ASPPPH Presents Webinar: Implementing the Educational Peer Review Process
Join the Conversation...

- You can ask questions in writing anytime during the webinar.
- Simply type them in the “Questions” field on the right side of your screen.
Presenters

Rachel Schwartz, PhD, MSPH, MFA
Associate Professor, Department of Health Policy and Community Health
Georgia Southern University

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
A FREE LECTURE IN CATVILLE

Lecture on the Effect of the Night Air on the Voice.

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

1. Making contact

2. Initial interview

3. 'Observation' or analysis of 'materials'

4. De-brief

5. Notes or report
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


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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

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

https://journals.sagepub.com/doi/full/10.1177/0033354918785374
<table>
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<th>Week</th>
<th>SPH History and Practice of Public Health</th>
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<tr>
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<tr>
<td>2</td>
<td>Annotated Bibliography assigned</td>
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<tr>
<td>3</td>
<td>Training in peer review&lt;br&gt;Draft and writer’s memo due &amp; peer review</td>
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<tr>
<td>4</td>
<td>Final due</td>
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<td>5</td>
<td>Public Health Emergency Response &amp; PSA assigned</td>
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<td>6</td>
<td>Draft and writer’s memo due &amp; peer review</td>
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<td>Final due</td>
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<td>8</td>
<td>Opinion-Editorial Assigned</td>
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<tr>
<td>9</td>
<td>Draft and writer’s memo due &amp; peer review</td>
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<td>10</td>
<td>Final due</td>
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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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This webinar has been recorded and will be available on the webinar event page on the ASPPH website soon:

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

Contact: sweiner@aspph.org
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