


Lilly-East Conference on College and University Teaching

Sample Proposal Submission

 45-minute session [Involve your participants in an interactive session using hands-on teaching practices to address your topic.]

Session Title

Peer Review of Teaching: A Collegial, Constructive Way to Enhance Students' Learning

Session Description (75 words maximum): Overview of session content and facilitation approach. Description will be published in conference program.

When it comes to getting helpful feedback about our teaching, we have a wonderful, often untapped, resource in our faculty colleagues. Collegial, constructive peer review can provide us with thoughtful reflection about the learning environment in our classrooms, along with useful suggestions for improving students' learning. Even peer reviewers' students may benefit! In this session, we will explore the characteristics of effective, collegial peer review processes and classroom observations. We'll also practice offering constructive feedback.

Session Goals (What will participants gain from participating in the session?)

As a result of participating in this session, participants will:

- Identify both the benefits and limitations of peer review of teaching for the purpose of enhancing learning
- Explore ways to mitigate the limitations of the peer review process
- Discuss the characteristics of a collegial process for reviewing the teaching of peers
- Develop a protocol for conducting class observations that can identify specific teacher behaviors which facilitate or hinder students' learning
- Practice offering feedback to peers in ways that are nonthreatening, productive, and helpful
- Receive relevant handouts to reinforce the concepts and strategies discussed
- Take away practical information and specific strategies for using peer review of teaching to enhance students' learning in their own classes and institution
- Share strategies, issues, concerns and experiences in a supportive atmosphere

Session Activities (How will the participants be engaged in the session?)

The session will be divided into three parts: (1) overview of a collegial peer review of teaching process; (2) examination of the characteristics of effective class observations; and (3) review of and practice in offering constructive feedback for the purpose of enhancing students' learning. Each of these parts will involve brief sharing of theoretical information by the facilitator, interspersed with participants working in pairs and/or small groups to identify relevant characteristics and practices. For the final activity on offering feedback, participants will be divided into groups of three, with each of the three taking the role of "Instructor," "Observer #1," or "Observer #2." Different scenarios describing a class observation will be distributed randomly to each triad. Observer #1 will practice giving constructive feedback to the "Instructor" based on the scenario. "Observer #2" and the "Instructor" will then offer feedback to "Observer #1" about the feedback process. All of the participants will then debrief the experience. I am requesting a 75-minute session in order that participants may fully benefit from this last activity.

Relevant References

Chism, N.V.N. (2003). *Managing people: A guide for department chairs and deans*. Bolton, MA: Anker. Chism, N.V.N. (1999). Peer review of teaching: A sourcebook. Bolton, MA: Anker. DeZure, D. (1999). "Evaluating teaching through peer classroom observation." In P. Seldin and Associates, *Changing practices in evaluating teaching* (pp. 70-96). Bolton, MA: Anker. Hutchings, P. (1996). *Making teaching community property: A menu for peer collaboration and peer review*. Washington, DC: American Association for Higher Education. Keig, L. & Waggoner, M. (1994). *Collaborative peer review. The role of faculty in improving college teaching*. ASHE-ERIC Higher Education Report, No. 2. Washington, DC: The George Washington University. Millis, B. & Kaplan, B. (1995). "Enhancing teaching through peer classroom observations." In P. Seldin and Associates, *Improving College Teaching* (pp. 137-152). Bolton, MA: Anker. Seldin, P. (2006). *Evaluating Faculty Performance: A practical guide to assessing teaching, research, and service*. Bolton, MA: Anker.

AUDIOVISUAL REQUIREMENTS

Please closely link your audiovisual request to your session objectives and activities; conference participants welcome limited use of PowerPoint presentations. AV requests may be adjusted based on reviewer's recommendations.

AV Requests: (Please click the box next to the AV equipment required for your presentation.)

- None
- Slide projector
- Video cassette player and monitor
- Overhead projector and screen
- Flip chart
- White board

- LCD projector (You must bring your own laptop and connection cord). Note: No Internet connection available.

Please explain briefly the relevance of the selected AV equipment to your session goals and activities. If you do not require AV equipment, please type "none."

The flip chart and/or white board (I prefer the board if a choice is needed) will be used to post the participants' ideas during the different activities, so that all can see and discuss them. The facilitator will also use the white board occasionally. The LCD projector will be used to present background or theoretical information in an organized manner. I can also use an overhead projector and screen for this, if LCD projector availability is a problem.

AGREEMENT

Because Lilly Conferences are learning communities where each member of the community, both presenter and participant, is a valued contributor, proposal submission represents a commitment to present the session if the proposal is accepted, and to participate in the entire conference. Please confirm your agreement by clicking the box below.

- I agree.