Peer Observation of Teaching Towards Awards and Promotion Applications

**Design Challenge:** Creating valid evidence through triangulation of multiple data sources that would be acceptable as evidence for applications for awards, grants, and promotion.

**Academics’ requirements:** Objective reporting – no glowing reports from mates about teaching quality;

**Project team requirements:** Collecting sufficient data to provide summative evidence of quality and development in reporting.

**Evidence of excellence in teaching**

The PRO-Teaching Model
Sharing Ideas to Develop Capability
Teacher’s reflections on observed teaching

1. Find a peer
2. Informed consent
3. Experiential training

Discipline peer’s observation of teaching

Observer briefing #1 – learning objectives, observer focus

First observation – peer and student perspectives

Group debrief #1 – teacher reflection and shared ideas to enact

Observer briefing #2 – learning objectives, observer focus

Second observation – peer and student perspectives

Group debrief #2 – teacher reflection and shared ideas to enact

Collation, analysis and reporting of evidence

External peer’s observations of teaching

Students’ evaluations and learning outcomes tests from observed teaching

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Impact – applications to L&T awards and promotions

<table>
<thead>
<tr>
<th>Promotion</th>
<th>2011</th>
<th>2012</th>
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<tbody>
<tr>
<td>A → B</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>B → C</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>C → D</td>
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<tr>
<td>D → E</td>
<td>3</td>
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Thanks for my “3 in 5”. Do you have any questions?

LATEST DEVELOPMENT: STEM Dean(L&T) → Academic supervisors to recommend developmental peer observation as a teaching development option for yearly Academic Reviews Of Progress (ARoP)