

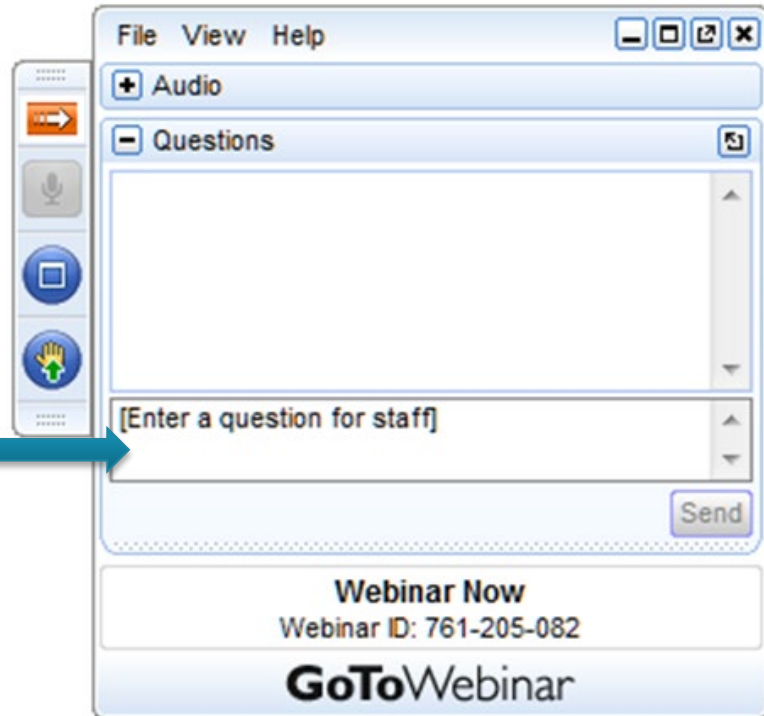
ASPPH Presents Webinar: Implementing the Educational Peer Review Process

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 WEBINAR

Method for Submitting Questions/Comments

Join the Conversation...

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Presenters



Rachel Schwartz, PhD, MSPH, MFA

Associate Professor, Department of
Health Policy and Community Health
Georgia Southern University Jiann-Ping
Hsu College of Public Health



Sara Mackenzie, MD, MPH

Senior Lecturer, Health Services, and
Director, Public Health-Global Health
Major
University of Washington School of
Public Health

Instructor to Instructor Peer Review: Making it Work for You

Rachel D. Schwartz, Ph.D., MS, MA

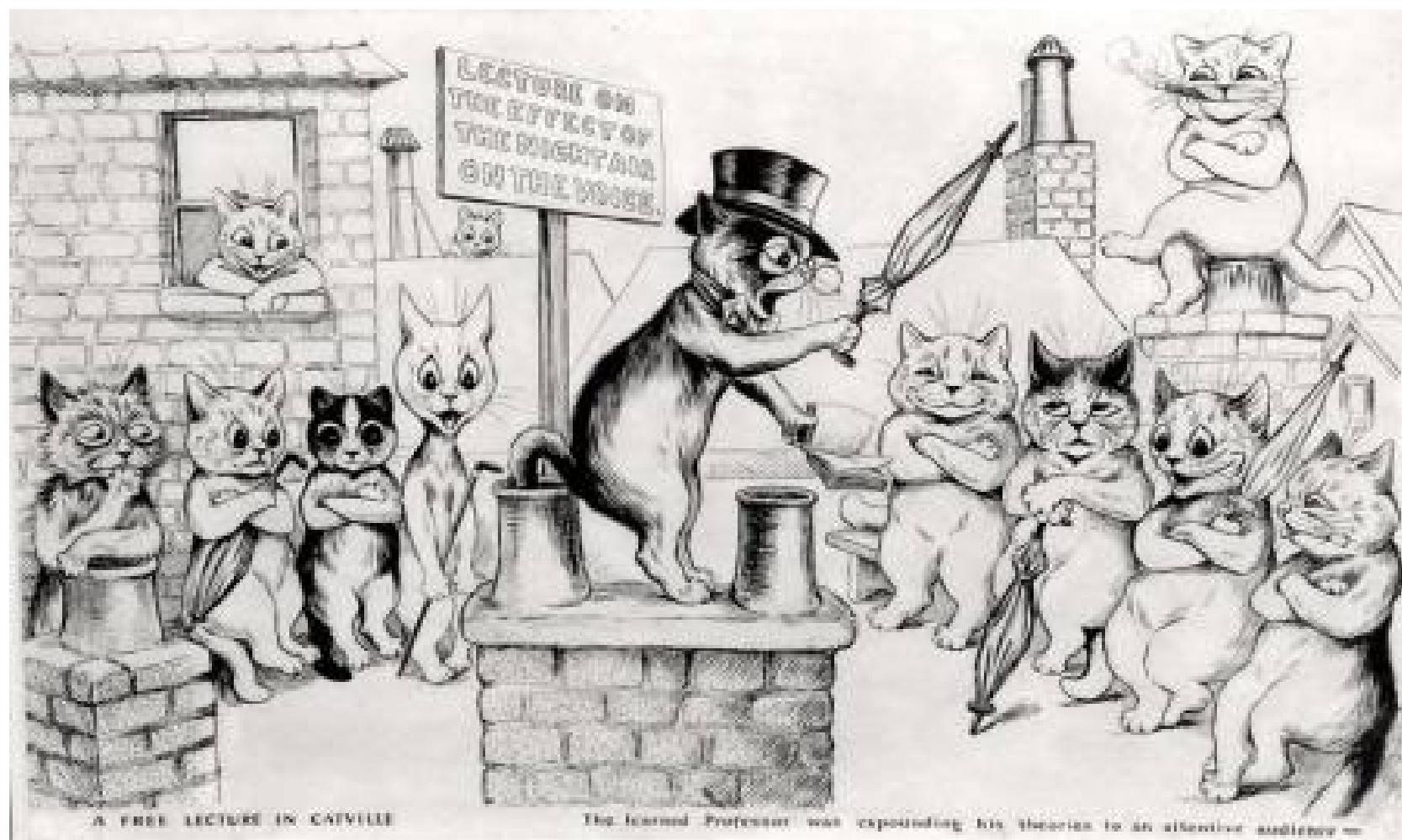
Associate Professor

Health Policy and Management

Jiann-Ping Hsu College of Public Health



**GEORGIA
SOUTHERN**
UNIVERSITY



A FREE LECTURE IN CATVILLE

The learned Professor was expounding his theories to an attentive audience —





"Behind one door is tenure - behind the other
is flipping burgers at McDonald's."

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What is Peer Review?

The process through which a peer provides thoughtful, informed feedback to a colleague for the purpose of enhancing the quality of that individual's classroom instruction.

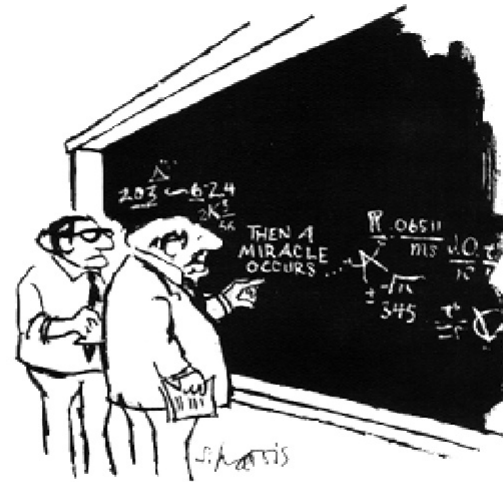
Adapted from Bill Buskit, Psych. Presentations 2016

Purpose of Formative Peer Teaching Review/Consulting

- Improve classroom teaching through constructive, formative feedback
- Promote professional development of instructors *and* reviewers
- Recognize and support for faculty who care about becoming better teachers
- Create a culture of collaboration in a school/ department

Formative Review Defined

- Informal but intentional
- Iterative (continuing)
- Individual but participatory
- Private

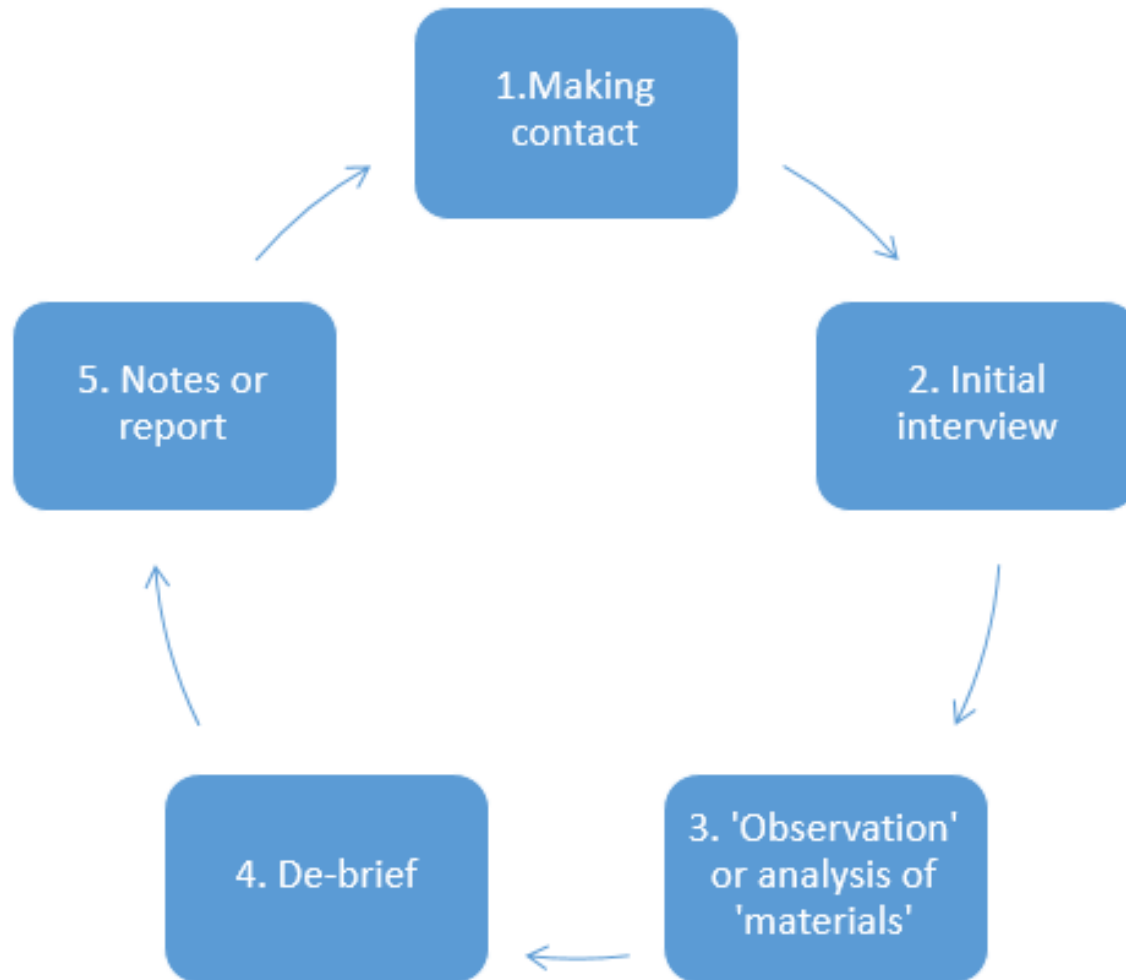


"I think you should be more explicit here in step two."

Goals of Peer Review of Teaching

- I'd like to improve my teaching (general).
- I'm having a particular problem with my class and I need help.
- I'm going up for tenure (award, promotion, new job, etc.) and I need a review for my portfolio.
- I have been getting bad student evaluations and the Chair/Dean is making me do this.

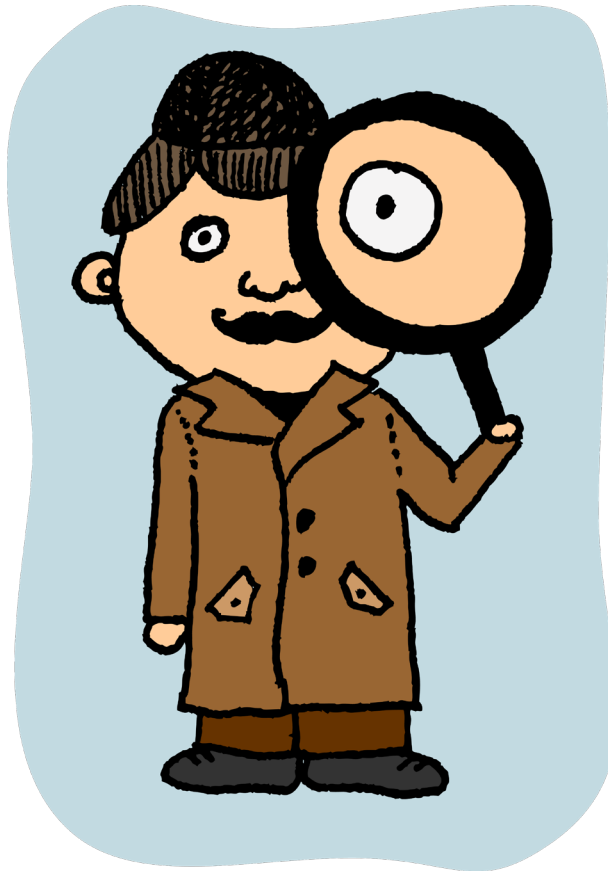
The Peer Review Process



Initial Interview

- What are your goals for this review?
- What types of instructional behavior would you like me to focus on?
- What should I know about your students?
- Please provide course materials (as relevant)
- Agree on classroom protocol.
- Set up a date for debriefing.

Classroom Observation



Bibliographical sources

Buskit, William, *Psychology Presentations*. Retrieved Dec. 6, 2018

<https://auburn.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=3d973339-4abb-4e23-a116-c2f163973080>

Chism, N. (2007). *Peer Review of Teaching: A Sourcebook* (2nd edition). Bolton, MA; Anker Publishing

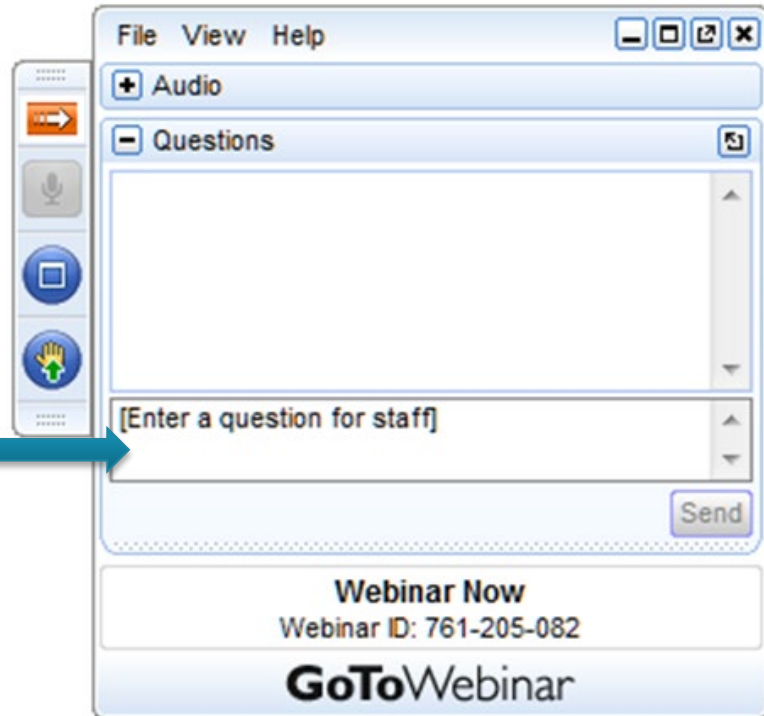
Gillespie, K., Robertson, D., et al., (2010) *A Guide to Faculty Development* (2nd edition). San Francisco; Jossey Bass.

Thomas, S., Chie, QT., et al., (2014). A qualitative review of literature on peer review of teaching in higher education: An application of the SWOT framework. *Review of Educational Research* 84: 112-159.

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SCHOOL OF PUBLIC HEALTH · UNIVERSITY *of* WASHINGTON

excellent science, shared passion, enduring impact

Student Peer Review

Sara Mackenzie, MD, MPH

Senior Lecturer, Health Services, University of Washington
School of Public Health

Director, Bachelor of Arts & Bachelor of Science, Public Health –
Global Health Major

Learning objectives:

- Identify reasons to include student peer review in courses
- Identify and describe methods for incorporating into a course or across a curriculum

Poll:

When you are writing a paper, how many people, on average, do you ask for feedback?

- 0
- 1
- 2
- 3
- 4 or more

Why do it?

- Student skill development
 - Process orientation to writing
 - Self-correction
 - Collaboration
 - Improve writing skills

Why do it?

- Faculty benefits
 - Reduces “time” demands
 - Better “end” results

Common concerns:

- Empty praise
- Fear of social consequences for negative critique
- Focus on general sentence level errors

How to make peer review effective:

- Hold students responsible for taking seriously
- Oversight and accountability for process

How to make peer review effective:

- Training and practice
 - Discuss pros/cons/prior experience
 - Review assessment criteria
 - Increases range of feedback, validity and reliability
 - Increases comfort and confidence in giving feedback
- Multiple reviewers
 - Improves processing of feedback – able to compare feedback from different peers

Zundert et al. (2010) Effective peer assessment processes: research findings and future directions. *Learning and Instruction* 20:270-279; Schunn et al. (2016) The reliability and validity of peer review in High School AP english classes. *Journal of Adolescent and Adult Literacy*. 60(1):13-23

Type of feedback:

- Specific
 - Relevance to assignment
 - Thoroughness of assignment
 - Sufficiency of references
 - Perspective or theoretical clarity
 - Clarity of discussion
 - Significance of conclusion
- Holistic
 - Overall score & general feedback

Format:

- Face-to-face
- On-line
- Anonymous

U.W. B.A. & B.S. Public Health – Global Health Majors:

- Writing Across the Curriculum model*
- Required core course sequence – incorporate writing
- Peer review training in the first required course
- 3 opportunities for peer review in course 1
- Ongoing practice in core sequence

Week	SPH History and Practice of Public Health
1	
2	Annotated Bibliography assigned
3	Training in peer review Draft and writer's memo due & peer review
4	Final due
5	Public Health Emergency Response & PSA assigned
6	Draft and writer's memo due & peer review
7	Final due
8	Opinion-Editorial Assigned
9	Draft and writer's memo due & peer review
10	Final due

Peer review training components:

- Guided discussion:
 - Why we are doing peer review
 - Students asked to reflect on prior experience
 - What was helpful?
 - What didn't help?
 - Introduce rubrics & specific assignment criteria
 - Introduce “writers memo”

Writer's memo

Written response to the following prompts:

- What do you like about paper?
- Where are you in process?
- What concerns do you have and what goals have you set?
- What do you want to focus on during peer review?

Peer Review process:

- In-class
- Assigned in groups of 3
- Each student brings 3 copies of paper and their writers memo to class
- Conversational, writer-centered
 - Writer shares what they hope to gain
 - Reviewers are asked to consider how they can be good reviewer

Process utilizes resources from the University of Washington Odegaard Writing and Research Center <https://depts.washington.edu/owrc/>



Peer Review Exercise

NOTE:

Everyone Does Step 1 first.
Then, Step 2 & Step 3 are done
for each paper individually.

Step 1: Discuss Writer's Memo Questions

- Time: 2 mins/person
- Every writer has a chance to tell reviewers what you want them to focus on.
- Reviewers: ask questions & take notes!

Step 2: Reading & Annotating

- Time: 5 mins/paper
- Remember: Don't write corrections or feedback! Take notes (i.e., star, underline, arrow, brackets, etc.) places where you can ask the writer questions.

Step 3: Discuss paper

- Time: 6 mins/paper
- Remember: Address the things the writer asked for



Our student feedback:

- Overall students enjoy because
 - improves their assignment
 - Good to process their thoughts/assignment outcome in class
 - collaborate with their peers to build ideas
 - enjoy becoming familiar with other students' work, perspectives, methods for gathering evidence
 - forces students to work earlier on assignments & helps to set up “check points”

Our student feedback:

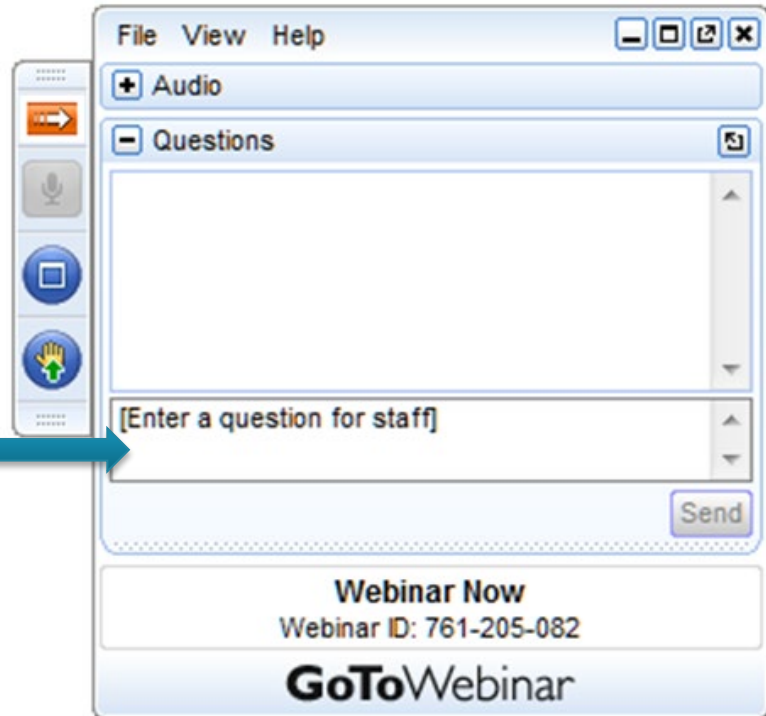
- Areas for improvement:
 - Writing memo not helpful except “what to gain from the peer review process”
 - Logistics: Have the peer review a full week before assignment is due (or move the assignments to be due on Thursdays)
 - Not enough time in 50 mins. Proposed solution: Assign groups on Canvas and have students submit their rough draft to their peers the night before.
 - Complaints of citation style and how to use

THANK YOU!

Submit your Questions/Comments

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Q&A



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Thank You!

This webinar has been recorded and will be available on the webinar event page on the ASPPH website soon:

<https://www.aspph.org/event/aspph-presents-implementing-the-educational-peer-review-process/>

Contact: sweiner@aspph.org

CPHCE
Credits

Coming Attractions

ASPPH Presents WEBINAR

ASPPH Presents, Teaching & Learning for the MPH Global Health Concentration

Wednesday, December 12, 12:30 p.m. – 1:30 p.m. Eastern

ASPPH Presents, ASPPH Fellowships – Opportunities for Recent Graduates of ASPPH Member Institutions

Wednesday, December 12, 2:00 p.m. – 3:00 p.m. Eastern

For more information about and to register for upcoming webinars, visit the ASPPH Events page:

<http://www.aspph.org/events/category/webinar/>

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