

Recommended Protocol for Summative Peer Review

The aim of a summative peer review is to provide evidence about the reviewee's teaching for performance reviews, applications for promotion or teaching awards and other situations that involve judgements about teaching. Summative reviews can be broadly or narrowly focused. A broad review might 'sample' across the reviewee's teaching in a subject and include visiting a face-to-face class and/or reviewing activities on an online site and reviewing materials such as the subject/unit outline, assessment tasks and examples of student work. A narrow review might focus on a particular component of teaching, such as a teaching innovation or particular student activities.

Four stages are involved in conducting a summative review.

1. Preparing for the review

Preparation is important to enable a valid and insightful review to be conducted.

- ◆ The reviewee should inform students prior to the peer review, either in class or by posting the **Briefing Statement for Students** in the subject's online site
- ◆ The reviewee reflects on the aspects of teaching or the subject on which the review should focus. Ideally, this involves completing the short **Briefing Template** and sending it to the reviewer. Completing the template is recommended as it enables the reviewee to reflect and clarify their thoughts on the focus of the review.

2. Briefing

- ◆ The reviewee and reviewer have a pre-meeting discussion to discuss the review and to clarify the information on the Briefing Template if this has been provided.
- ◆ The reviewee and reviewer agree on the timing for the review and the reviewee gives the reviewer access to relevant materials including password access to any online sites.

3. The Reviewing Process

The reviewer reviews the components that have been selected. It will usually be necessary to sample from components such as subject materials, online discussions or other student work rather than reviewing all of them. Depending on what is being reviewed, reviewers may choose to:

- ◆ Make notes in an electronic or paper copy of a **Peer Review Template** that contains the peer review framework and example criteria
- ◆ Use the framework and criteria listing sheet as a guide and make separate notes.
- ◆ Conduct the review in parts, first gaining an overview then requesting additional materials or information from the reviewee. This can be useful for reviews of complex online activities.

4. Debriefing and reporting.

The reviewer and reviewee should meet briefly after the planned review is completed, to enable them to discuss any issues that may have affected the teaching components that were reviewed. (There may be cases where issues outside the reviewee's control mean that it is not appropriate to complete the summative review.) As soon as possible following the discussion:

- ◆ The reviewer completes the **Summative Peer Review Report** form, based on the review evidence, and sends a copy to the reviewee.
- ◆ The reviewee completes their response to the review.
- ◆ The reviewer and reviewee arrange to sign a common completed copy. This might be achieved by scanning and emailing or electronic signature, depending on institutional requirements.
- ◆ Depending on institutional or local requirements, the reviewee might submit the full review with their application or performance review material, or extract quotes from the review to include with their application.