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Making Learning Visible: Peer Review and the Scholarship of Teaching

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Making Learning Visible

Peer Review and the Scholarship of Teaching

March 26–28, 2004
Lincoln, Nebraska

A national conference investigating a
vision for peer review for teaching
which combines:

- inquiry into the intellectual work
of a course
- careful investigation of student
understanding and performance
- faculty reflection on their teaching
effectiveness

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Featured Speakers

Lee Shulman

President

The Carnegie Foundation for the Advancement of Teaching

Pat Hutchings

Vice President

The Carnegie Foundation for the Advancement of Teaching

Randy Bass

Executive Director of the Center for New Designs in Learning
and Scholarship and the Visible Knowledge Project
Georgetown University

Barbara Cambridge

Vice President, Fields of Inquiry and Action

AAHE Director, The Carnegie Academy Campus Program

Mary Deane Sorcinelli

Associate Provost for Faculty Development and
Director of the Center For Teaching
University of Massachusetts Amherst

Allison Pingree

Director of Center for Teaching
Vanderbilt University

Nancy Van Note Chism

Associate Vice Chancellor for Professional Development and
Associate Dean of the Faculties
Indiana University–Purdue University Indianapolis

Dan Bernstein

Director of the Center for Teaching Excellence
University of Kansas

Mary Huber

Senior Scholar

The Carnegie Foundation for the Advancement of Teaching

Sherry Linkon

Co-Director of the Center for Working-Class Studies
Youngstown State University

www.unl.edu/peerrev/conference/

Conference Objective

This working conference will bring together the leaders of the peer review of teaching movement to explore the national status of peer review and to discuss how this form of peer collaboration contributes to larger conversations regarding the scholarship of teaching and learning.

Background

Faculty in higher education face tremendous difficulty in finding the time, resources, and expertise to document, assess, and improve student learning. While there is increased public pressure to hold faculty accountable for student learning, there are few successful models for formal peer reviews of teaching. Often times, peer review is construed to be a simple observation of a colleague's class session. In contrast, this conference will highlight a vision for peer review of teaching that combines inquiry into the intellectual work of a course with a careful investigation and reflection of the quality of student understanding and performance.

Over the past five years, a consortium of six universities (The University of Nebraska–Lincoln, Indiana University–Bloomington, The University of Michigan, Kansas State University, University of Kansas, and Texas A&M University) has developed campus communities that explore and apply peer review of teaching for documenting, promoting, and making visible the intellectual work of teaching. Faculty write a course portfolio providing examples and analysis of student work that demonstrates and reflects on the success of the course in helping students learn. The portfolio is posted on an electronic web site for peer sharing, discussion of curricular or programmatic issues, and for external review on the quality of student understanding.

Key Conference Sessions

Course Portfolios: faculty will share their course portfolios from the disciplines of the humanities, the sciences, engineering, and business and discuss how their participation in peer review has impacted their teaching and their understanding of student learning.

External Review Process: faculty reviewers of portfolios and faculty whose portfolios have been reviewed will talk about issues that emerge in the review process and will discuss characteristics of good external reviews for portfolio authors and readers.

Moving from Benchmark to Inquiry: faculty who have used peer review over several years will discuss how they have moved from benchmark or snapshot portfolios to an inquiry process that has helped them to document their scholarship of teaching over time. They will showcase these inquiry portfolios and discuss what they have observed about student learning from these processes.

Current State of Peer Review: Peer review leaders will offer an assessment of current peer review practices and will discuss the quality of work that has been developed through these efforts in this working group session.

Representing the Intellectual Work of Teaching: Representatives from Peer Review, the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) program, and the Visible Knowledge project will discuss linkages between these national initiatives in order to explore new directions in the scholarship of teaching movement.

Lessons Learned in Administering a Campus Program: Campus leaders will describe structures for starting peer review of teaching programs, including recruiting and motivating faculty participants and garnering support from university administrators.

Call for Participants

If you need to be listed in the conference program to receive reimbursement of your expenses from your university, we have openings for **Session Consolidator**.

As a **Session Consolidator**, you will participate in a particular session, take notes, and write a summary consolidating the major themes, issues, discussion items, and conclusions from the session. Your session summary will become part of the conference archive and potentially will be made available to all participants. The names of all session consolidators will be listed in the final conference program.

Registration

If you register by **December 10, 2003** rates are:

Individual	\$75
Small Group (team of 3-5 people)*	\$200
Large Group (team of 6-10 people)*	\$350

If you register **after December 10, 2003** rates are:

Individual	\$90
Small Group (team of 3-5 people)*	\$225
Large Group (team of 6-10 people)*	\$375

* from the same university that register at the same time

Conference website

A detailed conference program, a listing of featured speakers, registration and hotel details, and contact information for the conference organizers is available on the following website:

www.unl.edu/peerrev/conference

Sponsoring Organizations

The following organizations have made generous contributions of support for the success of this conference:

University of Nebraska-Lincoln
American Association for Higher Education
The Carnegie Foundation for the Advancement of Teaching
The Pew Charitable Trusts
and
University of Kansas Center for Teaching Excellence

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