



Self Review Strategies for Instructors

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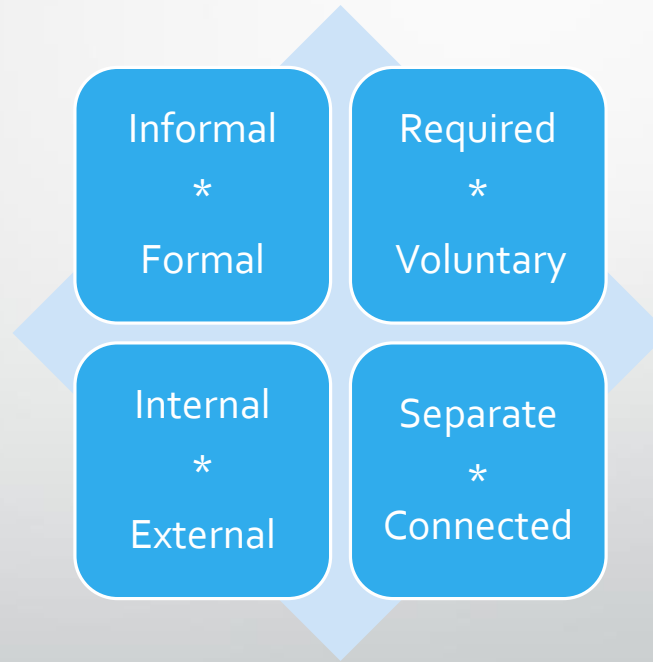
Learning Outcomes

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

Learning Goal



Self & Peer Review



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

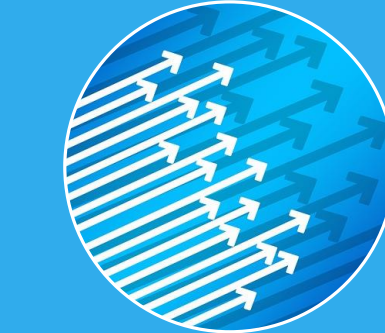
- Form a Culture of Learning
- Provide evidence-based, well-balanced support
- Encourage a diversity of method/style/delivery/evaluation
- Utilize Reflective Teaching Cycle

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

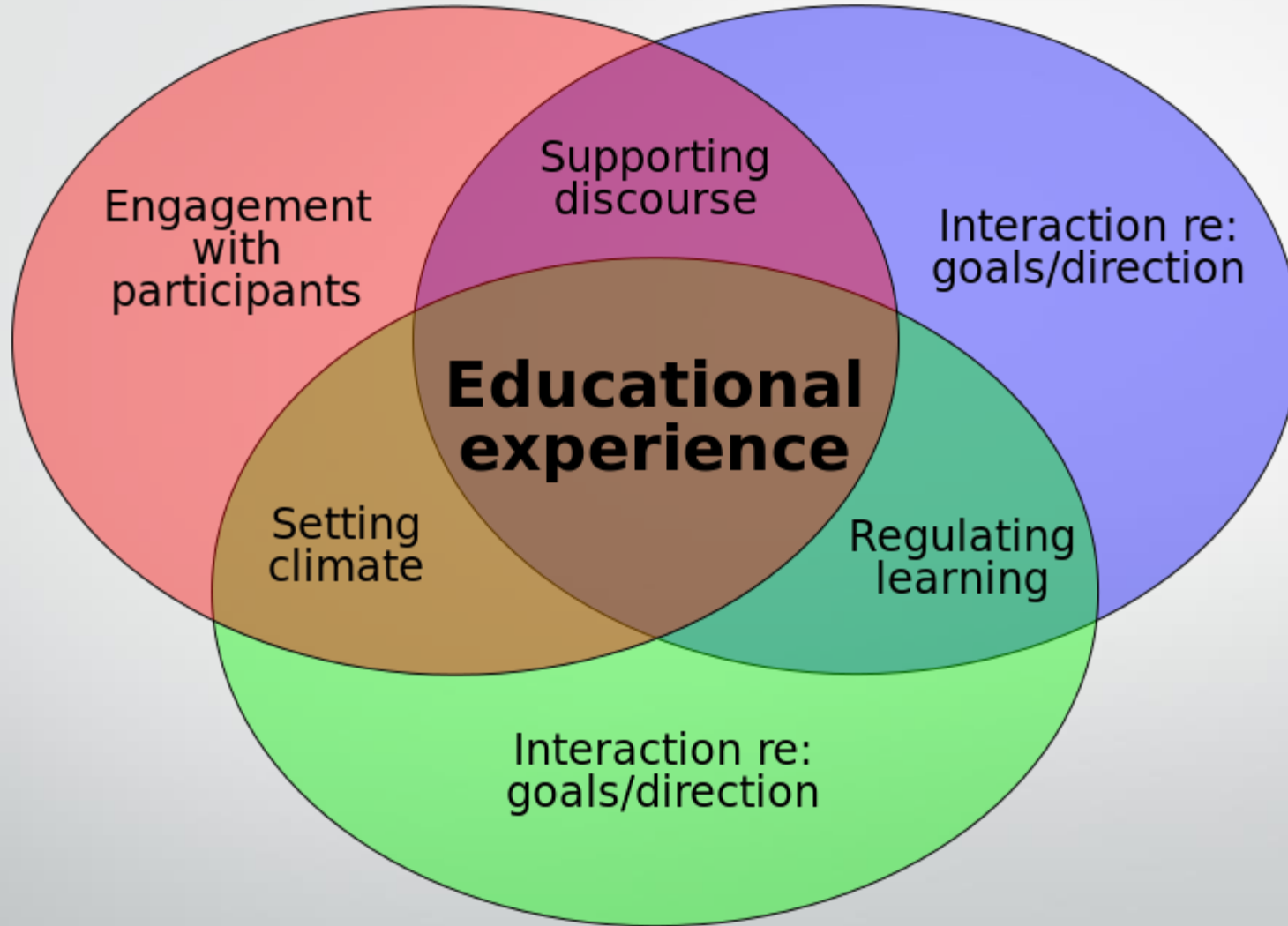
Foster a culture of contribution

Utilize discussions and online tools to perpetuate thought & plan innovations

Implement ideas, evaluate effectiveness, continue to refine and perfect

Social presence

Cognitive presence



Teaching presence




ABC 123

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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