

Cymariaethau rhyngwladol:  
ystyried newid diwylliannol wrth  
gynllunio rhaglen adolygu addysgu  
cymheiriaid

International comparisons:  
Considering cultural change when  
designing a programme for peer review of  
teaching

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## Cyd-destun: Addysgu a Dysgu mewn Addysg Uwch yn Awstralia

- Mae gan brifysgolion Awstralia “pitted pathway... from mentoring to monitoring and from performance enhancement to performance evaluation” t. 1 (Buchanan, Gordon & Schuck, 2008).
- Mae diwylliant Addysg Uwch wedi ei ddylanwadu gan gyfyngiadau cyllidebol
- Galw am fwy o atebolrwydd a chystadleuaeth i fyfyrwyr
- Newid i fiwrocrateiddio mentora, pwrpas archwiliadau, cynlluniau gwaith a gwerthusiadau myfyrwyr fel dangosyddion perfformiad staff
- Adlewyrchu yn natganiadau polisi a pherfformiad y Brifysgol

## Context: Teaching and Learning in Australian Higher Education

- Australian universities have a “pitted pathway... from mentoring to monitoring and from performance enhancement to performance evaluation” p. 1 (Buchanan, Gordon & Schuck, 2008).
- Higher Education culture influenced by budgetary constraints
- Call for greater accountability and competition for students
- Shift to the bureaucratisation of mentoring, auditing function, workplans, and student evaluations as indicators of staff performance
- Reflected in University policy and performance statements

# Addysg Uwch Awstralia: Tensiwn Rhwng Ymchwil ac Addysgu

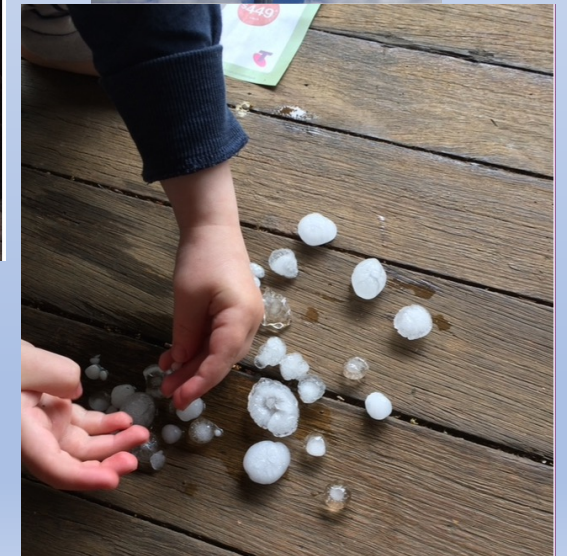
- Mae Addysg Uwch yn cael ei dorfoli mewn ymateb i lobaleiddio a neoryddfrydiaeth (Olssen and Peters, 2005)
- Diwygiadau Dawkins rhwng 1987 a 1990
- Amgylchedd trydyddol sefydlog i "dynamism" (Zilwa, 2007)
- Diwylliant rheoli corfforaethol a nodweddir gan ddiffyg ymddiriedaeth a phryder (Christopher, 2012)
- Dirywiad mewn diwylliant colegol ac academaidd (Marginson and Considine, 2000).
- Arweiniodd newidiadau sefydliadol at ddwysáu gofynion ar addysgu ac ymchwil (Feng, McCormick and Barnett, 2015), gan roi mwy o bwyslais ar ymchwil (Harman, 2005).
- Fforchiadau araf (ffurfiol ac anffurfiol) rolau academaidd i addysgu ac ymchwil

# Australian Higher Education: Tensions Between Research and Teaching

- Massification of HE in response to globalisation and neoliberalism (Olssen and Peters, 2005 )
- Dawkins reforms from 1987 to 1990
- Stable tertiary environment to dynamism (Zilwa, 2007)
- Corporate management culture characterised by distrust and anxiety (Christopher, 2012)
- Decline in collegial and academic culture (Marginson and Considine, 2000).
- Organisational change forced intensification of demands on teaching and research (Feng, McCormick and Barnett, 2015), placing greater emphasis on research (Harman, 2005).
- Slow bifurcation (formal and informal) of academic roles into teaching and research

# Prifysgol New England, Armidale, Awstralia

# The University of New England (UNE), Armidale, Australia



# Cyd-destun Datbygiad academaidd: Prifysgol New England

- Prifysgol ranbarthol wledig, 20,356 myfyrwyr (2012)
  - Myfyrwyr cartref 19,107 (94%)
  - Myfyrwyr rhyngwladol 1,249 (6%)
- Mae tua 80% o fyfyrwyr yn astudio yn y modd dysgu o bell ar-lein
- Contractau Academaidd: Addysgu, Ymchwil a Gweinyddu

Cyfleusterau Cymorth Addysgu a Dysgu a ysbardunodd ddiwygio'r system adolygiad cymheiriaid.

Adolygiad o Addysgu gan gymheiriaid: Roedd adolygiad crynodedol gan gymheiriaid o'r addysgu yn ofynnol fel rhan o'r broses ddyrchafu

Mae'n UNE yn rhan o'r Rhwydwaith Prifysgolion Rhanbarthol (RUN):

- Charles Sturt University,
- CQ University,
- Federation University,
- Southern Cross University,
- University of Southern Queensland;
- University of the Sunshine Coast

# Academic Development Context: The University of New England (UNE)

- Rural regional university, 20,356 students (2012)
  - Domestic students 19,107 (94%)
  - International students 1,249 (6%)
- Approximately 80% of students study in the online distance learning mode
- Academic Contracts: Teaching, Research and Administration
- Teaching and Learning Support facility which drove the reform of peer review.
- Peer Review of Teaching: **Summative peer review of teaching was a requirement as part of the promotion process**
- UNE is part of the Regional Universities Network (RUN):
  - Charles Sturt University,
  - CQ University,
  - Federation University,
  - Southern Cross University,
  - University of Southern Queensland;
  - University of the Sunshine Coast



# Pam diwygio'r broses adolygu gan gymheiriaid?

System gyfredol	System arfaethedig
Seiliedig ar bapur a heb eu cofnodi	Ar-lein ac wedi eu cofnodi
Gwerthuso perfformiad	Gwella a gwerthuso perfformiad
Agored i ragfarn - tramgwyddo didueddrwydd	Trionglog/cymedroledig – diduedd
Mae ansawdd yn gyfyngedig	Yn sicrhau ansawdd:
Dewisol	Dewisol yn ôl yr angen at y diben, e.e. dyrchafiad, tystiolaeth i wobwr addysgu
Hollol grynodol	Ffurfiannol i grynodol
'Caeedig' – cynhelir mewn timau neu gan gydweithwyr agos	'Agored' – adolygiad cymheiriaid yn ôl disgyblaeth, rhwydweithiau trawsddisgyblaethol o adolygu cymheiriaid
Yn atgyfnerthu arfer presennol	Lledaenu arfer gorau ac arloesi
Dull generig o adolygu elfennau addysgu	Sensitif i'r cyd-destun - mae'n gwella ansawdd yr elfennau addysgu yn UNE
Yn gwthio pwysigrwydd addysgu (ansawdd) i'r cyrion	Yn codi gwerth ac ansawdd yr addysgu

# Why reform the peer review process?

Current system	Proposed system
Paper based & undocumented	Online & documented
Performance evaluation	Performance enhancement & evaluation
Open to bias – violation of impartiality	Triangulated/moderated – impartial
Quality is constrained and contained	Quality assured
Elective	Elective as required for purpose e.g. promotion, teaching award evidence
Entirely summative	Formative to summative
'Closed' – conducted within teams or by close colleagues	'Open' – discipline peer review, cross-disciplinary networks of peer review
Reinforces current practice	Dissemination of best practice & innovation
Generic approach to review of teaching elements	Context sensitive - enhances quality teaching elements at UNE
Sidelines the importance of teaching (quality)	Raises the value and quality of teaching

## Australian Office for Learning and Teaching funded:

Datblygu platfform ar gyfer datblygiad proffesiynol wedi ei dargedu drwy adolygiad cymheiriaid cynaliadwy o'r diwylliant addysgu

### Nodau'r Prosiect

- Nod y prosiect oedd cychwyn a chynnal diwylliant o adolygiadau cymheiriaid o addysgu, oedd o ganlyniad i newid sefydliadol a gyflawnwyd drwy:
- 
- (1) ddatblygu fframwaith sy'n sensitif i gyd-destun ar gyfer adolygu cymheiriaid a oedd yn crynhoi dull sy'n seiliedig ar anghenion datblygu proffesiynol academaidd, ac, a oedd yn llwyfan ar gyfer datblygiad proffesiynol academyddion yn benodol, a;
- 
- (2) ymgorffori adolygiad cymheiriaid o fewn diwylliant trawsddisgyblaethol addysgu a dysgu a arweinir gan y coleg
- 

Developing a platform for targeted professional development through a sustainable peer review of teaching culture

### Project Aims

- The project aimed to initiate and sustain a culture of peer review of teaching as an outcome of organisational change achieved through:
  - (1) developing a context-sensitive framework for peer review that encapsulated a needs-driven approach to academic professional development and constituted a platform for *targeted professional development* of academics and;
  - (2) the embedding of peer review within a collegial-led cross-disciplinary culture of teaching and learning.

# Dewiswyd dau brosiect OLT / ALTC gwreiddiol (PP6-46 a LE11-1980) i adeiladu'r grant estyniad ar:

- Pwrpas y gweithgaredd oedd:
- Ymestyn ac addasu'r protocolau prosiect PP6-46 a'r model arweinyddiaeth dosbarthol o'r prosiect LE11-1980
- Dylunio a gwreiddio proses adolygu cymheiriaid academiaidd nodedig.
- Ymgorffori cydrannau ffurfiannol a chrynodol.
- Adolygiad cymheiriaid sy'n gwella datblygiad addysgu perfformiad uchel yn raddol.



Two original OLT/ALTC projects (PP6-46 and LE11-1980) were chosen to build the extension grant on:

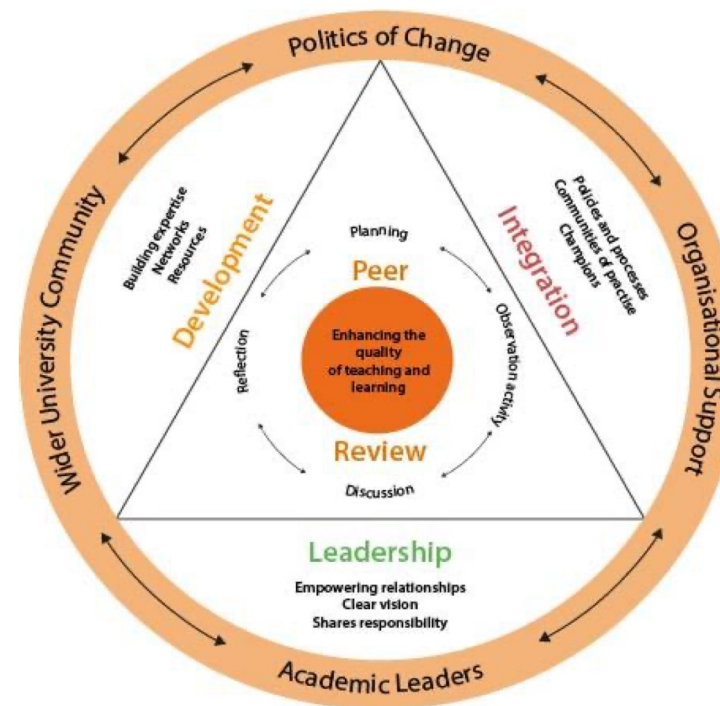
The purpose of the activity was to:

- Extend and adapt the [PP6-46](#) project protocols and the distributive leadership model from the LE11-1980 project
- Designing and embedding a distinctive academic peer review process.
- Incorporate both formative and summative components.
- Peer review which progressively enhances the development of high-performance teaching.



Developing a culture of peer review of teaching through a distributive leadership approach

## Hyrwyddwyr ac Asiantau Newid / Champions and Change Agents



**Figure 2.1:** The LeaD-IN model—a distributive leadership approach to embedding peer review within the culture of teaching and learning

- Model trawsddisgyblaethol (LeaD-IN)

Wedi'i ategu gan ddamcaniaethau arweinyddiaeth ddosbarthedig, diwylliant a newid diwylliannol

Arweinyddiaeth, Datblygu ac Integreiddio

Habermass (1984) – restoration of the balance of the change between change and status quo requires creating new spaces for rational discourse and communicative rationality to enable growth and change

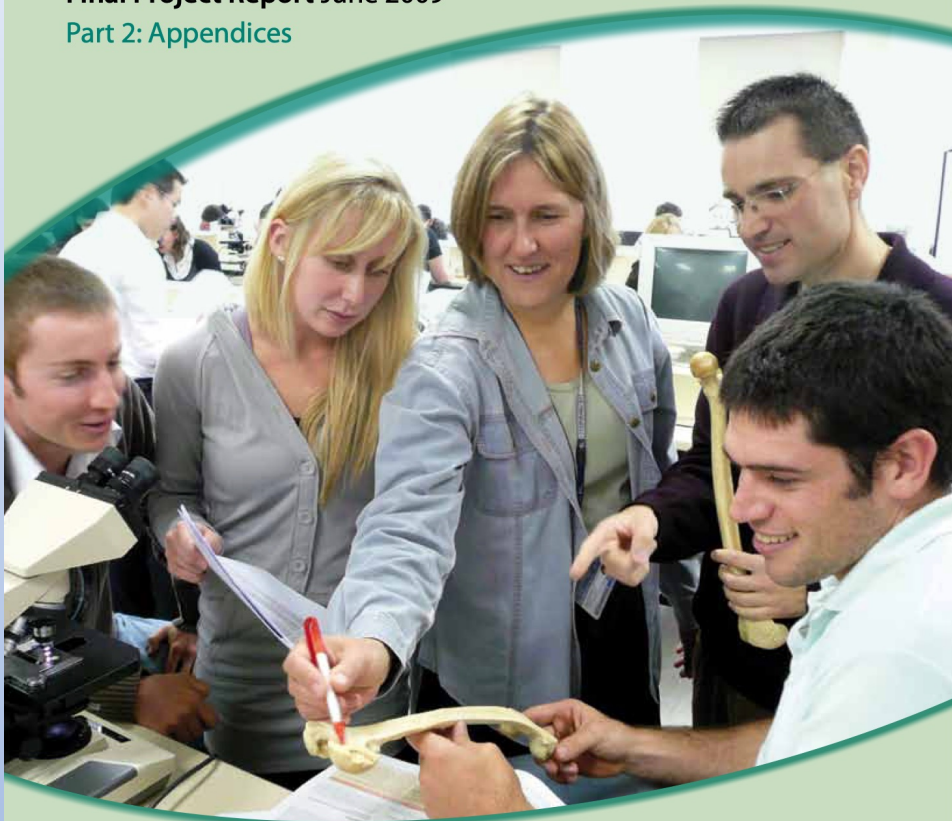
- Cross-disciplinary model (LeaD-IN)
- Underpinned by the theories of distributed leadership, culture and cultural change
- Leadership, Development and Integration
- Habermass (1984) – restoration of the balance of the change between change and status quo requires creating new spaces for rational discourse and communicative rationality to enable growth and change

## Peer Review of Teaching for Promotion Purposes

a project to develop and implement a pilot program of external Peer Review of Teaching at four Australian universities

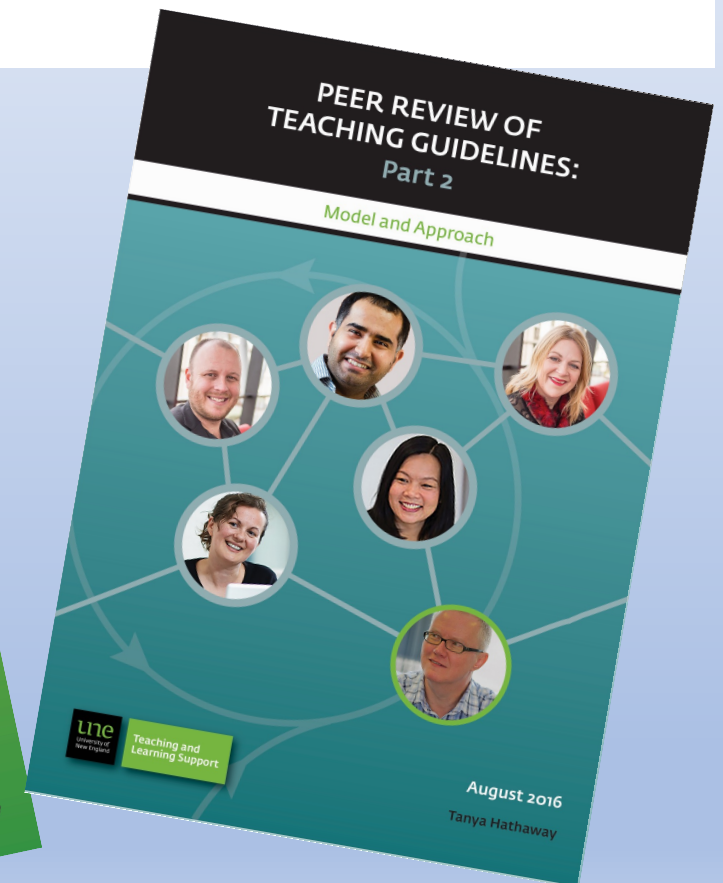
Final Project Report June 2009

Part 2: Appendices



## APPENDIX 2: PRO FORMAS AND OTHER MATERIAL PRODUCED FOR/USED IN THE PROJECT

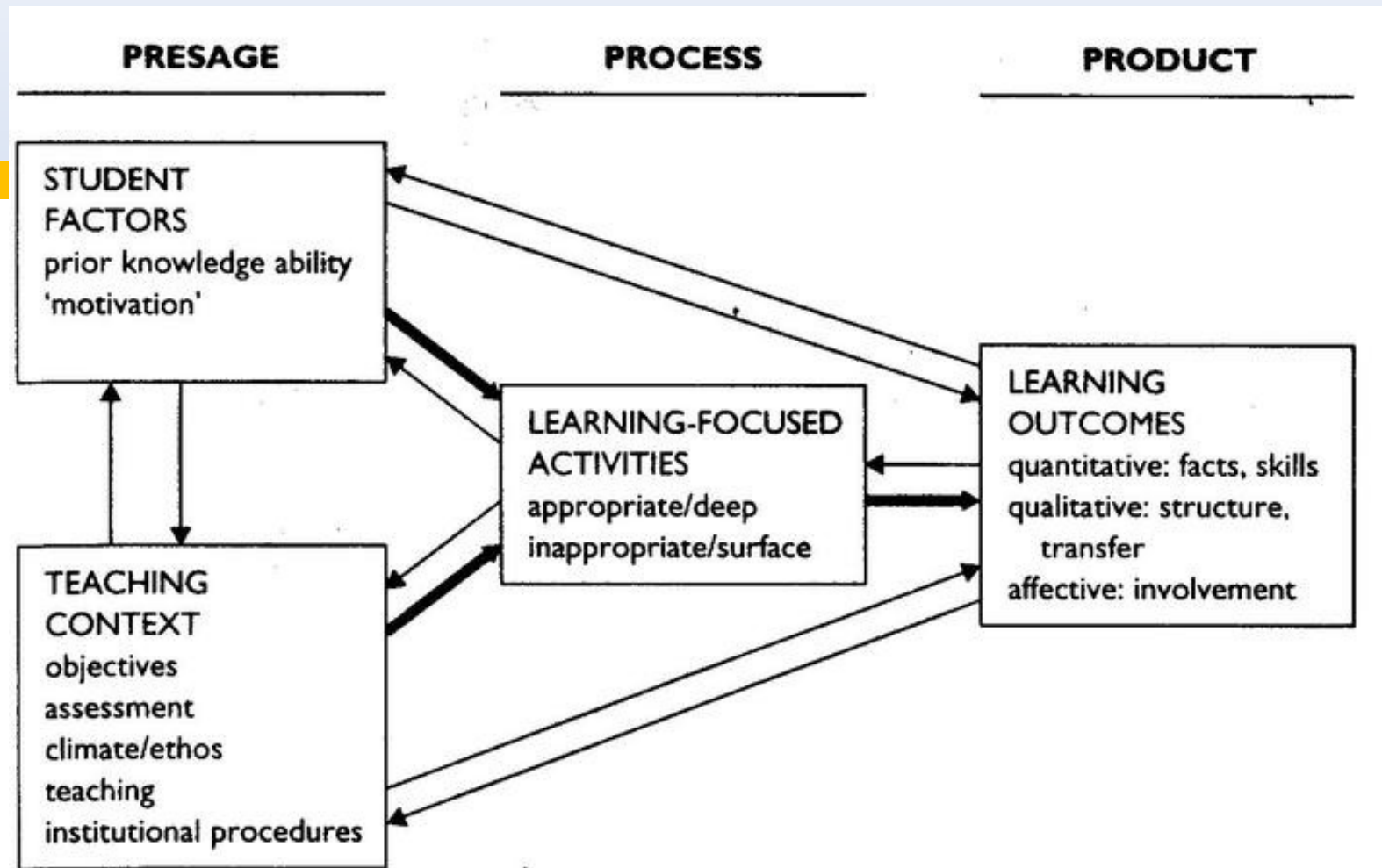
1. Internal Peer Review protocols and tools
2. External Peer Review protocols and tools
3. Formative Peer Review protocols and tools
4. Peer reviewer, convener and candidate professional development resources
5. Notes for promotion committees
6. Adapting Peer Review protocols
7. Peer Review Teams and equity issues



# Gweithgareddau project allweddol / Key project activities

1. Nodi dimensiynau addysgu o safon a oedd yn benodol i gyd-destun UNE (OECD, 2010)
  2. Cynllunio dull o fesur safon addysgu @ UNE
  3. Cynllunio proses asesu ffurfiannol sy'n galluogi cyfranogwyr i bersonoli eu hadolygiad – targedwyd datblygiad proffesiynol
  4. Cynllunio system archebu, cofnodi ac adrodd ar gyfer cyfoedion-cyfranogwyr a gefnogir gan dechnoleg
  5. Dechrau'r broses reoli newid: ymgysylltu sefydliadol a hyfforddi adolygwyr cymheiriaid
  6. Llunio adolygiad cymheiriaid o wefan addysgu
  7. Datblygu rhaglen hyfforddi adolygydd cymheiriaid
1. Identifying the dimensions of quality teaching that were context specific to UNE (OECD, 2010)
  2. Designing a measure of quality teaching @ UNE
  3. Designing a formative to summative assessment process that enabled participants to personalise their peer review focus – professional development was targeted
  4. Design a technology-supported peer-participant booking, recording and reporting system
  5. Initiating the change management process: organisational engagement and training of peer reviewers
  6. Constructing a peer review of teaching website
  7. Developing a peer reviewer training programme

# Diffinio addysgu o ansawdd / Defining quality teaching



The 3P model of teaching and learning. Source: Biggs 1996, p. 62.

# Principles of Quality Teaching @ UNE

A digitally-enabled platform for contextualising peer review of teaching as part of targeted professional development

Tanya Hathaway, Jennifer Clark, & Greg Winslett.  
Teaching and Learning Support, University of New England, Armidale.

Fframwaith ar gyfer dadansoddi Addysgu Ansawdd	Canolbwynt	Ymarfer	Practice	Focus	Framework for analysing Quality Teaching
Model 3 P o Addysgu a Dysgu (Biggs 1996) Y nod hirdymor oedd gwerthuso gan y sefydliadau i nodi a hyrwyddo arferion addysgu da.	Dimensiynau'r broses: arferion addysgeg sy'n ennyn ymgysylltiad cynhenid myfyrwyr (Gibbs, 2010) Meincnodi: Anghenion sefydliadol, sefydliadau eraill (OECD 2010) neu yn ôl gofynion proffesiynol	Addysgu o ansawdd	Quality teaching	Process dimensions: pedagogic practices that engender students' intrinsic engagement (Gibbs, 2010)  Benchmarking: Institutional needs, other institutions (OECD 2010) or by professional requirements	3 P Model of Teaching and Learning (Biggs 1996)  The long-term aim was evaluation by the institutions to identify and promote good teaching practices

Diffinio addysgu o ansawdd / Defining quality teaching

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## PRINCIPLES

1: Sharing subject/discipline **concepts** effectively and in ways that engage students in deep approaches to learning

2: Providing engaging and **intellectually challenging** activities that stimulate students' interest in learning

3: Actively engaging students in a **discipline's research enquiry process**

4: Using digital technologies and **technology-mediated practices** that create intellectual challenge for students and are appropriate to the discipline's learning outcomes

5: Creating activities, tasks and assessments that **widen opportunities** for diverse learners to link subject matter/processes to their own experiences

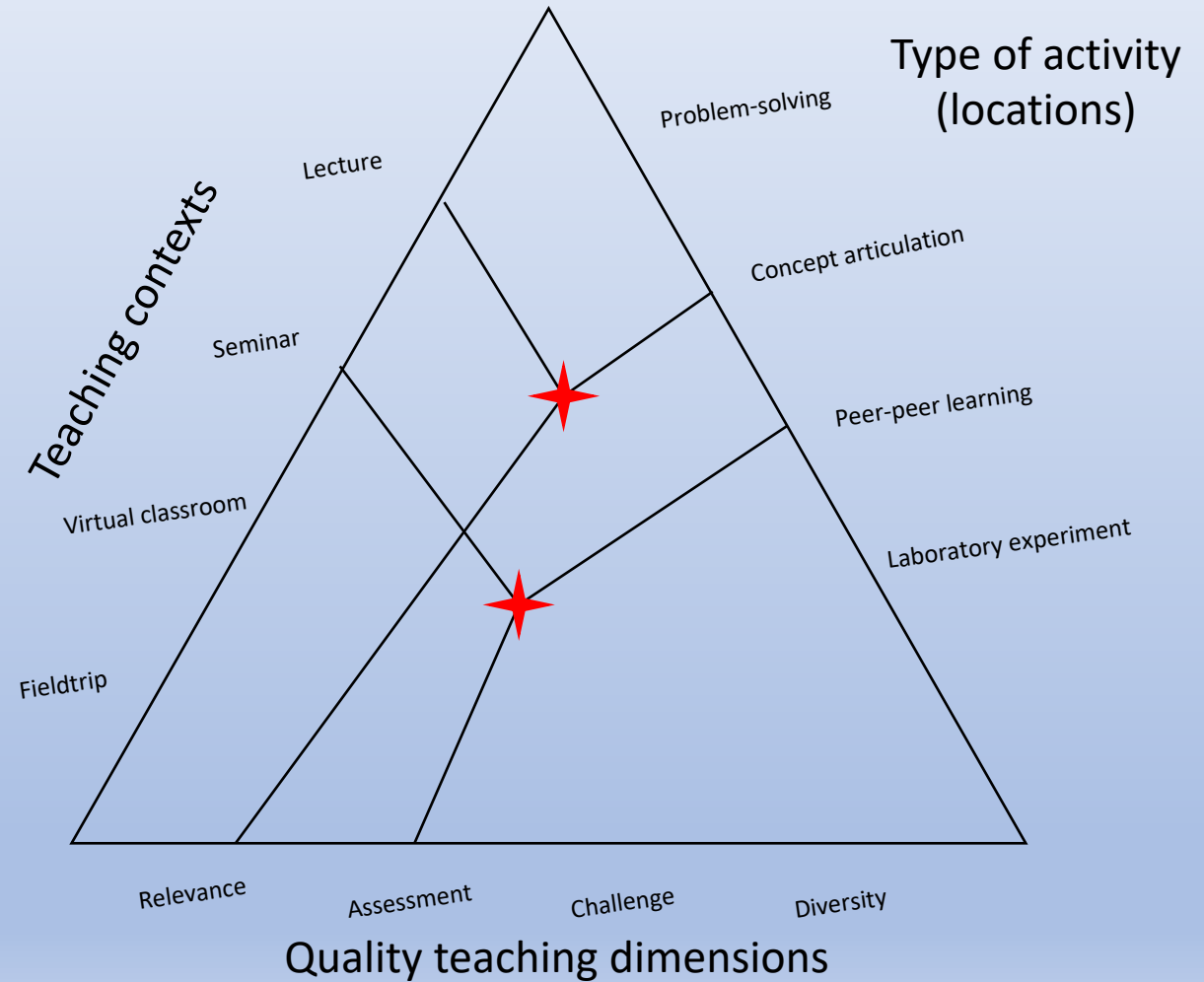
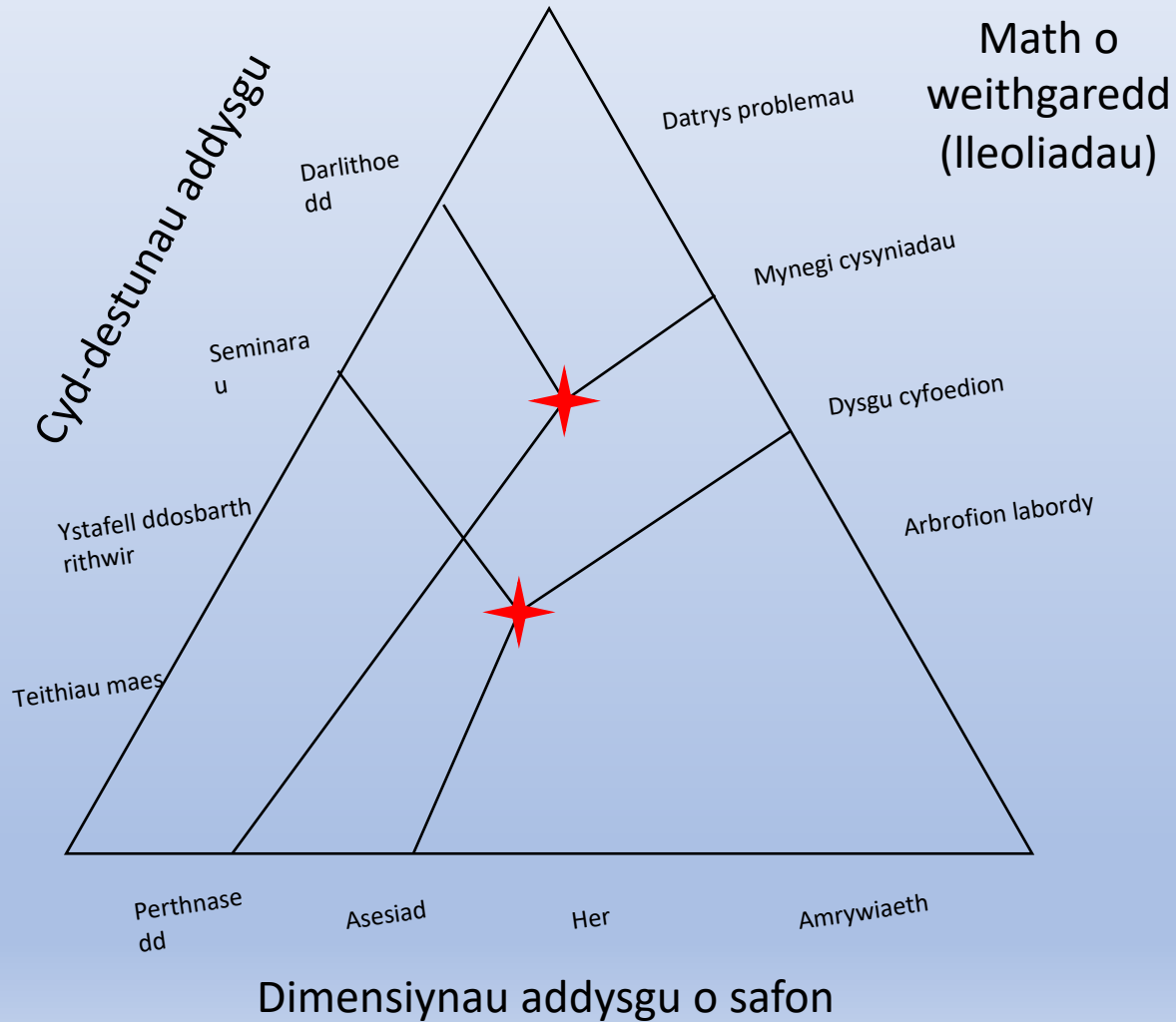
6: Encouraging effective teacher-student **relationships** to facilitate access to disciplinary expertise for diverse learners

7: Operating from a position of **discipline mastery** to guide student achievement

8: **Reflecting** on teaching practice in context for continuous improvement

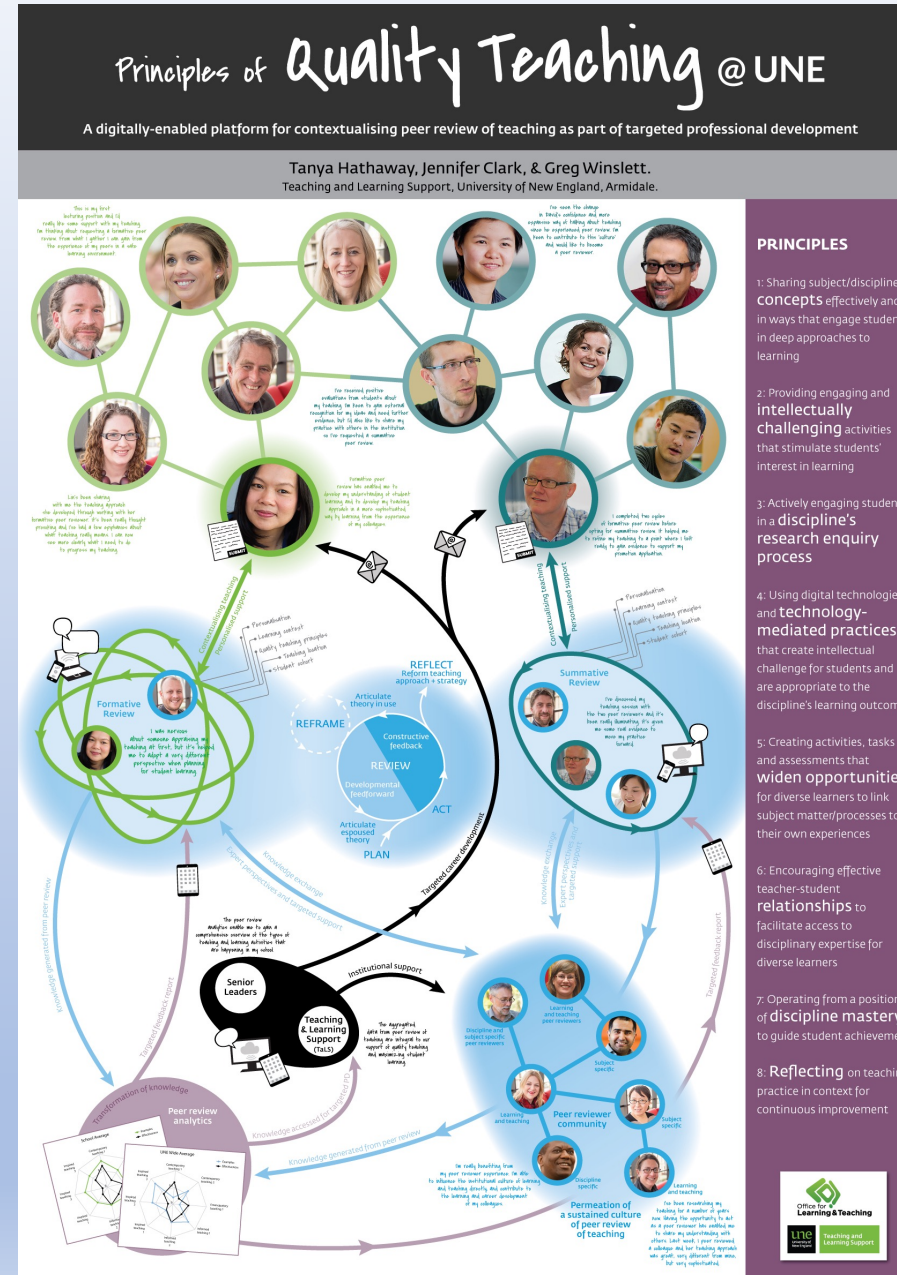


# Matrics adolygu gan gymheiriaid / Peer review matrix



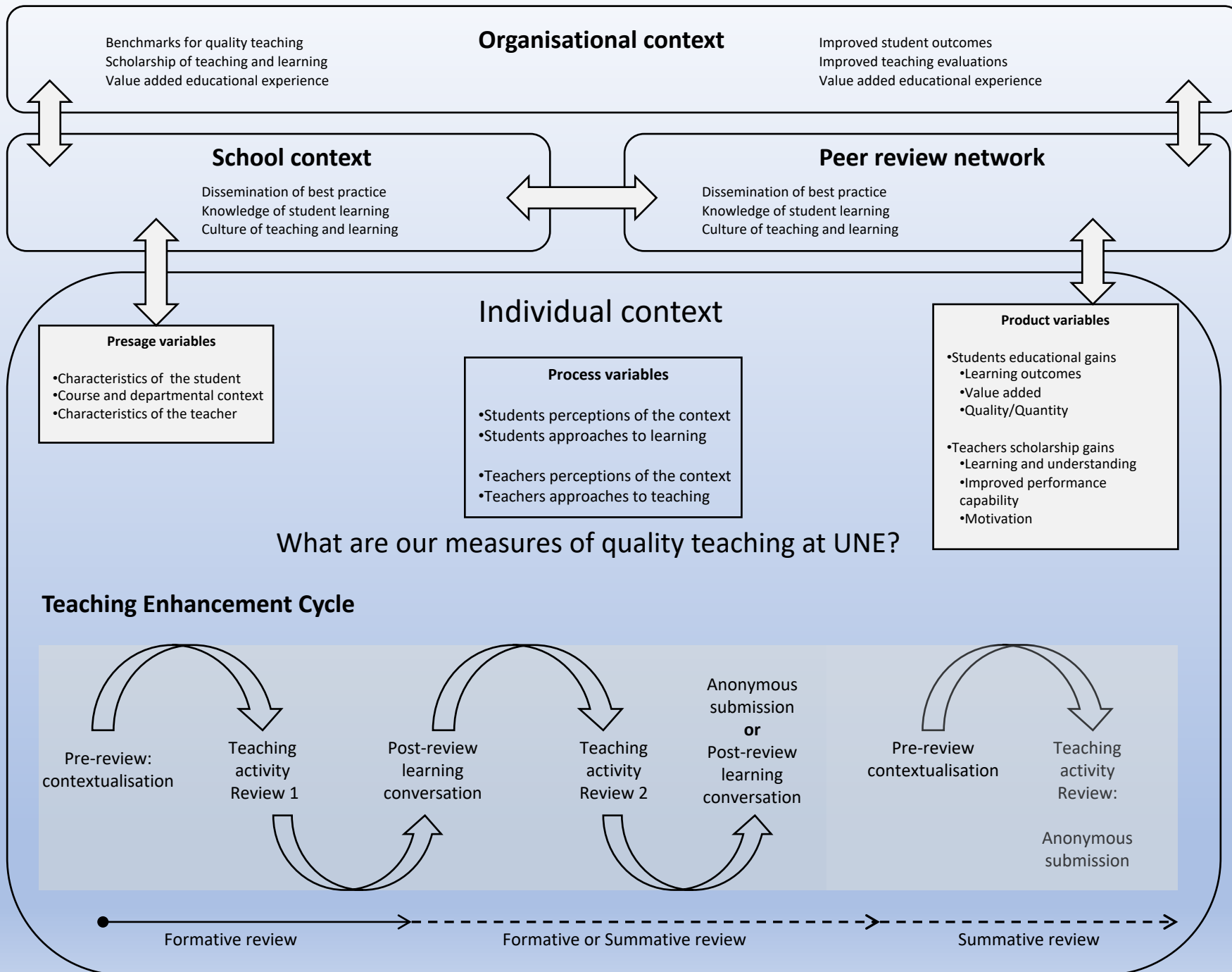
# Egwyddorion Addysgu o Ansawdd / Quality Teaching Principles

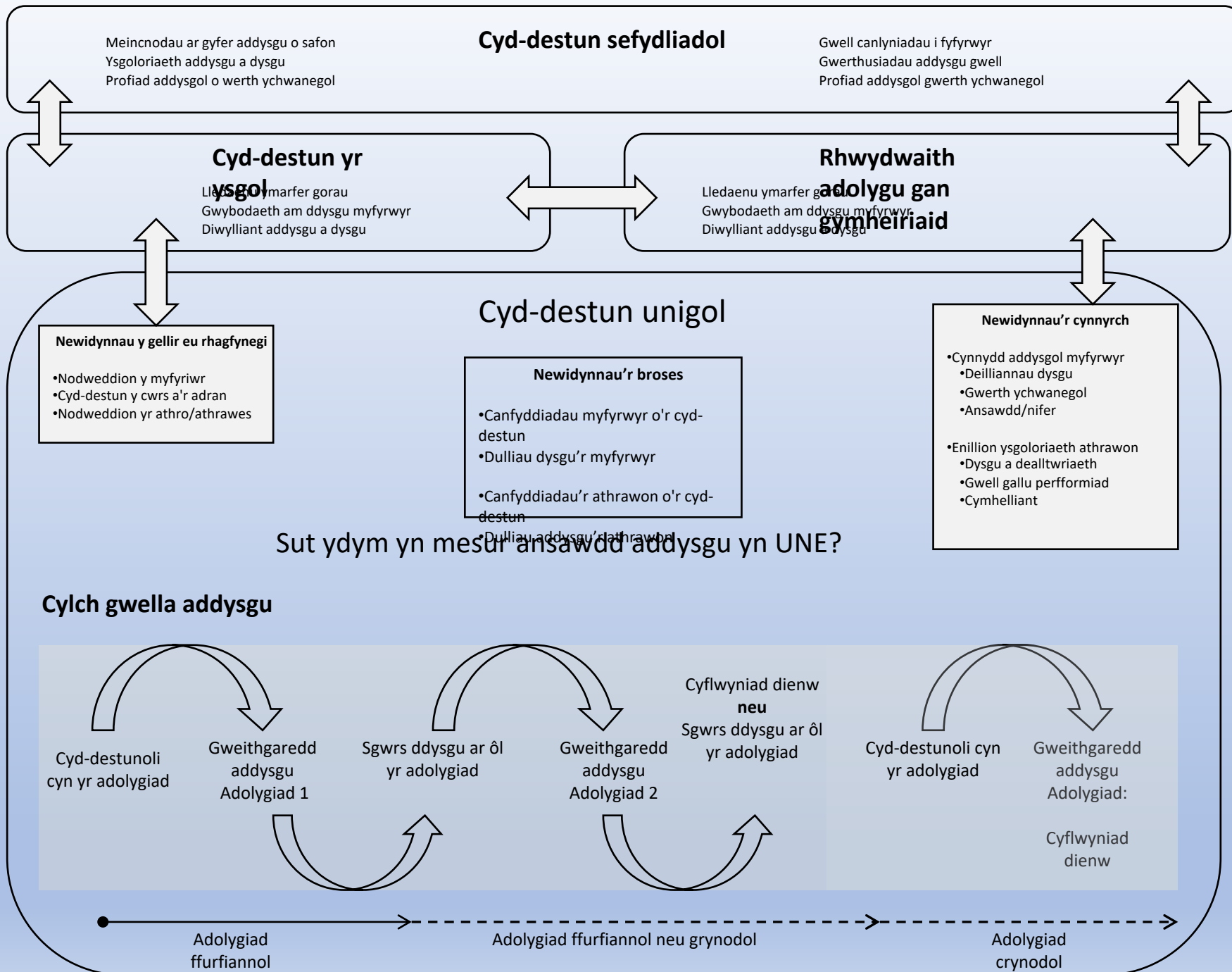
- Adolygiad cymheiriaid o'r addysgu
- Addysgu safonol @ UNE



- Peer Review of Teaching
- Quality Teaching @ UNE







# Digwyddiadau rhanddeiliaid / Stakeholder events

## Gweithgareddau ymgysylltu sefydliadol

- Roedd digwyddiad lansio'r rhaglen yn canolbwyntio ar agweddau gweithredol y rhaglen
  - Cychwyn proses rheoli newid
  - Hyrwyddo newid diwylliannol

Wedi'i anelu at uwch reolwyr

Ymrwymadau allweddol i ddatblygu cysylltiadau strategol rhwng TaLS ac ysgolion academiaidd

Model arweinyddiaeth dosbarthedig

## Organisational engagement activities

- Programme launch event focused on the operational aspects of the programme
  - Initiate change management process
  - Promoting cultural change
- Aimed at senior management
- Pivotal engagements to develop strategic links between TaLS and academic schools
- Distributed leadership model

# Organisational engagement and capacity building: Communications

Type of Communications	Experts and Stakeholders	Purpose
<b>Two open forums on peer review of teaching</b> (March 2015 and July 2015)	External experts <ul style="list-style-type: none"> <li>• Professor Geoff Crisp (QUT)</li> <li>• Dr Alan Barnard (RMIT)</li> <li>• Professor Denise Chalmers</li> </ul>	<ul style="list-style-type: none"> <li>• Filmed and made available on the TaLS Peer Review of Teaching micro site</li> </ul>
<b>Roundtable discussions</b> (March 2015 and July 2015)	<ul style="list-style-type: none"> <li>• External experts</li> <li>• Project Team</li> <li>• Chairs of Teaching and Learning Committees from each academic school</li> </ul>	<ul style="list-style-type: none"> <li>• Advance the cultural change process</li> <li>• Another route for information to be devolved at at the teaching level</li> </ul>
<b>Meetings with and presentations to senior leadership</b> (March 2015 November 2014)	<ul style="list-style-type: none"> <li>• External experts</li> <li>• Project Team</li> </ul>	<ul style="list-style-type: none"> <li>• Seeking sponsorship from senior executive leadership <ul style="list-style-type: none"> <li>• Deputy Vice Chancellor (Research)</li> <li>• Pro Vice Chancellor (Academic)</li> <li>• Chair of Academic Board</li> <li>• Vice Chancellor</li> </ul> </li> </ul>
<b>Presentations to Heads of School</b> (March 2015)	External experts <ul style="list-style-type: none"> <li>• Professor Geoff Crisp (QUT)</li> <li>• Dr Alan Barnard (RMIT)</li> </ul>	<ul style="list-style-type: none"> <li>• Share outcomes / achievements of peer review of teaching projects at QUT and RMIT</li> <li>• Evidence to inform the UNE framework for peer review</li> <li>• Create strategic linkage between TaLS and the academic schools</li> <li>• Foster key relationships – an essential component of distributed leadership</li> </ul>
<b>Discussions with critical friends</b>	Individuals were from 3 of the academic schools (Education, Humanities and Law) and had extensive experience in leading teaching and learning	<ul style="list-style-type: none"> <li>• A group of 3 critical friends established in 2015</li> <li>• Provide contextual input</li> <li>• Interrogating the quality teaching principles</li> </ul>
<b>Dissemination workshops and the handbook</b>	<ul style="list-style-type: none"> <li>• Peer Reviewer Workshop for RUN representatives (August 2015)</li> <li>• Internal Workshop</li> </ul>	<ul style="list-style-type: none"> <li>• Adam Baker Federation University</li> <li>• Dr Barbie Panther Federation University</li> <li>• Dr Julie Fleming Central Queensland University</li> <li>• Dr Tara Newman University of Southern Queensland</li> </ul>
<b>Project website aka TaLS micro site</b>	Hosting recordings of stakeholder events	To ensure maximum publicity of the change event Central area for hosting peer reviewer documentation including handbooks and pro formas

# Model Datblygiadol Adolygiad Addysgu

- **Trawsddisgyblaethol dan arweiniad y coleg**
  - Ysgolion yw'r sbardun – pwrpas cyffredin, cydweithio a pherchnogaeth ymhlith academyddion
- **Adolygiad cymheiriaid ffurfiannol i grynodol**
  - Annog gwella perfformiad a dangos cynnydd at feistrioli addysgu
  - Gwerthuso perfformiad mewn modd diduedd – proses ddethol adolygwyr cymheiriaid
- **Cylch gwella addysgu**
  - Proses ffurfiannol i ddatblygu strategaeth addysgu i fodloni elfennau o addysgu o safon yn UNE
- **Proses roi adborth adeiladol**
  - Galluogi cyfranogwyr i ddysgu o brofiad
  - 'Ail-fframio' ymarfer i drawsnewid y profiad addysgu

# A Model of Developmental Peer Review of Teaching

- **Collegial-led cross disciplinary**
  - Schools were the driver – shared purpose, collaboration and ownership amongst academics
- **Formative to summative peer review**
  - Encouraging performance enhancement and demonstrated progression in teaching mastery
  - Unbiased performance evaluation – peer reviewer selection process
- **Teaching enhancement cycle**
  - Formative process to develop a teaching strategy to meet elements of quality teaching at UNE
- **Constructive feedback process**
  - Enabled participants to learn from experience
  - Peer reviewer reframes practice to support the transformation of the experience of teaching

# Hyrwyddwyr ac Asiantau Newid / Champions and Change Agents

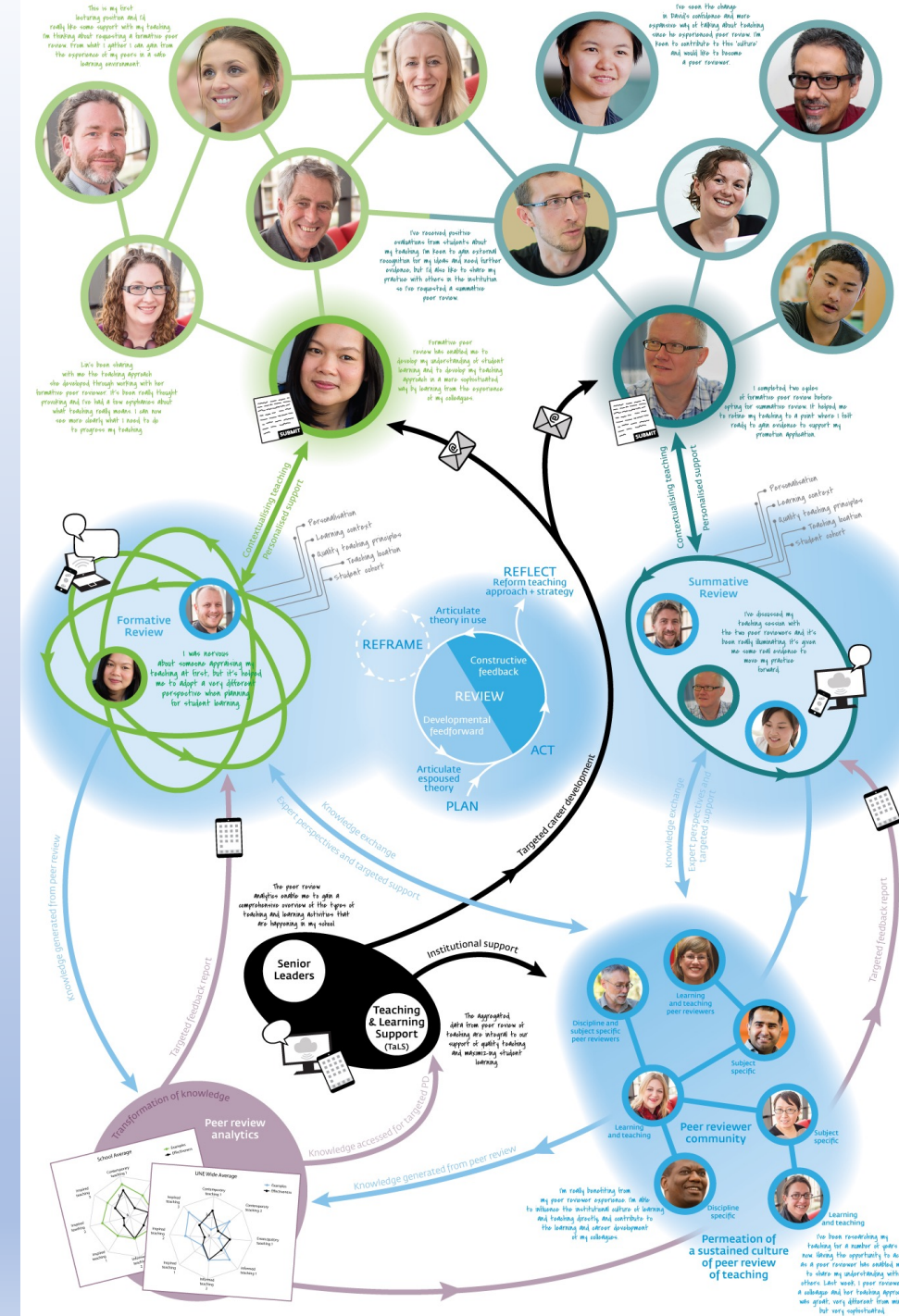


## Trawsddisgyblaethau dan arweiniad colegol

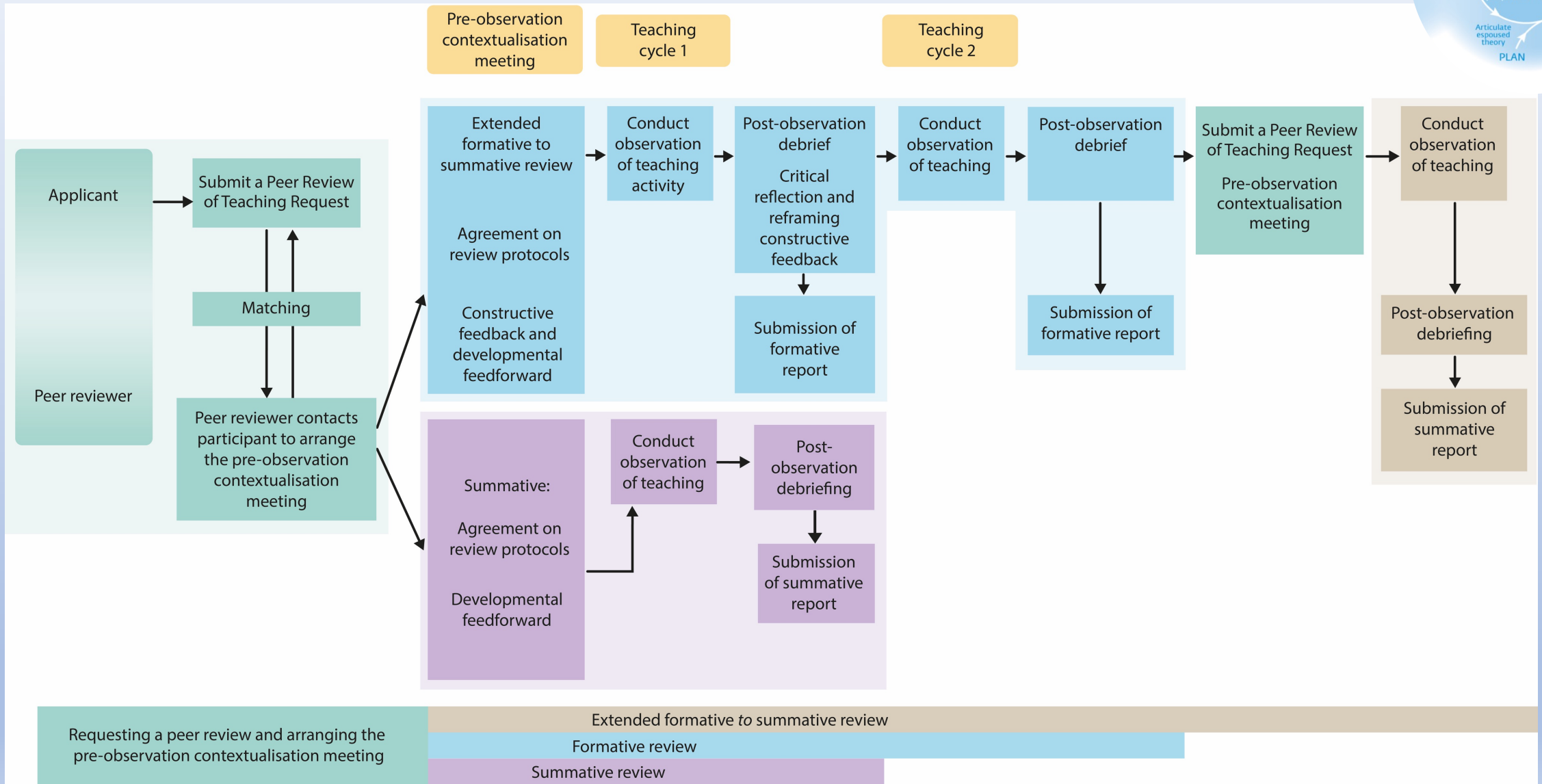
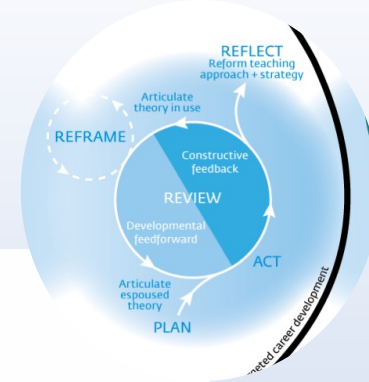
- Rhwydwaith o berthynas rhwng strwythurau pobl a phroses (Nash et al., 2014).
- adolygwyr disgyblaeth-benodol (adolygwyr crynodol a ffurfiannol) (Barnard et al., 2014)
- adolygwyr cymheiriaid dysgu ac addysgu (adolygwyr crynodol) (Barnard et al., 2014)
- Adolygwyr o ddisgyblaeth gwybyddol (adolygwyr ffurfiannol)

## Collegial-led cross-disciplinary

- Network of relationships among, people structures and process (Nash et al., 2014).
- Discipline-specific reviewers (summative and formative reviewers)
- Learning and teaching peer reviewers (summative reviewers)
- Reviewers from cognate-discipline (formative reviewers)



# Adolygiad cymheiriaid: Y tri math o broses / Peer review: The three forms of process



## Cydlynedd ac Adolygiad gan Gymheiriaid o Addysgu

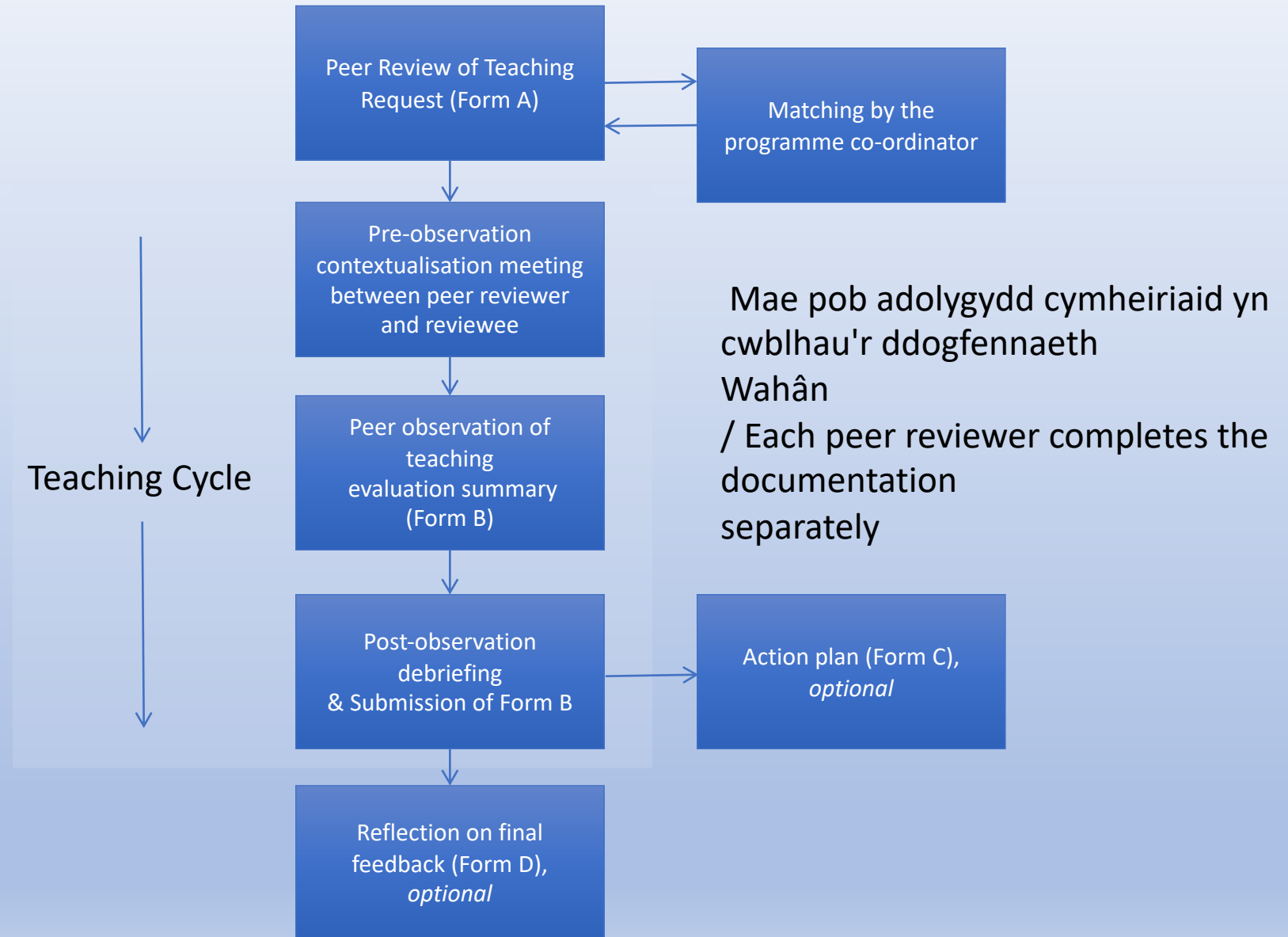
- Ffynonellau lluosog o ddata yn cryfhau gwerthuso cyfadrn
- Diffyg adborth adeiladol neu amhenodol gan aelodau'r gyfadrn (cyfoedion)
- Mae colegoldeb yn cyfyngu i ba raddau y mae cyfoedion yn rhannu adborth adeiladol pan gynhelir adolygiadau at ddibenion datblygu gyrfa

## Collegiality and Peer Review of Teaching

- Multiple sources of data strengthen faculty evaluation
- Lack of or unspecific constructive feedback by faculty members (peers)
- Collegiality limits the extent to which peers share constructive feedback when reviews are conducted for career advancement purposes



# Cynnal adolygiad gan gymheiriaid / Conducting a peer review



# Critical Feedback Behaviours / Critical Feedback Behaviours

	Observer	Observee	Description	Positive reflection	Critical reflection	Applying reflection	Misconception	Total coded comments
Observation A	Lecturer	Peer	7 (41%)	9 (53%)	0	0	1 (6%)	17
Observation B	Lecturer	Peer	1 (20%)	2 (40%)	0	1 (20%)	1 (20%)	5
Observation C	Peer	Lecturer	2 (11%)	15 (83%)	0	1 (6%)	0	18
Observation D	Developmental Expert	Lecturer	23 (31%)	8 (11%)	19 (25%)	25 (33%)	0	75
Observation E	Lecturer	Peer	5 (28%)	7 (39%)	4 (21%)	1 (6%)	1 (6%)	18

Yiend, J., Weller, S., & Kinchin, I. (2014) Peer Observation of teaching: The interaction between peer review and developmental models of practice, *Journal of Further and Higher Education*, 38 (4): 465-484.

# Dosbarth meistr ar gyfer adolygwyr cymheiriaid hynny yw, Hyfforddiant Adolygwyr Cymheiriaid

- Hyfforddiant ar y broses adolygu cymheiriaid

Deall diffiniad UNE o 'Addysgu o ansawdd'

Beth yw nodweddion beirniadol 'Addysgu o Ansawdd' yn y gwahanol ddisgyblaethau

Adeiladu rhwydweithiau adolygydd cymheiriaid trawsddisgyblaethol



# Masterclass for peer reviewers aka Peer Review training

- Training in the peer review process
- Understanding UNE's definition of 'Quality teaching'
- What are the critical features of 'Quality Teaching' in the different disciplines
- Building cross-disciplinary peer reviewer networks

# Adolygiad cymheiriaid ffurfiannol i grynodol

# Formative to summative peer review

Ffurfiannol	Crynodol
Cylch gwella addysgu	Cais arsylwi unigol neu grynodedb o'r cylch gwella addysgu
Wedi ei anelu at wella perfformiad	Wedi ei anelu at werthuso perfformiad
Ffocws y cytunir arno – wedi ei dargedu a datblygiad proffesiynol personol	Ffocws y cytunir arno – wedi ei dargedu at y diben e.e. dyrchafiad, gwobr addysgu
Arsylwi dau weithgaredd addysgu	Arsylwi un gweithgaredd addysgu
Cyd-destunoli cyn yr adolygiad ac adborth adeiladol ar ôl yr adolygiad	Cyfarfod cyd-destunoli cyn yr adolygiad
Mae'r adolygywr cymheiriaid yn <b>'arbenigwr'</b> yn y ddisgyblaeth	Mae'r adolygwr cymheiriaid addysgu a dysgu ymroddedig yn <b>'arbenigwr'</b> yn y ddisgyblaeth/ddisgyblaeth gytras
Datblygu sgiliau mewn ymarfer a deialog adfyfyriol; hyrwyddo theori/gweithredu addysgu	Arddangosiad o berfformiad addysgu
Cynllunio strategaeth addysgu i fodloni <b>elfennau / nodweddion / cydran / sylfeini / hanfodion</b> dethol addysgu o ansawdd	Dangos strategaeth addysgu i fodloni <b>elfennau addysgu o safon</b>

Formative	Summative
Teaching enhancement cycle	Isolated observation request or summation of teaching enhancement cycle
Aimed at performance enhancement	Aimed at performance evaluation
Agreed focus – targeted & personalised professional development	Agreed focus – targeted for purpose e.g. promotion, teaching award
Observation of two teaching activities	Observation of one teaching activity
Pre-review contextualisation & post-review constructive feedback	Pre-review contextualisation meeting
Peer reviewer is a discipline <b>'expert'</b>	Discipline/cognate discipline <b>'expert'</b> peer reviewer & dedicated teaching and learning peer reviewer
Developing skills in reflective practice & dialogue; advancing teaching theory/action	Demonstration of teaching performance
Designing a teaching strategy to meet selected quality teaching <b>elements/features/component/foundations/fundamentals</b>	Demonstrating a teaching strategy to meet <b>quality teaching elements</b>

# Prifysgol Bangor: Arsylwad Addysgu gan Gyfoed

## Nodweddion craidd

- Ffurfiannol
- \*Datblygiadol\*
- Wedi ei arwain gan ddisgyblaeth benodol
- Cynhwysol: Staff Academaidd a Gwasanaethau Proffesiynol
- Unioni'r pwrpas gyda strategaeth Dysgu ac Addysgu
- Adolygiad cymheiriaid â ffocws – ffiniau diffiniedig.

# Bangor University: Peer *Observation* of Teaching

## Core features

- Formative
- \*Developmental\*
- Discipline-led
- Inclusive: Academic and Professional Services Staff
- Align purpose with T&L strategy
- Focussed peer review – defined boundaries.



# Nodweddion allweddol / Key features

- **Dogfennaeth y rhaglen**
  - Ffurflenni hyblyg
  - Camau gyrfa gwahanol
  - Amrywiaeth o gyd-destunau a gweithgareddau
  - Dysgu / addysgu ar-lein pwrpasol
  - 
  - **Cyfle i gasglu data, dadansoddi a llywio strategaeth ar amrywiaeth o lefelau**
  - Lefel Prifysgol – Polisi a Strategaeth Dysgu ac Addysgu
  - Cynnig strategaeth datblygiad proffesiynol
  - Lefel ysgol
- **Programme documentation**
    - Flexible forms
    - Different career stages
    - Range of contexts and activities
    - Bespoke online teaching / learning *pro forma*
  - **Opportunity to collect data, analyse and inform strategy at a variety of levels**
    - University level – T&L Policy and Strategy
    - Professional development strategy and offering
    - School level

Diolch am wrando

Thank you for listening

Unrhyw gwestiynau?

Any questions?

