PRE-PEER REVIEW OF COURSE INSTRUCTION – FORM

**\*Optional**\*

Sources and Methods for Evaluating Teaching

Policy for the Evaluation of Teaching (for Advancement and Promotion), 1987

Committee on Teaching – Berkeley Division, Academic Senate

Faculty: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Review: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Location: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Peer Reviewer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*This is an optional* *form that can be used for multiple purposes in preparing a peer reviewer prior to the in-class review. First, it can be used to frame your, or your discipline’s, approach to the course topic and pedagogy so that the peer reviewer is better informed regarding your pedagogical decisions-providing them with some context for their review. Second, it can be used to simply provide the peer reviewer with any information you feel would be helpful before the class session.*

*\*The better primed a peer reviewer is for a particular class, the more reflective their review will be of your desired instructional approaches and goals.*

Your, or Your Discipline’s, Pedagogical Approach to Course Topic (individual session and/or entire course):

\**i.e., explain why lecture coupled with discussion, small-group work with supporting lecture, short lectures with quizzes*

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Miscellaneous Helpful Information for Peer Reviewer Prior to In-Class Evaluation:

\**i.e., student dynamics, unit on theoretical concepts versus practical applications, preparing students for a term project*

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General Remarks for Peer Reviewer:

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