



Faculty of Medicine, Dentistry & Health Sciences

Faculty of Medicine, Dentistry and Health Sciences: Peer review of teaching

Stage 3: Acting on Review

a. Goals and actions post-review

This form will be useful to document goals that you have developed or refined as a result of the review. Your goals could relate to areas you would like to focus on and enhance, related to your curriculum, teaching methods, assessments, feedback or other areas. What actions will you put in place to meet these goals? For further guidance on developing goals and plans, see the supporting notes below.

Goals	Actions and activities you will take to meet these goals
1.	
2.	
3.	
4.	



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b. Actions and impact

Use this form to document actions taken in relation to your goals and the impact of these actions. Note achievements as well as issues and challenges. You can later use this documentation to provide evidence for your annual performance development review.

Goals	Actions taken	Impacts of actions
1.		
2.		
3.		
4.		



Stage 3: Acting on a Review: Supporting notes

Use the supporting notes below to help you get the most out of your review experience.

1. Develop goals

Following peer review, you may have developed or refined a number of goals. Your goals could relate to areas that include your curriculum, teaching methods, assessments, feedback or various other areas. It will now be useful to document these. A common way to define effective goals is to ensure they are SMART (Specific, Measurable, Achievable, Relevant and Time-bound). How you frame your goals is up to you. Below is one example for reference:

"I want to improve the feedback I give students in all face-to-face teaching sessions in all subjects this coming semester. In particular, I want to implement more activities that allow me to monitor performance and provide feedback, I want to improve the quality of feedback, and I want to be clearer with students about the instances in which I am providing feedback. I want to do this to increase student learning and engagement and my performance on the student experience survey that relates to this area. I will assess the apparent effectiveness at the end of this semester with reference to the SES score on this area, qualitative student feedback, my own reflections on student engagement and the possibility of further peer review. I would also like to reflect upon my approaches with reference to academic literature and practical guides on providing effective feedback."

2. Develop actions to realise your goals

Adjacent to the goals, document the actions you will pursue to realise them. Again, be specific and realistic.

3. Document actions taken

Document actions you have pursued following peer review. Actions could include strategies or techniques gained from the experience of being either a reviewee or reviewer, improvements to assessment tasks, improved blending of approaches among others. You may wish to discuss actions with reference to the goals that you had prior to commencing peer review and with specific feedback given or received.

4. Document the impacts of actions

Take the time to document the impacts of actions. What has worked well? What has not? Why? What could have been done differently? Also note how you have been able to ascertain the impacts of the actions. You can discuss impacts with reference to your students, your own reflections, and the reflections of your colleagues. For example you may refer to student feedback from the Student Experience Survey or from formative surveys, student grades, or student engagement in face-to-face and online capacities. You could also note your own observations, further observations of your peers, or impacts of your actions on colleagues who may have been inspired to pursue similar approaches.



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5. Determine how you will continue to draw upon this documentation

Your documentation from peer review process in its entirety is to remain confidential. However, it can be drawn upon in a number of inter-related ways. These include:

Evidence that you have met the [Minimum expectations](#) relating to peer review at the MDHS

As noted earlier, these minimum standards are: Documented evidence of contribution to at least one peer review of learning and teaching in MDHS per year, either as a reviewer or reviewee, and Documented evidence of action taken following peer review and impact of revision.

Material for the Performance Development Review process

Minimum expectations for peer review at MDHS will be discussed as a regular part of the performance development process. However, your conversations with your supervisor can and should extend beyond focus on minimum expectations to areas that may include ideas, concerns, and short and long-term plans related to teaching practice, as well as opportunities to engage in teaching and learning-related scholarship, and opportunities for career advancement.

Material for applications for promotions, awards or citations, or for research into learning and teaching

The many insights, relationships and developments that can be gained from peer review of teaching can be drawn upon to support applications for promotions, and learning and teaching awards and citations. In addition, the processes can support ongoing engagement in scholarly teaching practices.

Further support and advice

If you wish to discuss any aspects of the peer review of teaching please contact either your school's Director of Learning and Teaching or Tim Beaumont, Learning and Teaching Academic Development Fellow of the Faculty of Medicine, Dentistry and Health Sciences (timothy.beaumont@unimelb.edu.au).