



The Institute for Learning and Teaching

The Institute for Learning and Teaching | 801 Oval Drive | Fort Collins, CO 80523-1052 | (970) 491-2032 | <http://tilt.colostate.edu>

Graduate Teaching Certificate Program

Workshop/Seminar Review Form

Date: February 3, 2010

Workshop/Seminar Title: MTI | CVMBS Noon Workshop: Peer-Review of Teaching

Presenter/Facilitator: Laurie Carlson/School of Education

Attendee's Name: Kristen Morris

1. Explain the central topic and purpose of the workshop/seminar. What are the presenter/facilitator's goals for this workshop?

The central topic of this workshop was to suggest a systematic process for conducting peer evaluations. I believe the overall goal of the workshop was to have the attendees leave the meeting with a better idea of how to conduct peer evaluations, direct attention to specific areas of focus while conducting the peer evaluations, and talk about a checklist process for evaluations. Although it was not directly stated, I also believe that the workshop was a forum on how to get all peer evaluators on the same systems so there is a level of uniformity across all peer evaluations across all departments.

2. What information in the workshop/seminar was most valuable to you?

As a GTA, I had never considered asking someone to peer evaluate my teaching, and this is one of the most valuable take-a-ways. I understand the value in having a peer evaluate your teaching, especially at this stage of my career. Constructive criticism and suggestions for improvement could be best utilized at this stage of my teaching career

before I develop specific mannerisms! During the meeting, we established 'key-words' of what makes an effective teacher. I view these 'key-words' as guidelines to follow to make sure my students are having the best learning experience possible.

Another interesting aspect of the workshop was hearing how other instructors perceive peer evaluations, and there were some great suggestions to improving evaluations. One professor suggested that peer reviews should be part of a sequence of multiple visits. How can an evaluator capture the entire range of the course dynamics in the classroom with only one short visit? These questions come to mind over traditional peer evaluations, and her suggestion really resonated with me.

3. How will you connect that information to your own pedagogical endeavors?

For my pedagogical endeavors, I will solicit peer evaluations to aid in the development of my teaching style. Since I am not teaching this semester, I will inquire suggestions from my advisor. When I have the opportunity to conduct peer evaluations, I will make the suggestion to conduct the peer evaluation over at least two visits during the course of the class in order to experience the true dynamic of the course and the instructor.

4. After attending this workshop/seminar, what additional information would you like to seek about this subject?

This workshop was very valuable and has peaked my interest about conducting peer evaluations and having peer evaluations conducted at my level. I would love to have this workshop again directed toward GTA's. I think peer evaluations are invaluable for professors and GTA's alike. My questions after attending this seminar are: Is it appropriate to conduct a peer evaluation of a fellow GTA (and vice versa) for inclusion in a teaching portfolio? How valuable are student evaluations for a GTA for professional development? How may you solicit suggestions from students throughout the semester, not only at the end of the semester in the course evaluations? What is the best approach to solicit peer evaluations from professors? During the workshop, we the grad students offered to do a peer evaluations of professors, but how valuable is my evaluation to the instructor?