A photograph of two women sitting at a table, looking at a document. The woman on the left has long brown hair and is wearing a dark top. The woman on the right has long dark hair and is wearing a light-colored top. They are both looking down at a document on the table. The background is a blurred indoor setting with a window.

Re-imagining Peer Evaluation: An Inclusive Summative Peer Review of Online Teaching Framework

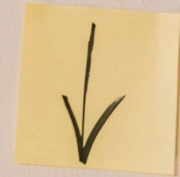
**Dr. Isabeau Iqbal
Dr. Afsaneh Sharif
ETUG Spring Workshop 2021**

Agenda

- Objectives
- Definition of Our Terms
- An Inclusive Framework
- Group Activity
- References and Resources

our

goal



Session objectives

By the end of this session, participants should be able to:

- Briefly outline a Summative Peer Review of Online Teaching (SPRoOT) framework
- Highlight elements of the framework that promote inclusivity
- Consider how the framework may be adapted to their own context to promote inclusivity

Peer Review of Teaching (PRT): Defining our terms

Summative PRT

Intended for evaluative purposes; aids in making decisions about tenure, promotion, hiring.

Formative PRT

For professional growth. Goal is to enhance teaching practice.

(Tobin & al., 2015)

Is Peer Review of Online Teaching
done at your institution? (formative
and/or summative)

Yes

No

Unsure



If you answered yes to the previous question, do you have written guidelines for the PRT?

Yes

No

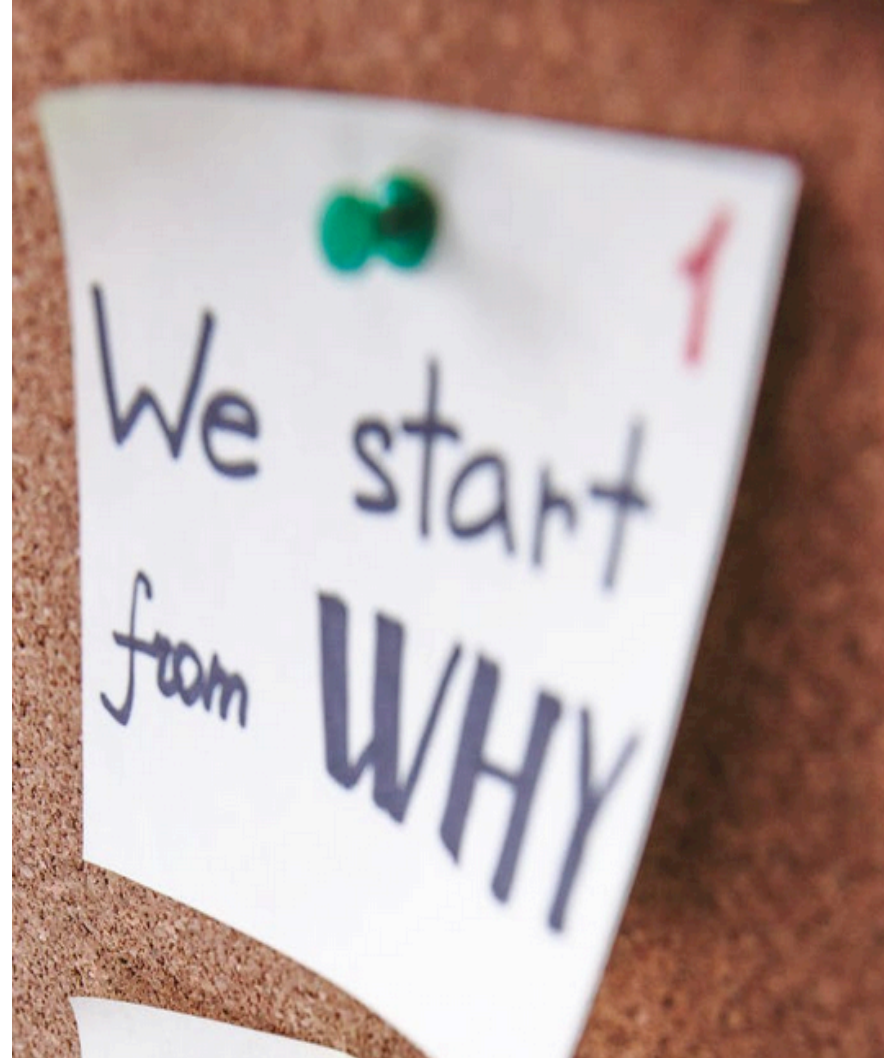
Unsure



Why
this
session?



An inclusive framework



Peer Review of Online Teaching

1. Initiating the review
2. Preliminary meeting
3. Observation/review
4. Report and post-observation

Summative Peer Review of Online Teaching Framework

Initiating the Review

Diverse Reviewers

Flexible Timelines

Preliminary Meeting

Relationship Building

Inclusive and Accessible Process

Course Access

Observation/ Review of Online Teaching

Student Involvement

Criteria for Online Instruction

Report & Post Observation

Report Format and Sharing

Resources & Training for Enhancement

Breakout room

Introduce yourselves. Name, institution, your role with PRT.

What are ways to make the summative PRT process more inclusive?

Small group discussion

Approaches





Based on what you've heard and discussed today, what is one idea you want to reflect upon further OR action you want to take?

References & Resources

Faculty Self-Assessment of Online Teaching:

<https://behrend-elearn.psu.edu/weblearning/FacultySelfAssessment/>

Humboldt Assessing Online Facilitation: <http://www2.humboldt.edu/aof/aof.htm>

Rubric for Online Instruction: <https://www.csuchico.edu/eoi/rubric.shtml>

Tobin, T. J., Mandernach, B. J., & Taylor, A. H. (2015). *Evaluating online teaching: Implementing best practices*. John Wiley & Sons.



Resources for you to modify

ETUG: Summative Peer Review of Online Teaching Framework

<https://docs.google.com/document/d/1Gd-7gaE8zj6bCjWA9wTom8ENQPM8D9amdAoSI3yj40o/copy>

ETUG: Assessing Online Teaching and Facilitation (this document is linked in the above)

<https://docs.google.com/document/d/1bLhbyg63rUjldYdTRZv3hywWmZTYyy1XO3IFdAlmds/copy>

You will be prompted to make your own copy of the above documents. If these links don't work, please contact us!



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