

Recommended Protocol for a Short, Targetted Formative Review

This short process could be used when the reviewee is seeking brief feedback on a specific aspect of teaching, such as the use of a new learning activity in class or online. Four stages are useful.

1. Preparing for the review

Preparation is important for making the review useful for the reviewee and less time consuming for the reviewer. 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 the aspect of teaching or the subject that is to be reviewed and how it fits in the context of other aspects of the subject, the reviewee's intentions and the type of feedback desired.
- ◆ 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 aspect of teaching that been selected. Depending on what is being reviewed, reviewers may choose to:

- ◆ Do the review independently, using the sections of a **Peer Review Template** that are relevant to the aspect being reviewed or using an alternative review proforma for face-to-face reviews (see guidelines on peer review issues)
- ◆ If an online activity or subject resource is being reviewed, conduct the review in a conversational way with the reviewee, noting points and asking questions during the process.

3. Debriefing and reporting

If the review is not conducted as a conversation, the reviewer and reviewee should meet to debrief as soon as possible after the review is completed. Prior to the debrief, the reviewee may choose to self review. 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 improvements and next steps

4. Follow-up action

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

- ◆ The reviewee reflecting and taking action on suggestions from the review
- ◆ A second round of peer reviewing in a subsequent semester.