

Student Reviewers of Teaching

Peer Dialogue Option C

The scheme is designed to be flexible to meet the requirements of the staff partner. We recommend 6 hours of observation, to enable you to gain an insight into the teaching and learning over a number of sessions, and that you meet after every 2 or 3 hours of observations to discuss your observations and plan next area of focus.

The amount of classroom observations and number of meetings will vary, some programmes are delivered entirely on-line and so there may be less post observation meetings. The key is to reflect on what you have observed (take notes, using the templates provided or create your own) so that when you meet with your partner you are able to contribute to a discussion about what you have observed.

Example of how the scheme could run

1. Initial meeting:

Discuss the aim of the course that will be reviewed and any particular enquiry that the staff member would like to be made about it. Agree what aspects of teaching practice will be reviewed (the review may cover classroom teaching, on-line programme, Moodle, assignment brief depending on the nature of the module and the staff's specific requirements) and the particular focus for the first observation.

Agree how the virtual observation of the Moodle site fits in with the classroom observations and the main focus that this should have in light of the course aims and the overall enquiry (the latter could be changed with both parties' agreement up to the time of the virtual observation, if a topic of more interest arises out of the observations).

2. Observation 1

3. Post-observation Meeting 1:

Explore together how successful the session was at meeting its aims. What contributed to the success? What could be done differently/more effectively in future?

Agree focus of next observation

4. Observation 2: Virtual observation of Moodle site (the point at which this occurs is to be agreed)

5. Post-virtual observation meeting 2 (may occur at any point in process and be combined with any other meeting as desired):

Explore together the question set for the virtual observation. Feel free to go into the Moodle site as you discuss. You may wish to explore the relationship between the

classroom sessions and the Moodle site, particularly if an observation has already been completed.

Agree focus of next observation

How has the course progressed since the last meeting? Were any of the possible changes acted upon? What result did this have? What is the major question that it is worth exploring at this point? What kind of information can the student observer gather at the observation to inform this question?

6. Observation 3

7. Post-observation 3 Meeting:

Explore together the question agreed on for this observation at the last meeting, drawing on both partners' experiences of the session.

You may also wish to set up the observation of the assignment brief at this point (if this has not yet been done). For this, you should consider what are the aims of the assignment? What would you like to be explored in looking at it? E.g. how clear is the task/what counts as a good submission etc.?

8. Observation 4: Assignment brief (point at which this occurs is to be agreed)

9. Post-assignment brief observation (may occur at a different point and/or combined with another meeting)

Explore together the assignment brief and the major questions that were to be explored around it, such as how well it explains the task and what would count as a successful attempt at undertaking it.

10. Final Meeting 3

As per post-observation meeting 2. At the final meeting you may also want to explore together what you have learnt from the scheme about teaching and learning and how you can apply this to improve your practices as a teacher and learner.

If you have agreed to produce a written report (optional) summarising your observations then you may wish to discuss with your partner what aspects they would find helpful to have included in this report.