Peer Review of Teaching at JCU:
Collaborative and focussed on student success

**3 Step Guide and Forms**

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| Step 1: Review PlanTo be completed by Reviewee on Form A, in consultation with Reviewer/s |
| 1. Describe context and aspect/s of teaching to be reviewed.
2. State intended use/s of review (i.e. primarily for improvement of teaching and student success but perhaps also for promotion, publication or teaching award).
3. Identify connections to Core Principles of the JCU *Learning, Teaching and Assessment Policy*.
4. Consult with peer/s, who will undertake review, to discuss all aspects of the review, including your reasons for it and what you hope to get out of it.
5. List agreed material/s, access and activities to inform the review.
6. Detail timelines and share and clarify expectations and responsibilities.
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| Step 2: ReviewTo be completed by Reviewer/s on Form B |
| 1. State name and connection to reviewee, and relevant experience and expertise regarding the subject, course, discipline or aspect of teaching under review.
2. Wherever possible, discuss your feedback with the reviewee before commencing the written review. Check back with them for clarification.
3. Write the review, including reference to Core Principles of the *JCU Learning, Teaching and Assessment Policy* or another appropriate frame of reference.
4. Check that the review is written in ways that exemplify and model professional, collegial and ethical conduct. Wherever possible, keep the focus on improving teaching and student success.
5. Check that the review is written in ways suitable for its agreed uses.
6. Where possible, arrange a time to meet with reviewee and share your review with them.
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| Step 3: Reflection and ActionTo be completed by Reviewee on Form C |
| 1. Pool this feedback from your peer/s with feedback from other sources, e.g., YourJCU Subject and Teaching surveys, enrolments, retention, grades, informal surveys, Student Experience Survey (SES), Graduate Outcomes Survey (GOS), employer surveys.
2. Connect to Core Principles of the JCU *Learning, Teaching and Assessment Policy*; College, Division and/or JCU directions; and relevant higher education literature.
3. Decide if/how you will change your teaching practices in response to the feedback and your own teaching values.
4. Wherever possible, contact your reviewer/s and discuss your decisions and actions with them.
5. Consider repeating the process with the same or different reviewer/s.
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**Collaborative Peer Review of Teaching (PRoT)
for Student Success**

**Form A: The Review Plan**

To be completed by Reviewee in consultation with Reviewer/s

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| **Reviewee** | **College/Discipline** |
| **Context**Provide information about subject/s, year levels, location in course/s, student numbers and characteristics |
| **Aspect/s of teaching to be reviewed** |
| **Core Principles of the** [JCU Learning, Teaching and Assessment Policy](https://www.jcu.edu.au/policy/learning-and-teaching/learning-teaching-and-assessment-policy)Indicate which are relevant for this review |
| **Indicate likely purpose/s for which the review will be used**For example, cycle of reflection and improvement, promotion, publication, teaching award |
| **Suggested materials/activities to focus the review**Indicate activities undertaken and materials to be reviewed (e.g. Subject Outline/s, LearnJCU site/s, marked assessment, grade distributions, video footage of teaching, YourJCU Subject and Teaching survey data, other student and peer feedback, direct observations of teaching, conversations with reviewee, communications with other reviewers, higher education or discipline literature). |
| **Suggested activities and timelines** |

**Collaborative Peer Review of Teaching (PRoT)
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**Form B: The Review
Confidential to Reviewer and Reviewee**

To be completed by Reviewer

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| **Reviewee** | **College/Discipline** |
| **Connection to reviewee, and relevant experience and expertise regarding the subject, course, discipline or aspect of teaching under review** |
| **The review** Include reference to Core Principles of the JCU *Learning, Teaching and Assessment Policy* or another appropriate frame of reference. Check that the review is written in ways that: (1) exemplify and model professional, collegial and ethical conduct and (2) are suitable for its agreed uses.  |

***REMINDER:*** *The primary purpose of PRoT is to improve teaching and student success. The reviewer should be mindful that the reviewee may also indicate how the review is intended to be used for other scholarly/ academic purposes (e.g. in publications about teaching and learning, as part of the PDP process, or in applications for teaching awards or promotion).*

**Collaborative Peer Review of Teaching (PRoT)
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**Form C: Reflection and Action**

To be completed by Reviewee

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| **Reviewee** | **College/Discipline** |
| **Other relevant feedback**Other peer reviews, YourJCU Subject and Teaching survey data, Student Experience Survey (SES) data, Graduate Outcomes Survey (GOS) data, International Student Barometer (ISB) data, student enrolments, retention, grades, employer feedback.  |
| **Core Principles of the** [JCU Learning, Teaching and Assessment Policy](https://www.jcu.edu.au/policy/learning-and-teaching/learning-teaching-and-assessment-policy)Indicate which are relevant for your proposed actions. |
| **Proposed changes to teaching practice**Wherever possible, contact your reviewer/s and discuss with them your decisions and actions. Consider repeating the process with the same or different reviewer/s. |