

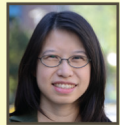
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THE UNIVERSITY OF BRITISH COLUMBIA

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Centre for Teaching and Learning



Formative Peer Review

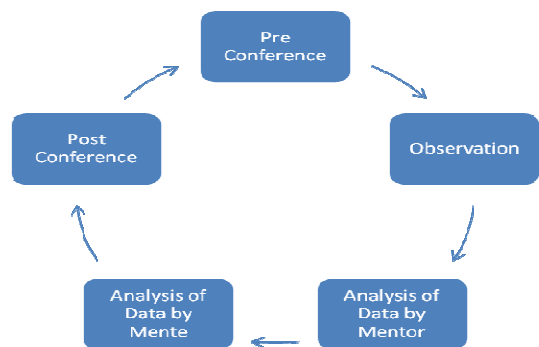
What is Peer Coaching?

Peer coaching is a faculty development model that provides a safe structured framework for a professional to observe a professional and provide feedback. In peer coaching, two instructors (though sometimes three or more) come together, share in conversations, and reflect on and refine their practice. Their relationship is built on confidentiality and trust in a non-threatening, secure environment in which they learn and grow together; therefore, peer coaching is usually not part of an evaluative system. In essence Peer Coaching is when two instructors take turns to visit each other and observe the instruction. They then conference using pre-defined guidelines that are non-threatening and supportive.

The supportive cycle, not only provides an opportunity for the observer to guide the practitioner but is also a time for guided reflective practice. The mentor should assume the role of facilitator of the instructor's reflection. This requires the supervisor to collect data during the observation and for the mentee to take on the responsibility for deep and critical analysis of their own teaching. By planning, observing and critiquing both parties acquire or re-enforce strategies that enhance the learning situation for students. Mentors are to be congratulated on their involvement; by so doing they are communicating that they regard the scholarship of teaching and the improvement of instruction are important responsibilities and should be a high priority.

Pre Conference:

The pre-conference allows the observer to understand some of the



Post Conference:

“C” type conference	During this confidence building post conference the emphasis is on the self reflective comments of the mentee. The mentor may ask questions for clarification and lead the mentee toward seeking alternatives.
“B” type conference	As above, however the mentor will add suggestion to the issues raised by the mentee.
“A” type conference	As above, the mentor will add discussion of other matters observed during the session that the mentor feels needs to be addressed or improved.

It is generally advisable to begin with a “C” type, non-threatening conference. This establishes that the purpose is to assist with growth. It also encourages critical self reflection. The type of feedback post conference will have been decided at the pre-conference. A typical post conference would last between twenty and forty minutes, however it is an excellent time for participants to engage in an in-depth discussion of teaching practices and may, therefore, take longer than planned. It should also establish the objectives for the next conference as well as determine whether it should progress to a “B” type.

At all times both parties need to be sure that they have the same understanding of terms used. During this course we have used the term ‘Bridge-in’, this is also known as the introduction, the hook and the anticipatory set.

Finally the mentor should debrief on the cycle. If the mentee is feeling stressed or under fire, communication is needed to set up the next conference to be a positive experience.

dynamics of the lecture room and the class itself. (This context is vital for decisions that the instructor will make and will depend on these circumstances).

The mentor will also wish to look at the planning and what content and strategies are to be used. An experienced professor may wish to ask questions pertinent to the timing, the questioning techniques, the intent to raise the level of critical thinking and the amount of student participatory activity. The B.O.P.P.S. model provides a basis on which to refer.

In some cases it might be decided that the observation will focus on a particular strategy or phase of the session. Participants decide how long the observation will be. Think of the pre conference as agreeing to a contract with which both sides feel comfortable.

Observation:

During some observations the mentor may wish to make informal notes which will be used to inform the post conference discussion. Others will prefer to collect data. A typical data sheet is simple.

Analysis of Data:

Data is collected during the observation. In its simplest form one would have three columns; column one is the time, column two notes what is happening at that time and column three is added later when the data is analyzed. After the observation the data sheet is given to the mentee. Note that the data contains no value judgements; it is simply a record of what was observed. Both parties examine the data and begin to attribute the effective teaching strategies that the data indicated have been utilized.

Centre for Teaching and Learning

The Centre for Teaching and Learning at UBC's Okanagan campus promotes and supports excellence in teaching and learning . The Centre provides campus-wide support for all models of teaching and learning, including online learning.

It is our Mission:

"To lead, support and promote teaching and learning excellence, innovation and scholarship at the UBC Okanagan campus."

Time	Observed activity	Analysis
9:00	Reviewed past learning	Bridge in
9:01		