

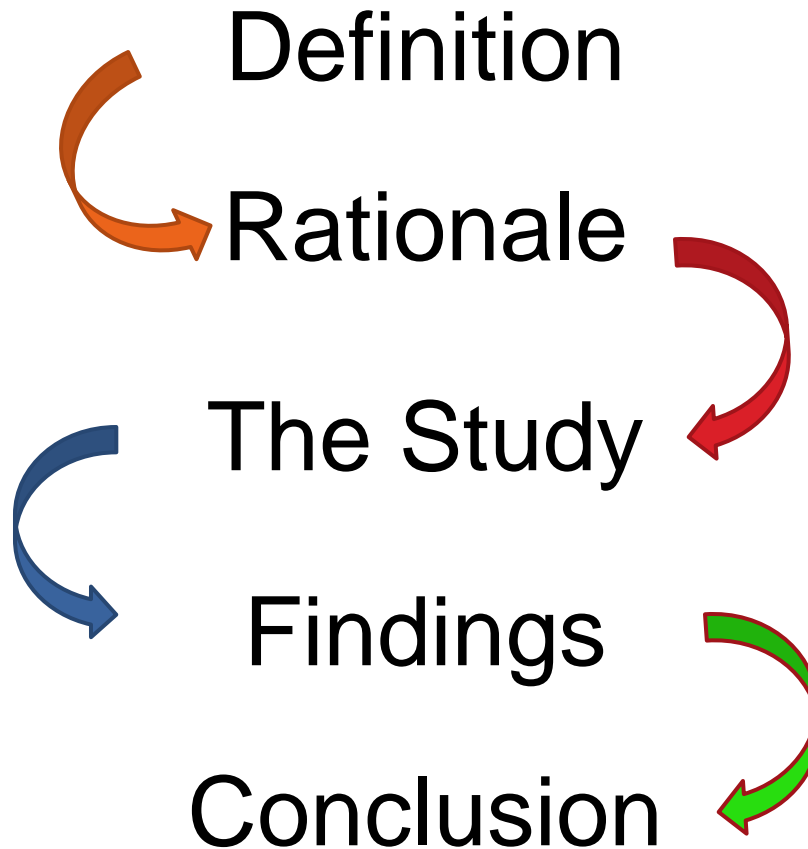
PEER OBSERVATION AS A MECHANISM TO IDENTIFY AND PROMOTE QUALITY TEACHING IN HIGHER EDUCATION

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Malaysian Qualifications Agency

Learning Outcomes

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Definition

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Peer observation of teaching is usually defined as a process by which an educator observes the teaching of another educator (usually a colleague) with the purpose of providing constructive feedback on the teaching process (Swinglehurst, 2006, p. 7)

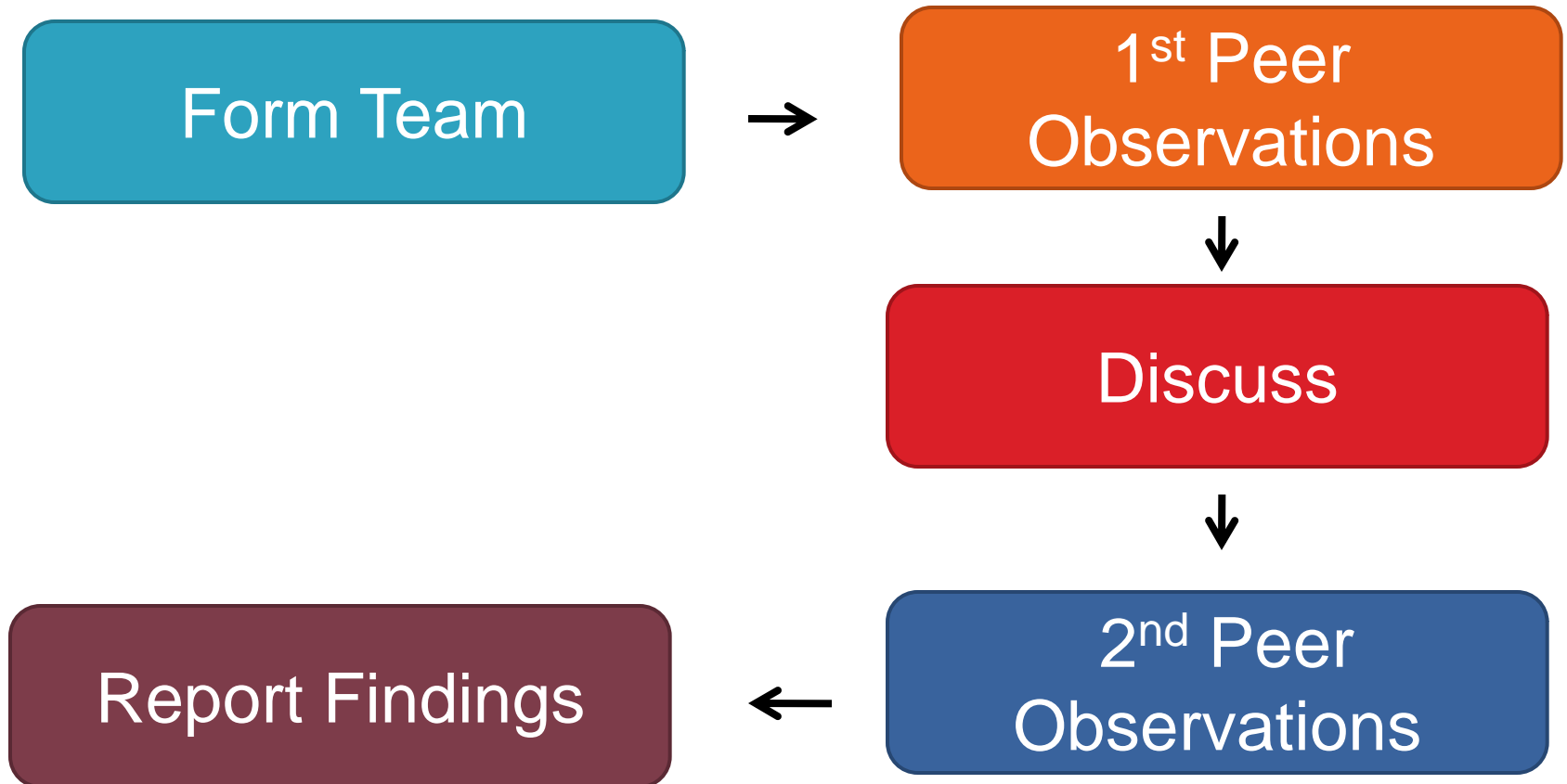
Why Peer Observation?

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- Quality matters—support Transnational education and the Malaysian Qualifications Framework
- Promoting peer learning/sharing
- The need to develop common teaching and learning language and terminologies
- Competitive private higher education sector

Overview

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The Study

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Objective

To study the effectiveness of peer observation in the identification and promotion of Quality Teaching in a Law Faculty in an Private HEI

Duration

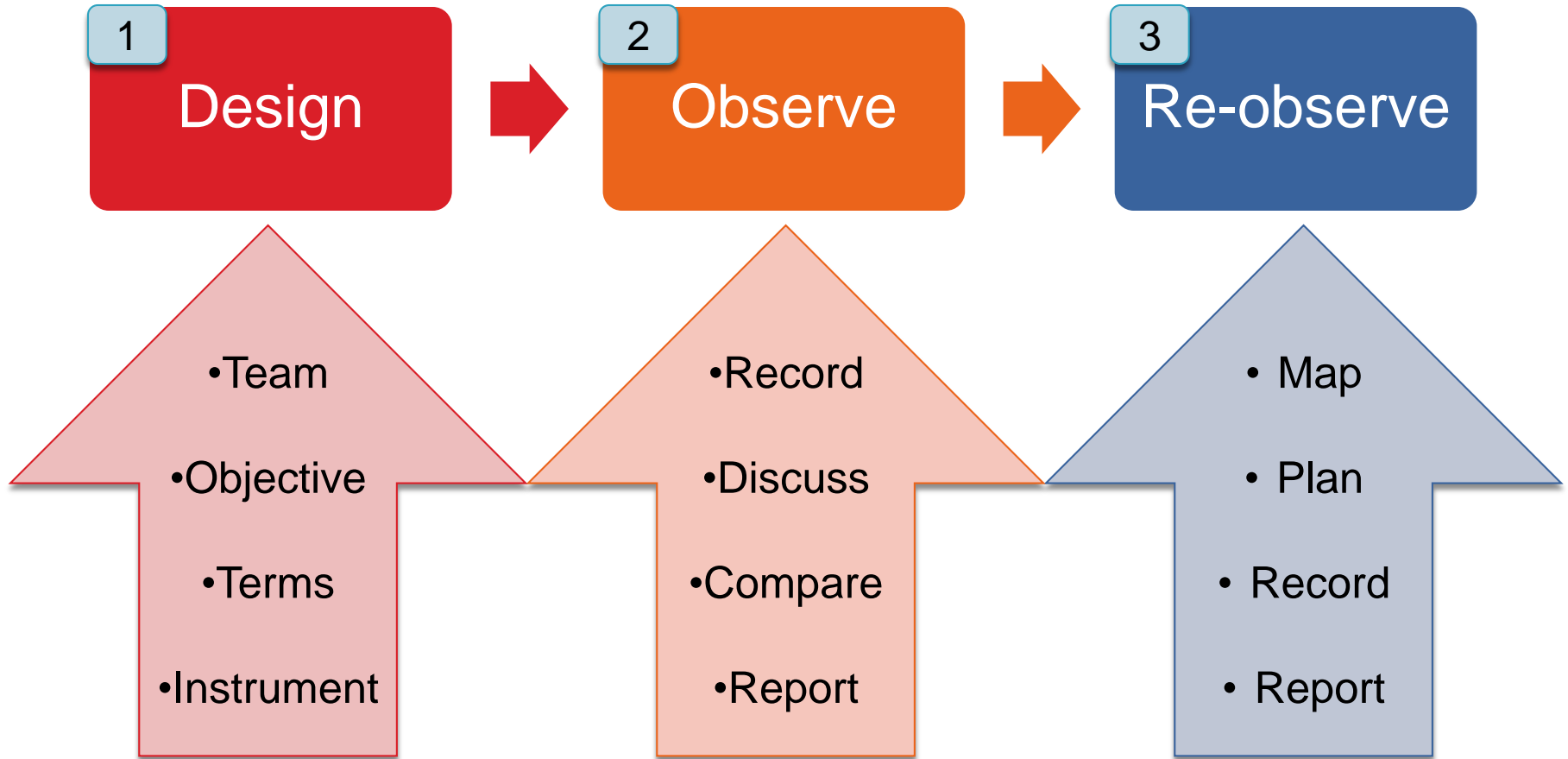
October 2006 – September 2007

Location

An established Private University College in the Klang Valley, Kuala Lumpur, Malaysia

The Study Flow

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1. Design

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Team	Objectives	Terms	Instrument
<ul style="list-style-type: none">• 2 senior and 1 junior staff• 1 female and 2 male• 5-13 years experience	<ul style="list-style-type: none">• To share best practices from each other• To motivate and improve teaching quality through sharing and discussion	<ul style="list-style-type: none">• Information confidential• Participants told of development	<ul style="list-style-type: none">• Adopted existing classroom observation instrument

2. Observe

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Record	Discuss	Compare	Report
<ul style="list-style-type: none">• Observation instrument• Strengths and weaknesses• Pre and post observation discussions	<ul style="list-style-type: none">• Instruments• Strengths and weaknesses• Strategies and targets• How to improve teaching and learning	<ul style="list-style-type: none">• Peer observation and classroom evaluation• Strengths and weaknesses	<ul style="list-style-type: none">• Conclusions• Targets and strategies• Effectiveness of instrument

3. Re-observe

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Map

- Improvement
- Regression

Plan

- To share findings
- To observe tutorials and legal clinics

Record

- Findings
- Recommendations
- Development

Report

- Findings
- Recommendations
- Future plan

Team Formation

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3 out of 8 full time teaching staff agreed to participate in the peer observation. Many turned down due to:

- a) apprehensive,
- b) could not see the benefit,
- c) staff were self conscious,
- d) wait and see approach.

1st Peer Observations

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1. All had sufficient content knowledge
2. Showed great enthusiasm and systematic delivery
3. The students responded with interest
4. Commendable lecturer-students interaction
5. Respondents 2 & 3 had sufficient pedagogical knowledge.

1st Peer Observations

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The areas that can be improved were discussed post observation:

1. Too teacher-centered-not learning outcomes focused
2. The aims and learning outcomes be clearly stated at the start of the class
3. Poor whiteboard management & slides reading
4. Repetitive use of certain words

Post Peer Observation 1

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- A second round of observations was agreed upon, to see the implementation of the findings from the 1st round of observations.
- These were scheduled 6 months later to see if there has been improvement.

2nd Peer Observations

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1. Marked improvements in the teaching approach - more outcome based learning approach
2. Aims and learning outcomes given to students and were often pointed out throughout the lesson
3. Better whiteboard management and less reading from the power point slides
4. Less repetitive words

Recommendations

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The observations also raised the following:

1. more attention be given to the physical educational resources to facilitated effective teaching
2. Introduction of field trips to courts and the organising of Legal Seminars will enhance student-learning

Beyond Peer Observation 2

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1. That all participants had benefited and improved on their pedagogy—though some more than others
2. To go beyond lecture – to observe tutorial and presentations
3. That Peer Observation Clusters be formed in Faculty to facilitate quality teaching

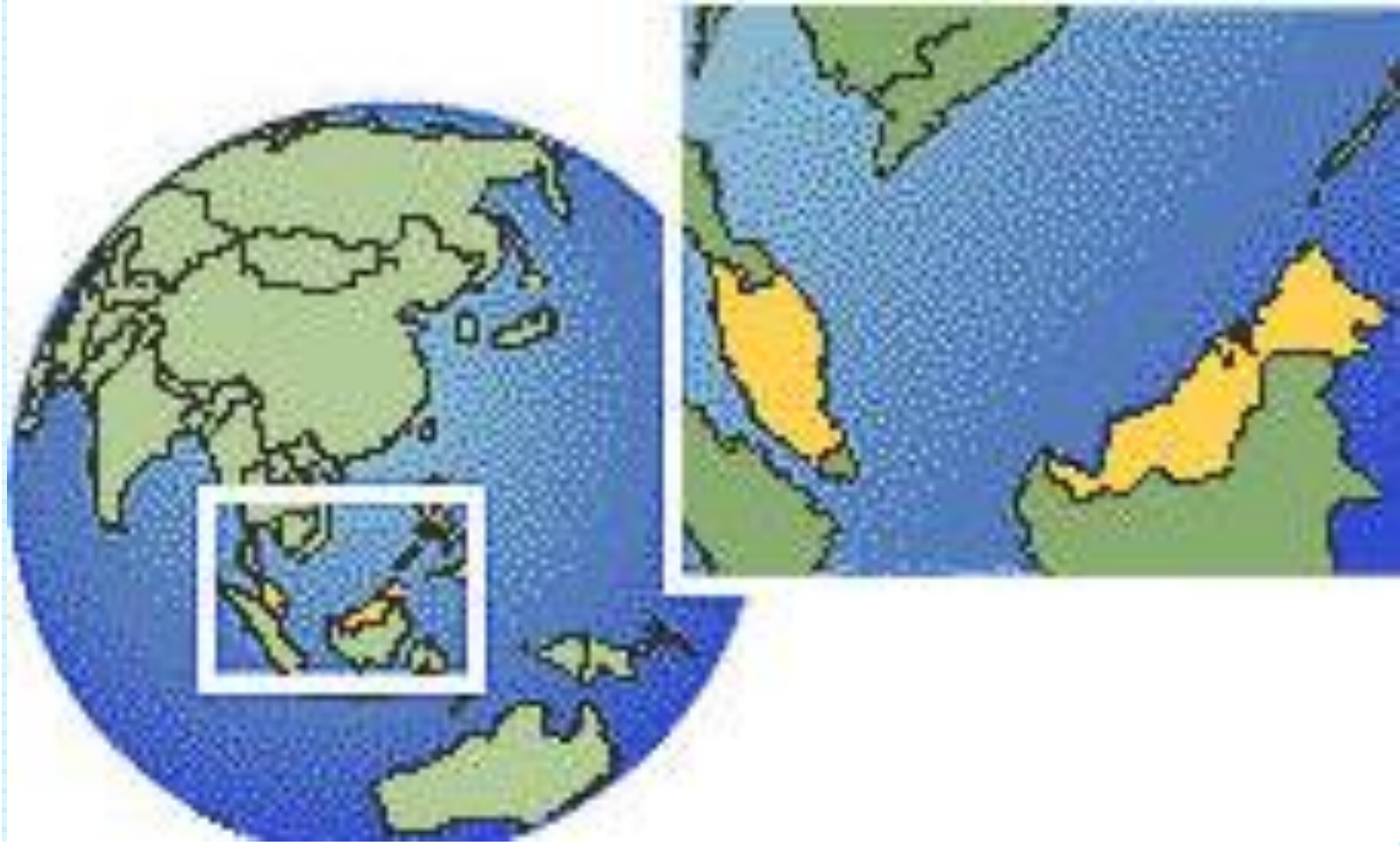
Conclusion

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1. Peer observation is an effective tool for the identification, sharing and promotion of quality teaching in higher education.
2. The exercise benefited all respondents – the most and the least experienced.
3. Peer observation should be extended beyond lectures to include tutorials and legal clinics.

“Do not try to satisfy your vanity by teaching a great many things. Awaken people’s curiosity. It is enough to open minds; do not overload them. Put there a spark. If there is some good inflammable stuff, it will catch fire.”

Annatole France



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THANK YOU

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Peer Observation.1 OECD. Istanbul. Dr. Roz.