

Recommended Protocol for Formative Peer Review

The aim of formative or developmental peer review is to provide the reviewee with feedback on aspects of their teaching. Depending on your purpose of the review, the process may be more or less formal. The following four stages are important.

1. Preparing for the review

Preparation is important to enable a valid and insightful review to be conducted. The following processes are recommended:

- ◆ The reviewee should inform students prior to the peer review, either in class or by posting the **Briefing Statement for Students** in the subject's online site
- ◆ The reviewee briefs the reviewer, to enable the reviewer to understand the context, the components of teaching or the subject that are to be reviewed and the reviewee's goals and intentions. Briefing will preferably involve both of the following processes:
 - ◆ The reviewee completes the short **Briefing Template** and sends it to the reviewer. Completing the template is recommended as it enables the reviewee to reflect and clarify their thoughts on the focus of the review.
 - ◆ The reviewee and reviewer have a pre-meeting discussion to discuss the review and to clarify the information on the Briefing Template if this has been provided.
- ◆ The reviewee and reviewer agree on the timing for the review and the reviewee gives the reviewer access to relevant materials including password access to any online sites.

2. The Reviewing Process

The reviewer reviews the components that have been selected. It will usually be necessary to sample from components such as subject materials, online discussions or other student work rather than reviewing all of them. Depending on what is being reviewed, reviewers may choose to:

- ◆ Review the material separately, taking notes in an electronic or paper copy of a **Peer Review Template**, making notes directing on the **Formative Summary Report Template**
- ◆ Conduct the review in parts, first gaining an overview then requesting additional materials or information from the reviewee. This can be useful for complex online activities
- ◆ If subject materials or online activities are being reviewed, conduct the review in a conversational way, noting points and asking questions during the process.

3. Debriefing and reporting

The reviewer and reviewee should meet to debrief as soon as possible after the planned review is completed. Prior to the debrief, the reviewee may choose to self-review using a relevant template and bring this to the meeting. The purpose of the meeting is for the reviewee to receive constructive feedback that they can reflect on and use to improve. The meeting might include the following:

- ◆ Initial self-review comments by the reviewee
- ◆ Constructive feedback by the reviewer, responding to the reviewee's comments and describing they noticed in the review
- ◆ Discussion between the reviewer and reviewee about suggestions for improvement and next steps

4. Follow-up action

A formative review can be one step in an ongoing process. The review could be followed by:

- ◆ Completion of the **Formative Summary Report Template** to document the review and suggestions
- ◆ Reflection by the reviewee and development of an action plan based on the review findings
- ◆ A second round of peer reviewing following implementation of the action plan in a subsequent semester. The second peer review could be formative or summative, taking into account any changes that have been made.
- ◆ A Reciprocal Review, in which the reviewer becomes the reviewee