of a dyad or triad, providing an opportunity for colleagues to explore the ways in which research and teaching are currently being integrated at programme/department level.
- Peer review of an action research project or pedagogical experiment – organised in the form of a dyad or triad, providing colleagues with an opportunity to provide and receive written feedback on the scholarly and methodological dimensions of an innovative pedagogical intervention (this may also involve students as research collaborators).

Academic staff might undertake any number of these activities, but should formally commit themselves to undertake at least one activity in each academic year. The activities are also listed in three sections to encourage staff to move between them over a three-year cycle. The HoD will negotiate with staff and the relevant Faculty Director of Learning and Teaching whether any particular activities will guide the departmental review process in any particular academic year, and/or negotiate any particular themes which might be highlighted.

A scholarly dialogue approach underpins all the review processes and follows the principles developed by David Gosling (see Appendix 1). All the activities are designed to be undertaken in the form of 'safe and secure' personal and professional development. In order to encourage honest reflection and maximise the enhancement potential of all the review processes, the final wording of any Agreed Statement (Form 2) for a HoD must be negotiated with the reviewee, and must not be forwarded to any parties without the express agreement of the reviewee. In all cases names of academic and professional service staff and students should be avoided in the Agreed Statement.

Academic staff are encouraged to use the evidence from the review activities in preparing applications for professional fellowships and promotions. These applications must demonstrate an explicit engagement with the UK Professional Standards Framework (UKPSF) (see Appendix 2).

Section three:

Planning for peer observation and review

Roles and responsibilities

To ensure that the process works effectively and meets its objectives, academic staff who teach will be expected to engage formally with the process once per academic year by undertaking at least one of the activities from the three sections listed in the previous section. Primarily, this means staff who are employed on a substantive contract delivering Christ Church programmes at CCCU. The process is open to sessional staff should they wish to take part but this should be discussed with their programme director as to how it may be resourced. Collaborative partners will also be encouraged to engage.

Academic staff are responsible for making sure they are familiar with the process and include planning to engage with it as part of their professional practice. They are also expected to engage with the process in line with the principles set out in Section one and the University Code of Conduct and values.

The role of Heads of Department

The HoDs will have overall responsibility for ensuring that the process is implemented across academic departments, and that it is planned, monitored and reviewed. They may choose to delegate aspects of this to senior staff in the department, but the HoD's role in ensuring that peer review is a positive developmental process is important. In particular the HoD should:

- ensure all parties involved in the process have been fully briefed on the process
- set the time-scale for the completion of the review cycle including documentation submission
- negotiate with staff the desirability of establishing any relevant themes for peer review in the forthcoming academic year (using Form 1 as guidance)
- act as an arbitrator, if required, in relation to the process
- collect and review the Agreed Statements from staff (Form 2)
- draft a Departmental Summary Report (using Form 3 as guidance) for departmental discussion which will inform future planning.

It is hoped that the process will be implemented positively and to the benefit of all parties. However, should any issue arise, HoDs need to ensure they respond in a timely manner. If additional advice is needed to resolve such issues, HoDs should refer to the relevant staff or student related central departments to seek guidance.

Identifying staff development for teaching and learning

Individual tutors will have considered their personal development needs and may have produced a personal action plan which will be the focus of their own personal and professional development in learning and teaching. This should be shared with their appraiser to inform development planning at this stage. Departments will also produce an action plan within the Departmental Summary Report for the enhancement of learning and teaching within any yearly agreed foci. This may lead to evidence-based changes in resources, policies and staff development programmes.

Section four:

A - Observation of teaching and learning

A1 Peer observation of teaching and learning – organised in the form of dyad or triad, where colleagues will reciprocate by observing and providing written feedback to each other.

A2 Student observation of teaching and learning – facilitated by the student ambassadors (SALTs), where students and academics will engage in dialogue and provide feedback on a taught session.

Aims

Peer observation of teaching and learning aims to enhance the teaching process, improve students' learning, and help maintain high standards of teaching delivered consistently across the University. In addition, student observation of teaching and learning encourages academic staff and students to see themselves as partners in the learning process, and to learn from each other what contributes to an effective taught session.

Objectives

- To encourage staff to reflect on the effectiveness of their teaching and learning regimes to identify development needs
- To engage in critically reflective dialogue (possibly including students) about how pedagogical interventions enhance student learning
- To foster wider discussion and dissemination of effective practice in teaching and learning

Details of stages in the observation and review process

1. The pre-observation conversation
2. Observing teaching and learning
3. The post-observation feedback conversation
4. Identifying personal development activities
5. Negotiating the Agreed Statement

4.1 The pre-observation conversation

4.1.1 Each group/dyad should discuss the parameters of the review. In the case of a student observation, a student ambassador should be involved, and one to three additional students (by agreement), but other arrangements may be appropriate. The information in Appendix 3 might be helpful in guiding this conversation.

4.1.2 Having agreed a timetable the observer(s) will meet with the member of staff to be observed and discuss the session to be observed.

4.1.3 The pre-observation discussion between the observer(s) and observed is essential to the success of the whole process and should be face-to-face. This conversation is to establish trust, deal with any anxieties felt by any of the parties and give reassurance, as well as planning for the observation. The pre-observation discussion should cover:

- the time and place of the observation
- the specific learning outcomes for this session
- the teaching approach, anticipated student activities, time plan for the session
- the context (room, timetable, the status and history of the student group, particular constraints or opportunities)
- how the observation is to be conducted (time of arrival and leaving, any focus to the observation, where the observer will sit)
- arrangements for feedback
- the content and context of the session; its place within the module and wider curriculum
- any potential difficulties or areas of concern
- whether, and how, the students being taught will be informed and incorporated into the observation
- particular aspects of the session which relate to any departmental agreed focus for the round of observations
- any particular aspects that the member of staff wishes to have observed
- any concerns that the observer(s) or the observed might have about the process.

4.2 Observing teaching and learning

4.2.1 Evaluating teaching

The observer(s) must be flexible and sensitive to ensure that the outcome of any observation is fair and helpful. The pre-observation conversation between observer(s) and observed should have explored what aspects of the session are under review and what criteria are appropriate for reporting on effectiveness. To facilitate feedback the observer(s) should try to relate what was observed in an objective manner, avoiding obvious pejorative terms. There is no requirement to use a particular template for the purposes of review but a HoD may have consulted on the most appropriate form to use to record observations. Appendix 4 includes some common headings which might be used as prompts and adapted for the purposes of providing a template. Care should be taken not to apply these prompts as a checklist of performance against a perceived norm, and observer(s) should be mindful not to assume that the same set of criteria could be applied equally to (for example) a workshop as opposed to a lecture or seminar.

4.2.2 Responsibilities during the session:

i] The observed tutor should:

- prepare the students for the presence of the observer(s)
- identify if, in any part of the session, the observer(s) will talk to students.

ii] The observer(s) need(s) to:

- be discreet and diplomatic with the observed tutor
- be discreet and diplomatic with those engaged in learning activities
- sit discreetly, while being able to see both tutor and the group
- observe the enabling of learning rather than the content of the session - the methods employed, the responses and interactive processes used, the ability of the tutor to achieve his/her aims, and the meeting of the learning outcomes
- refrain from participating in the session (unless this has been agreed beforehand) as this will naturally change the dynamic of the class, and reduce the capacity to comment objectively on the process
- take brief notes, recording relevant observations which will inform areas identified in the pre-observation conversation
- engage with the tutor in a reflective feedback process at the earliest opportunity after the end of the session.

Appendices 5 and 6 contain additional advice on observing teaching and learning, and Appendix 7 contains a simple checklist which could be adapted for student evaluations of a lecture – if appropriate.

4.3 The post-observation feedback conversation

The observer(s) will analyse the session observed, reflect on their observations and consider what constructive feedback might be given. The observed member of staff will reflect on the observed session, the achievement of its objectives and his/her contribution to its success.

Within a week of the observed session, the parties should engage in a confidential review of the experience. The sensitivity demonstrated in this process is a key to the success of the process. The role of the observer(s) is not to be judge, supervisor or critic, but to encourage reflection on aspects of pedagogy, e.g. planning and preparation, the use of teaching and learning strategies, assessment methods, etc. It is also crucial that the observed member of staff is not led to resent the observation and enters freely into the review process, where the conversation provides the space for dialogue, and each person recognises jointly their responsibility in keeping the feedback objective, focused and constructive. All parties need to be particularly aware of changes in tone of voice, oral and/or body language, and to avoid any obvious confrontational or judgemental expressions. On the other hand, real issues must be raised in the interests of personal and professional development.

A good feedback (review) conversation would normally:

- allow the observed tutor to describe the session and assess his/her achievement before the observer makes any comment
- encourage reflection on whether the observation process affected the session in any way, through the behaviour of either party or the responses of the students
- clearly identify what the observer(s) considers the tutor to have achieved, referring to skills, insight, presentation, use of methods, resources and student responses, etc.
- identify areas of effective practice
- engage in constructive dialogue about any perceived development needs or ideas
- provide clear evidence for claims made by any party.

4.4 Identifying personal development activities

Based on personal reflection the observed member of staff may decide to formally act on any identified development needs. This may be at an individual level, or it may involve action at a group level. The action will depend on the two parties as they review the experience, or on the self-evaluation of the observed member of staff as he or she prepares a personal action plan. Individuals can, of course, raise such issues with the HoD, and personal development activities may dovetail with any subsequent departmental plans, negotiated by the HoD.

4.5 Negotiating the Agreed Statement

A key outcome will be an Agreed Statement which summarises the process, its context, analysis and reflection. A copy will be given in confidence to the HoD (Form 2).

N.B.

- If an agreement is not reached then the reviewee can withhold the statement.
- If a matter of significant concern arises during the process, the parties might agree to refer this to the HoD separately from the review process, who will then act as an arbitrator.

Further guidance and reading

Fry, H., Ketteridge, S., & Marshall, S. (2008) *A handbook for teaching and learning in higher education*. 3rd edn. London: Routledge.

Lea, J. (2012) *77 things to think about... teaching and learning in higher education*. Canterbury: CCCU. Available at:

<http://www.canterbury.ac.uk/Support/learning-teaching-enhancement-unit/77things.aspx>

Mortiboys, A. (2010) *How to be an effective teacher in higher education: answers to lecturers' questions*. Maidenhead: Open University Press.

Ramsden, P. (2003) *Learning to teach in higher education*. London: Routledge.

Section five:

B - Partnership review of teaching and learning

B1 Partnership review with students – organised in the form of a consultation, using, for example, a Q and A pyramid and written feedback sheet.

B2 Partnership review with professional services – organised in the form of a dyad or triad, providing an opportunity to explore an interface aimed at enhancing student learning and support (e.g. a TELT strategy).

Aims

Partnership review of teaching and learning is aimed at widening the traditional view of peer review as something which happens only between academic colleagues. This process enables academic staff to engage in review dialogue with all those who have a stake in teaching and learning, to see what shapes each other's perspectives, and to develop the University's understanding of partnerships in teaching and learning.

Objectives

- To help forge a better understanding of what shapes stakeholders' perceptions of effective teaching and learning
- To engage in critically reflective dialogue aimed at ensuring that pedagogical interventions enhance student learning
- To help foster a culture in which partnerships in learning can contribute positively to all aspects of teaching and learning at the University

Details of stages in review process

1. The pre-review conversation
2. The partnership review
3. The post-consultation feedback conversation
4. Identifying personal development activities
5. Writing the Agreed Statement

5.1 The pre-review conversation

5.1.1 A review group will be formed. In the case of B1 the member of staff will decide who will be involved in the consultation process. Ideally, this would include a cohort of students, a student ambassador, and an academic colleague, but some variation may be appropriate. In the case of B2 any number of professional service staff and departments might be included (e.g. staff from student support and guidance, equality and diversity, the faculty learning technologists, etc.) but it might only involve two people – in the form of a dyad.

5.1.2 Before the actual consultation it should be agreed what the parameters of the discussion will be, and whether there should be one strict theme or focus. In the case of a student consultation it should be made clear what the purpose of the exercise is (see 5.3 below), and to agree any ground rules, as required.

5.1.3 The group will negotiate the timeline for consultation, and whether any post-review meetings/discussion would be appropriate. The information in Appendix 3 might be helpful in guiding this conversation.

5.2 The partnership review

In the case of a student consultation the following guidelines are offered. These are adapted from the work of James Wisdom, independent HE consultant, who has been using this method successfully for many years. These are only guidelines and some variation on this may be desirable or appropriate.

5.2.1 The student consultation exercise is a structured group conversation which is sometimes called the 'snowball' or the 'pyramid' discussion. The module leader or teacher finds the time (usually 1¼ hours) when a group of students on a module/programme will be available. An academic colleague might be used to lead or help facilitate the session, and each could reciprocate accordingly in each other's sessions.

5.2.2 "We are interested in anything which is affecting the way you are learning on this module" is the rubric which drives the rest of the meeting. The students are asked to create their own agenda by listing two sets of points. These are described quite carefully. On the one hand, anything about the module which has been *successful*, which should be retained in future years, about which students feel positively, anything which the students might wish to praise. On the other hand, anything which has given *difficulty*, features about which the students feel negative or wish to be critical, but (and this is essential) the students are requested to offer those up with positive recommendations for change.

5.2.3 Throughout this opening discussion the focus is on student learning and how it is being helped or hindered. This has proved to be a more realistic focus than looking at student satisfaction and its associated notions of students as customers or clients, without, in practice, obstructing the inclusion of items of general or institutional importance.

5.2.4 After five or ten minutes the students are asked to compare their points in a small group and to try to prepare a common list, preferably in some order of priority. One of them will have to be a speaker but the process offers a level of anonymity as they will be representing the group, not themselves. Then the full discussion starts, in which each group in turn is asked to make a point. This is tested against the other groups with questions such as: Is it generally agreed? Do the other groups have similar points? Should it be expanded? Or developed? Or contradicted?

5.2.5 Throughout this discussion a scribe (a student ambassador or a colleague) is keeping a record on a flip chart or board. This record *has* to be agreed by the students; it is constantly referred to, checked, confirmed. If the students cannot come to an agreement about a point, then the disputed opinions are offered up to be reconsidered or discarded.

5.2.6 Most discussions of this kind usually last about 45 minutes, and result in a series of points, half of them being major points which take up most of the discussion time and which have been dealt with in detail. The major points will then be agreed by the group, and form the basis for the discussion as to how things might be taken forward.

5.2.7 The main purpose of the exercise is to give the students' perspective, which the staff can then use (with other perspectives or imperatives) to shape teaching and learning in the future. There should be no intention to produce student judgements against which there is no appeal - students might be mistaken in their perspectives, or they may expect the impossible.

For the purposes of a professional services consultation it is likely that a less formal approach would be more productive, but some of the student consultation guidelines might still be useful. Specifically, it is advised that a focus on enhancing student learning is maintained through the consultation, and also that the consultation avowedly provides opportunities for each person to explore each other's perspectives, and understand any constraints which operate. Finally, the exercise is most likely to be successful if it results in one or two clear recommendations.

5.3 The post-consultation feedback conversation

In the case of a student consultation, the consultation facilitator, a student ambassador (and possibly members of the student group), should meet separately to discuss how the consultation went, what the main findings were, and how things might be taken forward. This part of the exercise should be of mutual benefit to staff and students, in helping to see each other's perspectives – in the form of a partnership in teaching and learning. The process should be mirrored, as appropriate, in the case of a professional services consultation.

5.4 Identifying personal development activities

Based on personal reflection the module leader or teacher may decide to formally act on any identified further development needs. This may be at an individual level, or it may involve action at a group level. Individuals can, of course, raise such issues with the HoD, and personal development activities may dovetail with any subsequent departmental plans, negotiated by the HoD.

5.5 Writing the Agreed Statement

A key outcome will be an Agreed Statement which summarises the process, its context, analysis and reflection. A copy will be given in confidence to the HoD (Form 2).

N.B.

- If an agreement is not reached then the reviewee can withhold the statement.
- If a matter of significant concern arises during the process, the parties might agree to refer this to the HoD separately from the review process, who will then act as an arbitrator.

Further guidance and reading

National Student Survey

Individual teachers and/or HoDs may decide that some of the results in the previous year's National Student Survey (NSS) could be a focus for a consultation meeting with students and/or professional services. In these cases the following references might be useful.

Centre for Learning and Teaching at Manchester Met University: Suggested Actions for programme teams and departments in response to NSS outcomes. Available at:

http://www.celt.mmu.ac.uk/qe/nss_action.php [accessed 28.11.12]

The National Student Survey: Annotated Bibliography of key resources, compiled by Alex Buckley for the HEA EvidenceNet. Available at:

<http://evidencenet.pbworks.com/w/page/28700535/NSS%20Resources> [accessed 28.11.12]

Gibbs, G. (2010) *Dimensions of quality*, York: HEA. Available at:

http://www.heacademy.ac.uk/resources/detail/ourwork/evidence_informed_practice/Dimensions_of_Quality [accessed 22.06.12]

Technology Enhanced Learning and Teaching

In the case of technology enhanced learning and teaching (TELT), participants in peer review are encouraged to consult the University's TELT strategy in advance of agreeing the terms of a consultation. Available at:

<http://www.canterbury.ac.uk/Support/learning-teaching-enhancement-unit/Policy/TELT/Home.aspx>

Section six:

C - Peer review of the scholarship of teaching and learning (SoTL)

C1 Peer review of research and teaching – organised in the form of a dyad or triad, providing an opportunity for colleagues to explore the ways in which research and teaching are currently being integrated at programme/department level.

C2 Peer review of an action research project or pedagogical experiment – organised in the form of a dyad or triad, providing colleagues with an opportunity to provide and receive written feedback on the scholarly and methodological dimensions of an innovative pedagogical intervention (this may also involve students as research collaborators).

Aims

Peer review of the scholarship of teaching and learning aims to enhance the teaching and learning process by providing academics with a chance to explore aspects of the research-teaching nexus, contribute to evidence-based professional practice on teaching and learning, and recommend and disseminate examples of effective practice.

Objectives

- To provide an opportunity for staff to reflect on the effectiveness of the integration of aspects of research into the teaching and learning process
- To enable staff to offer and receive critically reflective commentaries on each other's engagement with the scholarship of teaching and learning – both content based and methodological
- To provide an opportunity for staff to advance an evidence-based approach to professional practice

Details of stages in the review process

1. The pre-review conversation
2. Reviewing teaching and learning
3. The post-review feedback conversation
4. Identifying personal development activities
5. Writing the Agreed Statement

6.1 The pre-review conversation

6.1.1 A review group will be formed. The group should comprise at least two academics who are actively engaged in research or scholarship associated with teaching and learning, or are seeking to enhance the ways in which research is incorporated into the student learning experience. The actual size of the group could be much larger.

6.1.2 Each member of the review group will need to be assured that the projects or initiatives have at least one avowed aim as the enhancement of teaching and learning, i.e. that the projects are not solely the advancement of knowledge within a subject area and without pedagogical implications.

6.1.3 The group will arrange a timetable for review by sharing information on each other's work and dovetailing, where possible, with deadlines which these projects would naturally be expected to meet – for example, dissemination at a conference or seminar, draft submission of a paper for internal policy consideration or external academic journal, draft documentation for a revalidation or modification event, etc. The information in Appendix 3 might be helpful in guiding this conversation.

6.2 Reviewing teaching and learning

The reviewers may offer feedback in the form of a critical commentary on any number of the following:

6.2.1 The contribution that the project is making or could make to the various dimensions of the research-teaching nexus, including research led teaching and research-informed teaching

6.2.2 The contribution that the project is making or could make to the various ways in which students could be more actively involved as scholars or researchers, including promoting research-mindedness amongst students

6.2.3 The engagement with relevant pedagogically-related literature and concepts and theories, both within the discipline and in general

6.2.4 Methodological discussion, including discussion on the use and limitations of any research methods, and epistemological dimensions relating to the validity of the knowledge being generated, particularly with regard to any action research dimensions

6.2.5 Suggestions for wider dissemination and publication of the results of the project, both internally and externally.

N.B. The group members might find it useful to consult Boyer's (1990) four scholarships and some other further reading on aspects of the scholarship of teaching and learning, and the research-teaching nexus, provided at the end of this section. In particular Graham-Matheson (2010) details a range of projects which have been engaged in by CCCU staff over the last few years, and discusses the role and nature of pedagogic research (see chapters by Phil Poole on the latter).

6.3 The post-review feedback conversation

The group should agree to come together to discuss each other's feedback and identify any common themes and issues, including how these might be addressed and taken forward.

6.4 Identifying personal development activities

Based on personal reflection each member of the group may decide to formally act on any identified further development activities. This may be at an individual level, or it may involve action at a group level. Individuals can, of course, raise such issues with the HoD, and personal development activities may dovetail with any subsequent departmental plans, negotiated by the HoD.

6.5 Writing the Agreed Statement

A key outcome will be an Agreed Statement which summarises the process, its context, analysis and reflection. A copy will be given in confidence to the HoD (Form 2).

N.B.

- If an agreement is not reached then the reviewee can withhold the statement.
- If a matter of significant concern arises during the process, the parties might agree to refer this to the HoD separately from the review process, who will then act as an arbitrator.

Further guidance and reading

Boyer, E. (1990) *Scholarship reconsidered*. San Francisco: Jossey-Bass.

Graham-Matheson, L. (ed) (2010) *Research-Informed Teaching: exploring the concept*. Canterbury: CCCU. Available at:

<http://www.canterbury.ac.uk/Support/learning-teaching-enhancement-unit/Projects/RIT/Home.aspx>

Healey, M. & Jenkins, A. (2009) *Developing undergraduate research and inquiry*. York: HEA. Available at: http://www.heacademy.ac.uk/resources/detail/evidencenet/Summaries/developing_undergraduate_research_and_inquiry [accessed 22.06.12]

Jenkins, A. & Healey, M. (2005) *Institutional strategies to link teaching and research*. York: HEA. Available at: http://www.heacademy.ac.uk/resources/detail/evidencenet/Summaries/institutional_strategies_to_link_teaching_and_research_a_summary [accessed 22.06.12]

Lea, J. (2012) *77 things to think about... teaching and learning in higher education*. Canterbury: CCCU. Available at:

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McNiff, J. (2002) *Action research for professional development*. Available at:

<http://www.jeanmcniff.com/ar-booklet.asp> [accessed 29.11.12]

Neary, M. & Winn, J. (2009) 'Student as producer: reinventing the student experience in higher education', in Bell, L., Stevenson, H. & Neary, M. (2009) *The future of higher education*. London: Continuum. Available at: <http://studentasproducer.lincoln.ac.uk/documents/> [accessed 29.11.12]

Appendices

Appendix 1: Principles for peer-supported review of teaching (P-SR)	18
Appendix 2: The UK Professional Standards Framework (UKPSF)	20
Appendix 3: Getting the most from reflective practice	21
Appendix 4: Suggested feedback headings for observations of teaching and learning	22
Appendix 5: Some common issues in observations of teaching and learning	23
Appendix 6: Aide memoire on aspects of effective teaching and learning	24
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Appendix 1:

Principles for peer-supported review of teaching (P-SR)

From the work of David Gosling, Independent HE consultant

Characteristics of successful peer supported review of teaching:

- Developmental NOT judgemental: designed to improve teaching
- Collaborative process based on equality between peers
- Reciprocal benefits: both parties expect to gain from the process
- Inclusive of all aspects of teaching and learning, in a variety of settings and including course design and assessment, e-learning
- Inclusive of all teaching staff including fractional and sessional teachers
- Confidential and independent of all management processes relating to probation, promotion, regrading, renewal of contracts, under-performance or redundancy
- Linked into staff CPD: opportunity for personal and professional development of staff
- Dissemination of good practice: opportunity to promote good teaching and further enquiry into teaching and learning.

Promoting dialogue

A key feature of P-SR is a move away from traditional 'feedback' to the idea of 'collaborative dialogue'.

- Ask questions that stimulate reflection, but do not pass judgement
- Assume the teacher has a good reason for doing what he/she is doing, but be curious about what those reasons are
- Take nothing for granted. Everything is up for debate by either participant
- Open up issues that could become fruitful lines of enquiry
- Look for evidence in the teaching observed, or materials examined, that might raise a more general question about teaching
- Look for interesting approaches to teaching that are worth sharing with colleagues.

Some key points to emerge from studies of observation of teaching

1. Staff welcome the opportunity to discuss their teaching with colleagues providing certain conditions are met. There is some evidence that there is a falling off of interest over time without further inputs to sustain the scheme (Martin and Double, 1995; Gosling, 2003; Hammersley-Fletcher, 2004; Shortland, 2004; Crutchley et al, 2005; Bell and Mladenovic, 2008).
2. Importance of trust in the relationship between observer and the observee if POT [Peer Observation of Teaching] is to be a useful development tool. (Gosling, 2005; McMahon et al, 2007; Peel, 2005; Kell, 2005; Crutchley et al, 2005).
3. The principles of observation of teaching can be applied to the online environment. (Bennet and Barp, 2008, Swinglehurst et al, 2008).

4. Observation is more useful and acceptable when it is used formatively (Fullerton, 1999, Shortland, 2004). Attempts to combine a managerial quality assessment approach and a developmental approach have created staff reluctance to participate and have reduced the effectiveness of the scheme (Lam, 2001, Allen, 2002, Blackwell & McLean, 1996, Gosling, 2002, Keig and Waggoner, 1995, Shortland, 2004, Washer, 2006).
5. The affective dimension of being observed (fear and anxiety) needs to be acknowledged. Importance of effective and confidential feedback within a reflective practice framework – desirability of training in giving feedback (Allen, 2002, Beaty and McGill, 1995, Brinko, 1993; Cosh 1998, Keig and Waggoner, 1994, Kinchin, 2005, Washer, 2006, McMahon et al, 2007).
6. There should be less emphasis on individual performance and teaching content and more on the exploration of what works and reflection on the assumptions under-pinning practice (Allen, 2002, D'Andrea, 2002, Hutchings, 1996, Cox and Richlin, 2004, Hammersley-Fletcher and Orsmond, 2005, Kinchin, 2005).
7. Mutuality of the peer review process. It is not a one-way process of observer commenting on the teacher being observed – rather it is potentially a two way opportunity to discuss teaching practices. Feedback is potentially seen as critical (Cosh 1998, Gosling, 2003, Hammersley-Fletcher and Orsmond, 2004, Crutchley et al, 2005, Shortland, 2004).
8. Observation of teaching should be seen as one method of analyzing/reviewing teaching and not the only one. Peer review should include review of underlying pedagogical assumptions, learning materials, assessment, and methods of evaluating teaching (Beaty and McGill, 1995, Keig and Waggoner, 1994, Gosling, 2005, Crutchley et al, 2005, Kell, 2005, Gosling and O'Connor, 2006).
9. Effective peer review processes should be based on reflective processes and an understanding of scholarship of teaching and learning principles (Ho, 2000, Hutchings, 1995, Shulman, 1993, Peel, 2005).
10. There is value in providing the opportunity for peer review groups to discuss their findings with an educational developer (Bell, 2001; McKinnon, 2001).
11. Staff value the opportunity to choose to include reports of peer review in teaching portfolios used in promotion based on excellence in teaching (Brown et al, 1993; Ramsden and Martin, 1996; Seldin, 1997; Gibbs and Habeshaw, 2002, Washer, 2006).
12. Importance of the wider institutional and departmental environment which can encourage or discourage peer review processes (Gibbs and Habeshaw, 2002, Gosling, 2003 and 2005, Ramsden and Martin, 1996, Cox and Richlin, 2004, Chism, 2007).

Adapted from: <http://www.davidgosling.net/default.asp?ild=KEMFL> [accessed 29.11.12] which includes the full references. The website also includes a full bibliography.

Appendix 2:

The UK Professional Standards Framework (UKPSF)

Areas of Activity

- A1 Design and plan learning activities and/or programmes of study
- A2 Teach and/or support learning
- A3 Assess and give feedback to learners
- A4 Develop effective learning environments and approaches to student support and guidance
- A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices

Core Knowledge

- K1 The subject material
- K2 Appropriate methods for teaching and learning in the subject area and at the level of the academic programme
- K3 How students learn, both generally and within their subject/disciplinary area(s)
- K4 The use and value of appropriate learning technologies
- K5 Methods for evaluating the effectiveness of teaching
- K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching

Professional Values

- V1 Respect individual learners and diverse learning communities
- V2 Promote participation in higher education and equality of opportunity for learners
- V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development
- V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice

Appendix 3:

Getting the most from reflective practice

From the work of Marian McCormick, Department of Allied Health Professions

Preparation	Initiation	Engagement	Interpretation	Impact
<p>"The thing that sets reflection in our professional lives apart from everyday reflection is intentionality. Reflection need not be a difficult process but it does need to be a purposeful and strategic process." (Eyler et al, 1996)</p> <p>As with teaching, work with "authentic tasks that will challenge [you] to grapple with ideas, rethink... assumptions, and examine... mental modes of reality". (Bains, 2004:16)</p>	<p>Reflection gives us an opportunity to explore our core values, and provides a way for us to work out how to improve our practice in a way that has meaningful application, and that brings the multiple demands and complexities of our work into the open. It can provide a means to explore issues of challenge and stress, personal growth and development, and an avenue to receive affirmation and encouragement.</p>	<p>"We do not make transformative changes in the way we learn as long as what we learn fits comfortably in our existing frames of reference." (Mezirow, 1997:7)</p> <p>The group can be a real help in supporting the articulation of professional knowledge through genuine curiosity and stimulated questioning – helping us to value and acknowledge our own experiences, as well as integrating the experiences of others.</p>	<p>"Learning maybe defined as 'the process of making a new or revised interpretation of the meaning of an experience, which guides subsequent understanding, appreciation and action.'" (Mezirow, 1990:1)</p> <p>Participants in effective discourse are "... critically reflective of assumptions; are empathic and open to other perspectives; are willing to listen and to search for common ground or a synthesis of different points of view; and can make a tentative best judgment to guide action." (Mezirow 1997:10)</p>	<p>"When someone reflects-in-action, he becomes a researcher in the practice context..."</p> <p>He does not keep means and ends separate, but defines them interactively as he frames a problematic situation...</p> <p>Because his experimenting is a kind of action, implementation is built into his inquiry." (Schon, 1983: 69)</p>
<p>What are my reasons for choosing a topic?</p> <p>What am I hoping to get out of this time?</p> <p>What am I going to do to prepare for the review?</p>	<p>What are the key aspects I would like to open up for discussion and comment?</p> <p>How am I going to define what it is I want to talk about?</p> <p>What information is going to help my peers understand what I would like to gain from these discussions?</p>	<p>What is being done to facilitate open and honest reflection?</p> <p>What is being done to challenge and provoke in a supportive and constructive manner?</p> <p>How are comments and questions facilitating the process?</p>	<p>How are we doing at bringing underlying assumptions to light and stimulating curiosity and creativity?</p> <p>How are we doing at posing and solving problems, and arriving at tentative judgements regarding any contested beliefs?</p> <p>How are we doing at the joint analysis of related experiences and the accommodation of new perspectives?</p>	<p>What has the review revealed about purposes, values, beliefs, hopes, and commitments?</p> <p>How have ideas or practice moved or developed as a result of participating in these discussions?</p> <p>What aspects of the review process have struck a real chord, and what has this provoked for further thinking and experimentation?</p>

References

- Bains, K. (2004) *What the best college teachers do*. Cambridge MA: Harvard University Press.
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- Mezirow, J. (1997) 'Transformative learning: theory to practice', *New Directions for Adult and Continuing Education*, no. 74.
- Schon, D. (1983) *The reflective practitioner*. Aldershot: Arena Books.

Appendix 4:

Some suggested feedback headings for observations of teaching and learning

Names of observed and observer(s)

Session identifiers, e.g. subject/level/module/number of students/date

Nature of session planning and preparation

Alignment of learning outcomes with teaching, learning and assessment strategies

Nature and effectiveness of teacher activities

Nature and effectiveness of learning activities

Response/engagement of students in the session

Effective personal attributes in evidence

Integration of aspects of research and scholarship

Evidence of the promotion of deep, critical and/or independent learning

Overall comments on the session

Development points and suggestions

Evidence of engagement with aspects of the UKPSF

Comments by the observed member of staff

Signed

Appendix 5:

Some common issues in observations of teaching and learning

i] Confidentiality

Attention must be paid to the method of observation that is appropriate to particular forms of teaching. For example, there may be sensitivities concerning classes or tutorials that involve some form of counselling, or when confidentiality is important. In these circumstances the teacher should consult the taught students and obtain agreement for the observer(s) to be present.

ii] Resource-based learning

When the class is working primarily on resource-based learning, for example in a workshop format, the observer(s) may need to move round the class and observe student activities. Here it is particularly important to make sure that the students understand the role of the observer(s).

iii] Studio, workshop and laboratory observation

When students are working for long periods on projects or artefacts (e.g. painting, sculpture, web design) the observer(s) may not observe complete sessions but should sample some teacher-led activities (openings, discussions, explanations etc.) and observe students at work. It may be appropriate to talk to the taught students about what they are doing in order to understand the wider context, providing, once again, that the taught students understand the role of the observer(s).

iv] The students being taught

The taught students may need to be incorporated into the observation and informed about it in advance if this is agreed. It is normal to inform the taught students about the following:

- that the purpose of the observation is part of a routine process to assist in the development of professional skills, and that the focus of the observation will be the teacher, not the students
- that it is a developmental process, and not judgemental
- that the observer(s) will not normally participate in the session as this can change the dynamic of the session and reduces the observer's capacity to comment on process objectively
- in student-led sessions it may be appropriate for the observer(s) to discuss student work with individuals or groups.

Appendix 6:

Aide memoire on aspects of effective teaching and learning

A shared understanding of what constitutes effective teaching might be useful as staff engage in discourse about their practice. The criteria below are presented as common characteristics, and as an aide memoir to guide observation and review:

Good HE teaching in general

- encourages high quality student learning
- demonstrates an effective balance between knowledge of subject, enthusiasm for subject, and ability to manage and organise learning
- promotes active engagement with the subject matter amongst students
- builds motivation and desire to learn, both intrinsically and in a deep way
- builds perseverance and independence in study skills
- embeds research and recent scholarship into teaching and learning.

Effective HE teachers commonly display the following skills

- can organise learning materials effectively and present them in interesting and stimulating ways
- can encourage and scaffold reflection, analysis, synthesis, evaluation and critical thinking
- can constructively align learning outcomes with learning and teaching strategies and modes of assessment
- can encourage students to actively participate in their learning wherever possible
- can stimulate and facilitate independent and autonomous learning in students
- can use own and others' research findings in teaching, and actively encourage research-mindedness in students
- can set valid assignments, appropriate to the subject, and academic level
- can set assignments which are challenging, authentic, and manageable within time frames
- can give constructive, supportive and timely feedback.

Effective HE teachers commonly display the following wider professional attributes

- will always adopt a scholarly and critically reflective approach to their subject and to teaching
- can arouse curiosity and have a desire to share their interests and commitment with student
- will operate with an awareness of the value of student diversity and wish to utilise it effectively
- have a desire to initiate, seek out, and promote effective practice
- have a strong measure of empathy and mindfulness
- will respond positively to feedback on their practice from students and colleagues.

Based on the original work of Sally Brown: <http://sally-brown.net/bio/>

Further ideas can be found in:

Lea, J. (2012) *77 things to think about... teaching and learning in higher education*. Canterbury: CCCU. Available at:

<http://www.canterbury.ac.uk/Support/learning-teaching-enhancement-unit/77things.aspx>

Appendix 7:

Suggested student rating schedule for a lecture

Please rate the lecture you have just received on the items below. Please indicate the following:

Subject..... Topic.....

Year (1st, 2nd, 3rd, etc)..... Today's date.....

Give your reaction to each separate item on the six-point scales below. Do not omit any item.

6 = very highly favourable 5 = highly favourable 4 = favourable
3 = slightly unfavourable 2 = unfavourable 1 = extremely unfavourable

Put a ring round the number which most clearly describes your view on that item.

1. The lecture was clearly structured	6	5	4	3	2	1
2. The lecturer indicated when he or she had come to the end of a major section	6	5	4	3	2	1
3. The main points were clear and understandable	6	5	4	3	2	1
4. The minor points and reservations given were understandable and clear	6	5	4	3	2	1
5. The examples given were relevant	6	5	4	3	2	1
6. The examples given were interesting	6	5	4	3	2	1
7. The pace (speed) of the lecture was right for me	6	5	4	3	2	1
8. The amount of material covered was right for me	6	5	4	3	2	1
9. The lecture was clearly audible	6	5	4	3	2	1
10. The teaching and learning aids were used effectively	6	5	4	3	2	1
11. The lecture seemed well prepared	6	5	4	3	2	1
12. The lecture was well presented	6	5	4	3	2	1
13. The lecture held my attention most of the time	6	5	4	3	2	1
14. The lecture was interesting	6	5	4	3	2	1
15. The lecturer usually looked at and talked to the lecture group and not to the furniture fittings	6	5	4	3	2	1
16. The lecturer summarized the main points of the lecture effectively	6	5	4	3	2	1

From the work of: Brown, G. and Atkins, M. (1988) *Effective teaching in higher education*. London: Routledge, p.41 fig 3.10.

N.B. This schedule is reproduced here as a starting point for developing one's own schedule, if preferred.

Form 1:

Departmental Plan for Peer Review

Completed by the HoD

Academic Year:

Suggested headings:

Any Priorities for Peer Observation and Review in this year?

e.g. widening participation initiative, a theme emerging from latest NSS results, implementation of a TELT initiative, etc.

Summary of relevant data

e.g. student evaluations, quality report, verbal feedback from students

Specific issues for teaching and learning that could be informed through observation of teaching and peer review

Rationale for any review plan

Form 2:

Post Review Report: The Agreed Statement

To be forwarded to the HoD - when parties have agreed to its content and have jointly signed.

Tick the review process undertaken. If more than one process was undertaken further Agreed Statements might be submitted.

A1 - Peer observation of teaching and learning

A2 - Student observation of teaching and learning

B1 – Partnership review with students

B2 – Partnership review with professional services

C1 – Peer review of research and teaching

C2 – Peer review of an action research project or pedagogical experiment

Identify here what has been learnt in the review process and suggestions to enhance practice

Name:	Date:
Points/suggestions:	

Identified development needs

Individual:
Departmental:

Signed Reviewers:

Signed Reviewed:

Date:

Date:

Form 3:

Departmental Summary Report

Name of HoD:

Name of department:

Review period:

Number and types of review undertaken:

Suggested headings:

1 General response to the review exercise

What went well, and not so well

2 General comments on aspects of teaching and learning in the department emerging from the review process

3 Report on any specific focus identified for this round of review

4 Any areas that might be commended and more widely disseminated

5 Any areas that need further consideration by the department

6 Any actions to be taken by the department

Including staff development needs, need for further review, any actions required by particular stakeholders e.g. Programme Director, and target dates

7 Any actions by others

Any other issues which require a response from individuals, groups or services outside the department, and target dates

Date of submission:

Copy to Faculty Director of Learning and Teaching and Dean before 31st August of each academic year

RAPPORT

POR

Peer Observation and Review

of teaching and learning

+ Recognising Academic Practice

in teaching and learning

