

# Department of Geography and Planning

## Peer Review of Teaching Form

---



Faculty Who is Being Observed: \_\_\_\_\_

Faculty Visitor/Reviewer: \_\_\_\_\_

Course Number & Name: \_\_\_\_\_

Date of Review of Faculty Member ASULearn Pages \_\_\_\_\_

Type of Peer Review:  In-person lecture/lab  Zoom synchronous lecture  
 Recorded lecture

Date/Time of conversation after the review of ASULearn and lecture/lab presentation materials: \_\_\_\_\_

The importance of peer review is multifaceted and we view it as an opportunity to improve practice and share expertise across the Department of Geography and Planning areas. The goals of peer review are two-fold:

1. To review a peer's teaching and produce a record of that review.
2. To spark dialogue between peers that encompasses a focused conversation on ideas and strategies that move instruction forward during COVID-19 and beyond.

### Steps:

1. **Provide "viewer" access to each other's ASULearn courses**
2. The **Faculty Visitor/Reviewer** observes the class in-person or through ASULearn or Zoom and produces 1-2 pages of text (narrative, notes, bullet points, etc.) describing the class lecture or lab (in person, synchronous online, or asynchronous online).
3. **Repeat step 2 but change roles of Faculty Visitor/Reviewer and the Faculty Who is Being Observed**
4. **Both faculty meet in person or through Zoom for a conversation following each other's observation review. The conversation is essential because it provides opportunities for colleagues to share expertise, pose/respond to questions, and engage in dialogue to advance practice.**

### **\*Before Review (to be completed by Faculty Who is Being Observed):**

1. What are you planning for the observation or corresponding review event?
2. How do you assess students' learning?

3. What do you want the reviewer to observe? (Should be an area in which the teacher wishes to improve.) Questions to consider for your classes: 1. how are you recruiting majors, 2. Are you offering in-person or synchronous office hours and exam reviews, and 3. are you providing extra credit opportunities?

**\*\*Following the Review (to be completed by Faculty Visitor/Reviewer):**

1. Describe 2-3 major strengths of the observation or corresponding review event. The reviewer can include comments on the faculty member's availability, syllabus, activities, and instructional materials.
- 

**Date of Follow-up Conversation (in person or through Zoom): \_\_\_\_\_**

1. Reflective summary of the conversation by Faculty Visitor/Reviewer:

2. Reflective summary of the conversation by Faculty Who is Being Observed:
- 

Faculty Visitor/Reviewer Signature \_\_\_\_\_, Date \_\_\_\_\_

Faculty Who is Being Observed Signature \_\_\_\_\_, Date \_\_\_\_\_