

Rethinking peer, rethinking review: *Students' collaboration in the review of teaching practices*



Jenny Scoles and Kelda Sinclair

Edinburgh Napier University, Scotland

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Introduction

- Student and staff collaboration on design and implementation of innovative ASPEN project:

Students as Colleagues in the Review of Teaching Practices

- Student's perspective
- Feasibility and effectiveness
- Implications at institutional level



Why peer review? Why students as colleagues?

Brookfield (2006)

Cook-Sather, Bovill and Felten (2014)

D'Andrea and Gosling (2005)

Gosling and O'Connor (2009)



- *Innovative pilot study*: spirit of collegiality, discovery and learning for all!
- Students to act as a colleague, tasked with professionally reviewing the teaching practices of a paired volunteer staff member from different discipline.
- Trimester 1: Begin to develop a relationship and engage in training.
- Trimester 2: Student to conduct 4 evaluative exercises and provide written and face-to-face feedback.

Research questions: Field testing the **feasibility**, and understanding the **value** of, **feedback** which is delivered over a **variety of activities** and through **different relationships**.

Evaluative Exercises (Trim 2)

Trimester Week	Evaluative Exercise
December onwards	Review associated Moodle pages and course material
From Week 2	Observe (minimum of) one lecture/workshop/tutorial
From Week 3	Conduct a small focus group with staff member's students
After coursework has been marked	Review feedback examples from assessed coursework

Purpose:

1. Better understand the value of constructive feedback.
2. Enable students to perform a broad review of a staff members' practice and provide professional feedback.
3. Better understand the professional developmental advantages of providing critical feedback based on observation and reviewing exercises.

We are not teaching students to be expert reviewers; we are better enabling them to articulate their already valuable perspectives as constructive feedback in a professional manner.

Workshops

Professionalism, trust & confidentiality

What makes 'good' teaching practice?

Golden values of feedback

Are these materials fit for purpose?

How to conduct a focus group

Evaluation versus judgement

CV Workshop

Feedback prompts for reviewing Moodle and course materials

Staff member's name:

Reviewer's name:

Subject:

Level:

Size of group material aimed for:

Date of review:

Place in the module, e.g. week 6, 7:

Mode of study - full time, part time, other:

Moodle/material topic:



	Comment on each element of the Moodle/document (as appropriate)
<p>Planning</p> <p>NB: You will need to talk with your staff member in advance to ascertain how they have planned the material and why.</p> <ul style="list-style-type: none"> • What is the purpose of the materials you are reviewing, e.g. what are the key learning outcomes? • Who is the target audience? • Do the materials correspond appropriately with any face to face teaching? • Are they distributed in a timely manner? 	
<p>Structure</p> <ul style="list-style-type: none"> • How were the materials structured? • Think about material accessibility: font size, style, colour, or any other issues? • Is it easy to locate/print-off/download? • How current is the information? 	
<p>Methods</p> <ul style="list-style-type: none"> • Think about the applicability and appropriateness of the materials • Think about how the management of the 'online' classroom affects the students. • Think about how materials are being used by the staff member – are they fit for purpose? 	

Student Perspective - Kelda

- Motivation
- Managing the transition into a collegial relationship
- Continuing relationships
 - water-cooler moments



Effectiveness of Student-Staff Engagement

Can we foster authentic and credible relationships between student and staff?

Unpredictability of relationship pairing and development:

- Age and similar life experience
- Proximity
- Engagement with paired discipline
- Managing communication expectations
 - defining ‘collegiality’



Feasibility of project

- Low attrition
- Timetabling and academic pressures
- Paid vs voluntary for students
- Staff involvement
- Facilitation
 - Training and support
 - Collegial relationships need enabling

Implications for Institution

Student outcomes:

Professional and personal capacities

Understand concepts behind teaching practices

Develop relationships with staff and other students outwith discipline

Staff outcomes through engaging with students:

Fresh point of view from key stakeholder

HEA teaching fellow application



Innovate peer review process going forward...

References

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- D'Andrea, V., and Gosling, D. (2005). *Improving teaching and learning in higher education: A whole institution approach*. Society for Research into Higher Education and Open University Press: Maidenhead.
- Gosling, D., and O'Connor, K. M. (2009). *Beyond Peer Observation of Teaching*. City: Staff and Educational Development Association (SEDA): London.



Thank you!
Any questions?

