Peer-reviewed Library Teaching

Reflections, Background & Practicalities

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How have you developed your Teaching?

Outcomes

- Understand the benefits of Peer Observation as a useful professional development tool for you to practice in your own institution

- Gain practical tips and identify strategies for approaching the observation and dealing with surrounding issues

- Engage with basic Peer Observation and start to gain insight into your own practice

Why Peer Review Teaching?

- Changing library roles

- To develop teaching skills

- Student and colleague feedback

- Peer Observation for knowledge sharing & gaining insightful understanding

Alabi, J. & Weare, W., 2014. Peer review of teaching. **Communications in Information Literacy**, 8(2), pp. 180-191.

Bell, A. & Mladenovic, R., 2008. The benefits of peer observation of teaching for tutor development. **Higher Education**, Volume 55, pp. 735-752.

Levene, L. & Frank, P., 1993. Peer coaching; Professional growth and development for instruction librarians. **Reference Services Review**, 21(3), pp. 35-43.

Vassilakaki, E & Moniarou-Papaconstantinou, V., 2015. A systematic literature review informing library and information professionals' emerging roles. **New Library World**, 116 (1/2), pp. 37-66.

Peer Observation in Academic Libraries

- Peer Observation more widespread in traditional HE teaching

- More recent use by colleagues in support roles

- Difficult to know how much it is used

- Cases in UK, Europe & US

- Variety of Peer Observation arrangements
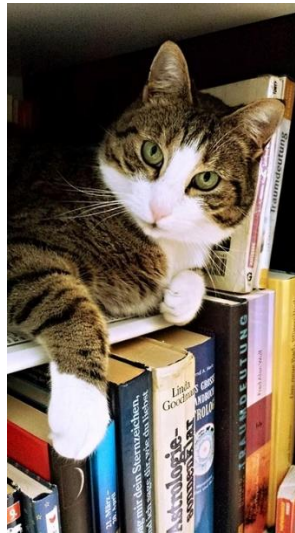
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Alabi, J; Huisman, R; Lacy, M; Miller, W; Snadjr, E; Trinosky, J; Weare, W Jr., 2012. By and for us: The development of a program for peer review of teaching by and for pre-tenure librarians. **Collaborative Librarianship**, 4(4), pp. 165-174.

Effects of Peer Observation on Librarians

- Enables focussed feedback and sharing of knowledge

- Improves teaching confidence

- Enhances collegiality

- Provides valuable opportunities for self-reflection

- Exposure to alternative techniques

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Discussion: Potential Issues/Barriers

Our Experience

- 20th largest university in the UK, with ~26,000 students and 3,200 staff across two campuses
- University status 1992, origins dating back to 1832

Participating in Peer Observation

- The Academic Support Team at Leeds Beckett University

- Peer-review pairings from Semester Two 2017-18

- Introducing one Peer Observation pair
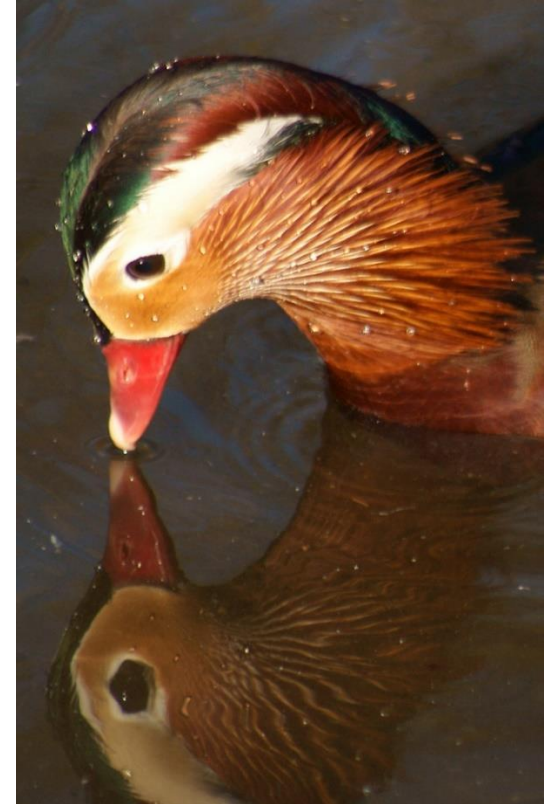
- Initial impressions

Practicalities

- Making arrangements
- Dealing with barriers
- Pre-sessional discussion
- During the session
- Feedback

Reflections

- Opportunities for reflection
- On being observed
- Observer role
- Critical feedback
- Different styles

Results

- Increased confidence in our practice

- Improved collegiality

- Understand benefits of Peer Observation

- What's next?

- New techniques

Trial Run

Comments and Questions

References

- Alabi, J; Huisman, R; Lacy, M; Miller, W; Snadjr, E; Trinosky, J; Weare, W Jr., 2012. By and for us: The development of a program for peer review of teaching by and for pre-tenure librarians. **Collaborative Librarianship**, 4(4), pp. 165-174.

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Thank you!

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