Self Review Strategies for Instructors

Justin De Leo & Julie Thomas
UF College of Pharmacy
Learning Outcomes

• Define self-review as a personal and professional endeavor
• Describe the interrelationship between self & peer review
• Create practical strategies that support & promote reflection
Self & Peer Review

- Informal
- Formal
- Internal
- External
- Required
- Voluntary
- Separate
- Connected
Peer Review?
Successful Development Programs

- Theoretical /Evidence-Based Framework
- Transformative Learning Process
- Outcome Measurement (Data)
Rationale for Review

- T&P
- Resistances
- Peer Review
- Self-Reflection
- Student Learning Outcomes
Practical Strategies

• Utilize existing tools
• Develop unique, interesting methods
• Plan Meetings, Reviews and Debriefings
• Target Faculty Evaluations
• Match Outcomes with Goals
Creative Strategies

• Form a Culture of Learning
• Provide evidence-based, well-balanced support
• Encourage a diversity of method/style/delivery/evaluation
• Utilize Reflective Teaching Cycle
Where Do I Begin?

Reflect on Teaching:
• What went well?
• What did not go well?
• What can be improved for next time?

Analyze Data:
• Has the educational goal been accomplished?
• Why? Why not?
• What strategies can be implemented?

Make a student-focused Action Plan.
Professional Learning Communities

- Higher Ed
- K-12
- Online / Blended/ F2F
Expert Review

1: Implement a creative change or an idea; teach a course or lesson.
2: Ask another professional or educational expert to attend/review material
3: Use existing instruments (SMoE, Evaluations, rubrics, self-created)
4: Conduct semi-formal evaluation and feedback
5: Discuss results, compare with research/data, plan, transform teaching
Formal PLC

• Professional Learning Community: K-12
  • (5-7 members):
    • Used data to select ONE area to try to improve (Shared learner cohorts)
    • Everyone evaluates their own lesson plans according to objectives and goals
    • One class is selected for focus
    • One instructor volunteers to teach the lesson (may not be their own class)
    • Other members attend class and collect data on the students, NOT the instructor
    • Debriefing sessions: What went well? What didn’t?
    • Self-Reflection: How can I improve upon this?
The Tuning Protocol

• “A group of colleagues comes together to examine each other’s work, honor the good things found in that work, and fine tune it through a formal process of presentation and reflection” (Easton, 1999).

• Developed by David Allen and Joseph McDonald at the Coalition of Essential Schools

• The aim is “tuning the work to higher standards” (Allen, 1995)
The Tuning Protocol Method

• 5 minutes: Introduce the Protocol Concept
• 15 minutes: The presenter introduces one or two key questions the peer group should consider. For example, how to improve translations?
• 5 minutes: Participants ask non-judgmental questions about the instruction, i.e. Don’t ask, “Why’d you do that!”
• 5 minutes: Peer group individually writes about the presentation and tries to answer the presenter’s questions.
• 15 minutes: Discussion. Presenter stays quiet and takes notes while the peer reviewers discuss. There should be a mix of praise and constructive criticism.
• 15 minutes. The presenter “thinks-aloud” while the peer reviewers stay silent.
• 5 minutes: Debriefing about how well the PROCESS worked.
Course Debriefing

(Formative) Course Meetings and (Summative) Course Debriefing

- **Pre-Course/Content Development**: Plan regular meetings to prepare for each upcoming module or week of content; especially beneficial for new or team-taught courses; ask for specific feedback you are seeking; develop agendas and significant questions
- **During Course Implementation**: Implement as per planning, monitor and adjust instruction as needed
- **Post-Implementation**: Gather group for critical reflection to discuss design, delivery and overall performance of the course, do prior to reviewing Faculty Evaluations. Focus on strengths/areas for improvements and what you’d like to see students achieve in the future. Write up an action plan.
- **Implement, Assess & Redesign**: Activate design cycle for continual process improvement; manifest change, analyze data, allow for creative enhancements
How to Create a Learning Community

Create mechanism for sharing concepts and content
Establish synchronous F2F or virtual meetings
Foster a culture of contribution
Utilize discussions and online tools to perpetuate thought & plan innovations
Implement ideas, evaluate effectiveness, continue to refine and perfect
Perpetual Learning Community

Start Here

- Watch Site Navigation (00:00)
- Review the Course Syllabus
- Welcome from your Instructional Designers and Introduction to the Course
- Click on Module 01 below, to begin.

Quick Access: Resources and Information

- Research in Education
- Scholarship in Action
- Tools for Teaching

Course Modules

Module 01
Perpetual Learning Communities

Module 02
Professional Learning Activities

Module 03
Peer Review: Processes & Practices

Module 04
Pedagogy to Practice: Transformations in Teaching
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THANK YOU.