



Curtin University



Global perspectives of peer review of teaching

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Why did we investigate global perspectives on peer review of teaching?

- Research best practice – THE Top 100
- Research local practice – Oceanic region
- Research theory and practice – review of the literature
- To develop a model of PRT for implementation in at Curtin University in Western Australia.



We reviewed 151 websites



- We examined the websites of 151 universities for data about peer review of teaching and analysed it according to the global regions used in the Times Higher Education World University Ranking Top 100 2011-2012.

| Global Region | THE 2011–2012 Top 100 |
|---------------|-----------------------|
| North America | 56 |
| Europe | 31 |
| Asia | 9 |
| Oceania | 4 |

| Oceanic Region | Number of Universities in Oceanic Region (n=55) | Number of Universities in THE Top 100 (n=4) |
|----------------|---|---|
| Australia | 39 | 4 |
| New Zealand | 7 | 0 |
| South Pacific | 9 | 0 |



We reviewed a lot of literature



- We searched in five databases for journal articles using the key words “peer review of teaching in higher education”. We found 93 relevant articles and used 60 of them in our paper. We also categorised them according to the Times Higher Education global regions.

| Database | Total number of PRT articles found | Number of articles relevant to PRT in HE | Analysis of relevant articles (sorted by region in which first authors were located) | | | | |
|-----------------------|------------------------------------|--|--|-----------|-----------|----------|----------|
| | | | North America | Europe | Oceania | Asia | Africa |
| Springer Link | 8,173 | 28 | 19 | 4 | 3 | 1 | 1 |
| Taylor Francis Online | 31,655 | 40 | 9 | 23 | 8 | 0 | 0 |
| Emerald | 2,766 | 3 | 1 | 2 | 0 | 0 | 0 |
| Scopus | 145 | 9 | 6 | 1 | 2 | 0 | 0 |
| ProQuest | 47,358 | 13 | 9 | 3 | 0 | 1 | 0 |
| Totals | 90,097 | 93 | 44 | 33 | 13 | 2 | 1 |

We based our analysis on Gosling's categorisation of peer review of teaching

- **Collaborative peer review of teaching** is reciprocal observation and discussion between colleagues. Outcomes are used for teaching development.
- **Developmental peer review** is conducted by trained reviewers and provides participants with formative feedback. Outcomes are used for teaching development.
- **Evaluative peer review** is conducted by trained reviewers and provides participants with summative feedback about their teaching. Outcomes are used for tenure, promotion, recognition and reward.

Gosling, D. (2009). A new approach to peer review of teaching. In D. Gosling & K-M O'Conner, (Eds.), *Beyond the peer observation of teaching: SEDA paper 124*. United Kingdom: Staff and Educational Development Association Ltd, 7–15.



We found haves and have nots ...



We assumed they had it if we found anything relating to PRT on the website and concluded that most universities engage in some form of PRT.

| Was there any evidence at all of PRT on university websites? | Total number of THE (2011–2012) top 100 universities (N=100) | Regional representation of THE (2011–2012) top 100 universities (N=100) | Oceanic representation (proportion and percentage) (N=55) |
|--|--|--|--|
| Yes | 72 | 51 of 56 North America (91%) 15 of 31 Europe (48%) 3 of 9 Asia (33%) 3 of 4 Oceania (75%) | 41* of 55 Oceania (75%) (*includes 3 of 4 Oceanic universities listed in the THE top 100) |
| No | 28 | 5 of 56 North America (9%) 16 of 31 Europe (52%) 6 Asia of 9 (66%) 1 of 4 Oceania (25%) | 14* of 55 Oceania (25%) (*includes 1 of 4 Oceanic universities listed in the THE top 100) |

Where PRT was practiced it was mostly formative in nature ...



In some regions both formative and summative models were used.

How is peer review of teaching practiced in your university?

| Models of peer review of teaching | Total number of THE (2011–2012) top 100 universities (n=72) | Regional representation of THE (2011–2012) top 100 universities (n=72) | Oceanic representation (n=41) |
|--|---|---|--|
| Formative (Gosling's collaborative & developmental models) | 66 of 72 (92%) | 47 of 51 North America (92%) 14 of 15 Europe (93%) 2 of 3 Asia (66%) 3 of 3 Oceania (100%) | 39* of 41 Oceania (95%) (*includes 3 of 3 Oceanic universities listed in the THE top 100) |
| Summative (Gosling's evaluative model) | 28 of 72 (39%) | 22 of 51 North America (43%) 4 of 15 Europe (27%) 2 of 3 Asia (66%) | 4* of 41 Oceania (10%) (*includes 0 of 3 Oceanic universities listed in the THE top 100) |

We found themes in the literature



From the literature we developed five principles to guide implementation of peer review of teaching in higher education institutions.

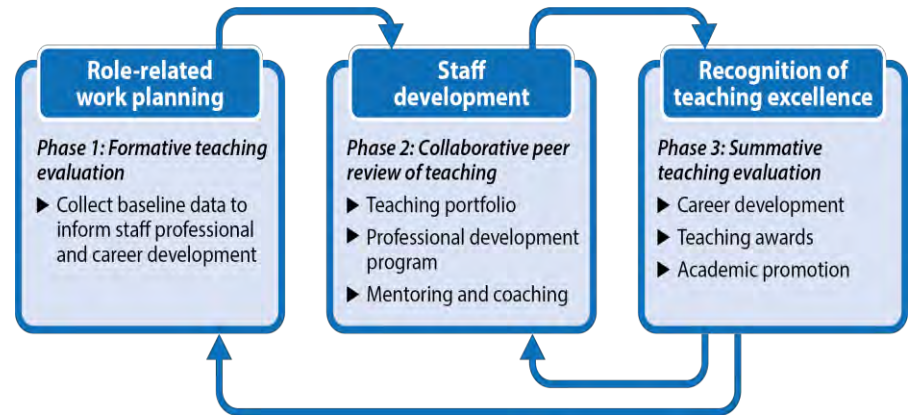
1. Focus on accountability.
2. Clearly define criteria for effective teaching.
3. Communicate the purposes and institutional positioning of PRT.
4. Provide dedicated resources.
5. Address factors influencing teachers' adoption of reflective practices.



Principles for implementation of PRT in HE

| Principle | Practice |
|---|--|
| Focus on accountability. | EBA – multiple sources used to evaluate teaching EBA – role related work planning and development Procedures University strategic plans and TEQSA standards |
| Clearly define criteria for effective teaching. | Curtin’s Teaching Excellence Criteria Curtin’s Expectations for Academic Performance Australian University Teaching Criteria & Standards |
| Communicate the purposes and institutional positioning of PRT. | Consultation & approval processes. Formative & summative, WPPR, development and recognition of teaching excellence. Choice, academic freedom. |
| Provide dedicated resources. | Professional learning modules & consultants Teaching Development Fund (small grants) Guidelines and website Time provide through WPPR |
| Address factors influencing teachers’ adoption of reflective practices. | Communication, coaching, mentors, professional learning tailored to area needs, community of practice, capacity building, time, live Curtin’s values – integrity, respect, courage, excellence and impact |

These principles informed development of a model for Curtin



Phase 1: Formative teaching evaluations facilitate an evidence-based approach which informs planning for professional and career development. Individuals aspiring for academic promotion may want to adopt a developmental approach by using Curtin's Teaching Excellence Criteria and trained reviewers. Individuals whose main focus is to develop their teaching may want to adopt a collaborative approach by negotiating reciprocal observations with a peer.

Phase 2: Individuals adopt an evidence-based approach to engage with professional learning and reflective practices, such as collaborative (reciprocal) peer review of teaching, development of teaching portfolios, mentoring and targeted relevant professional development programs. Typically, evidence of teaching excellence in Phases 1 and 2 is substantiated through PRT– Reflective Statements.

Phase 3: Summative teaching evaluations facilitate an evidence-based approach to assure reward and recognition processes, where evidence of teaching excellence is required. Typically, evidence of teaching excellence in Phase 3 is substantiated through PRT – Assessor(s) Reports.

All phases are supported by enabling professional learning programs.

Professional learning to support PRT

| Phase | PRT model | PL module |
|-------|-----------------|---|
| 1 | Developmental * | Teaching Excellence: Expectations & Evidence Leading Peer Review of Teaching |
| 2 | Collaborative | Foundations of Teaching and Learning (FOLT 3) Open Door Classroom |
| 3 | Evaluative * | Teaching Excellence: Expectations & Evidence Leading Peer Review of Teaching |

* Aligned with the Australian University Teaching Criteria and Standards, Curtin's Teaching Excellence Criteria and Curtin's Expectations for Academic Performance

Summing up, thank you and questions?

Peer-based professional learning pilot program

Research and development – 6 months

Consultation and approval – 4 months

Resource development – 3 months

Professional learning and coaching – over 5 months

Pilot PRT program – Weeks 3-11 Semester 2, 2014

Evaluation – end of Semester 2, 2014



Context

Transforming Learning @ Curtin 2014-2015

Curtin Learning Institute

Transforming Practice Program 2014

