

Student Reviewers of Teaching

Additional info

Overview

The student/staff teams will agree between them on the focus of the observations, with a subsequent meeting to discuss how the sessions have gone and to explore possible enhancements to the teaching practice. The student may also feedback on an assignment brief and on a Moodle course. The team should agree the format for a final report at the end of the review.

Aims

To provide a continuing professional development opportunity to both students and staff. Staff and students are both expected to develop their understanding of how students learn, which should develop their teaching and learning practices respectively.

Expected Learning Outcomes

Staff should be able to:

- Teach more effectively
- Describe changes in the way they see student and staff roles
- Describe changes in the way they understand the learning process to occur

Students should be able to:

- Learn more effectively
- Describe changes in their conception of how they learn
- Describe changes to their sense of identity as a learner
- Describe changes to their motivation and confidence levels

Principles

Staff and student pairs should work together to think about the staff's teaching practice and the learning experience of students on the course. Specific questions of interest are likely to include: what is the staff member trying to achieve in their teaching? How successful are they? What contributes to the success? What could make them more successful?

The thinking should be done through a dialogue between the two partners. The scheme is *not* intended to be one whereby the student observes the staff member and provides feedback, which the staff member then chooses to take up or not. Instead, the student observes the staff member and both contribute to a discussion about how the teaching went, drawing on their individual experiences of being present. Partners should feel free to respectfully disagree with each other and should explain why they do so. This will enable thinking on both sides to be explored and challenged. In this way, the enterprise should be a partnership: with both sides gaining from the practice and both contributing equally to a shared enterprise of exploration around learning and teaching through the lens of the staff member's teaching practice.

Logistics

We expect the scheme to take about 21 hours of a student's time and 12 hours of a staff partner's time.

A typical allocation of time for a student could look like:

- 1 hour briefing
- 2 hours training
- 2 hours attending peer support sessions
- 4 hours meeting their staff partner
- 6 hours observing teaching
- 1 hour looking at a Moodle site
- 1 hour looking at an assignment brief
- 2 hours thinking/logistical organisation
- 2 hours evaluating the experience

The scheme is intended to be flexible. You may wish to combine some of the meetings or to do the virtual observation and the observation of the assignment brief at a different point in the process. The above is suitable for a traditional course, but may not suit the kind of course being explored. You may feel that it would be more productive to observe feedback than an assignment brief. Or you may wish for both to be observed instead of the Moodle site or one of the classroom observations. The form that the scheme will take for your partnership should be discussed and agreed in the initial meeting. The workload should not exceed that given in the example below.