# Peer Evaluation Packet

## Instructions

1. Before the observation(s)\*, reviewer and reviewee meet.

* Discuss the Pre-Observation Questions.
* Go over the rubric together.

2. During the observation:

* Reviewer brings the Peer Evaluation Form.
* Reviewer arrives to class early enough to sit out of the way, not interfering with student seating.
* On the form, reviewer chooses the description that most-often matches what is observed during the class section. If a particular criterion is not observed (and not necessarily needed), mark N/A.
* Reviewer stays for the entire class session and leaves only after class has been dismissed.

3. After the observation:

* Reviewer scores observation form and completes qualitative Comments portion.
* The reviewer will then give the evaluation to the faculty member who was observed. The faculty member who was observed will finalize and sign the document. The observed faculty member should retain the completed and signed evaluation as part of his or her record of teaching in accordance with School and Departmental Committee for Promotion and Tenure (CPT) guidelines.

*\*Note: Research suggests observing 2-3 independent sessions of the same course and instructor (by the same or a different peer) result in the most reliable data. Use of this form for summative observation is only recommended where this is feasible (Bernstein, 2008).*

# Peer Evaluation Pre-Observation Questions

*These questions are intended to guide discussion during a pre-observation meeting. The reviewer and reviewee should meet and have a conversation about them BEFORE classroom observation occurs.*

1. What are the learning outcomes for the overall course?
2. What is level or stage of the students in this course?
3. What is/are the topic(s) of the course session to be observed?
   1. What do you expect students to gain from this course session?
   2. What have students been asked to do to prepare for this course session?
4. Provide an overview of your plans for the course session.
   1. Is this typical of your class sessions? If not, what will be different?
5. Are there specific things you would like this observation to focus on during the class session?

Please review the rubric together prior to the observation.

# Peer Evaluation Observation Form

# INFORMATION

Course Number and Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Instructor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
Track: 🞆 Educator Scholar 🞆 Teaching 🞆 Other

Date of Observation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Observer:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
Course Format: 🞆 On-Site ONLY 🞆Video-Conference ONLY 🞆 Blended (Video-Conference and On-Site) 🞆 Online

Course Level: 🞆 1st year 🞆 2nd Year 🞆 3rd Year/Graduate Number of Students: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Degree Program: 🞆 Pre-professional 🞆 Doctoral 🞆 Masters 🞆 (Others? Certificates in the field, etc.)

**Modality of Instruction**: 🞆 Lecture 🞆 Laboratory 🞆 Seminar 🞆 Other (specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# HOW TO USE THIS FORM

**During Observation**

The first portion of this form is a rubric intended to be filled out during the observation. Within each row, place a mark next to the description that best describes the majority of what you saw. You do not need to write comments on this form. If a particular criterion is not observed (and not necessarily needed), mark N/A.

**After Observation**

The second portion of this form is for qualitative comments and is intended to be filled out after the observation.

# ORGANIZATION

| Category | Outstanding | Good-to-High | Does Not Meet | N/A |
| --- | --- | --- | --- | --- |
| Punctuality | 🞐 Instructor arrives early enough to organize materials and/or equipment prior to scheduled start time. | 🞐 Instructor arrives at or slightly before start time, and most materials and/or equipment are ready or nearly ready for class by scheduled start time. | 🞐 Instructor arrives at or after scheduled start time, using class time to organize materials and/or ready equipment. | 🞐 |
| Goals or Outcomes for the Session | 🞐 Goals and outcomes and measurable and achievable and within the scope of the session. They are clearly stated and/or referenced in presentation materials. | 🞐 Goals and outcomes for the session are stated verbally or referenced in presentation materials. They are within the scope of the session. | 🞐 Goals and outcomes are not present or are not measurable and achievable within the scope of the session. | 🞐 |
| Preparation | 🞐 Instructor is prepared for class with polished presentation materials, lesson or activity plans, handouts, online resources, or other materials as relevant to the modality of instruction. Class time is not used by the instructor locating and organizing session materials. | 🞐 Instructor is prepared with some or most materials as relevant to the modality of instruction. Minimal class time is used by the instructor for the location and organization of session materials. | 🞐 Instructor is not prepared for class. There is a noticeable absence of—or unfamiliarity—with presentation materials, lesson or activity plans, handouts, online resources, or other materials as relevant to the modality of instruction. A significant amount of class time is used by the instructor for the location and organization of course materials. | 🞐 |
| Transitions Between Activities or Topics | 🞐 Logical transitions link all topics or activities within a session, fostering students’ understanding of why these elements are being addressed together. | 🞐 Transitions exist between most topics or activities within a session, alerting students to the order of topics or activities within the session. | 🞐 There are no transitions between multiple topics or activities within a session, causing confusion as to why these elements are being addressed together. | 🞐 |
| Review or Summary | 🞐 A summary is provided at the end of the session. The summary includes all topics or activities from the session and ties them to achievement of the session’s goals and outcomes. | 🞐 A summary is provided at the end of the session. The summary includes most or all topics or activities from the session. | 🞐 A summary or review is not provided at the end of the session. | 🞐 |

# TEACHING & CONTENT

| Category | Outstanding | High to Good | Does Not Meet | N/A |
| --- | --- | --- | --- | --- |
| Topical Knowledge | 🞐 Instructor is very knowledgeable about all of the topics, able to converse about them without difficulty. | 🞐 Instructor is knowledgeable about most topics and able to converse about them. | 🞐 Instructor does not appear knowledgeable about the topics and is unable to comfortably converse about them. | 🞐 |
| Focus of Content | 🞐 Content presented is within scope of a session. Content is focused on a specific subtopic or area of the field directly related to achievement of the session goals. There are no significant (>2 minutes) tangents. Unrelated, “random” information is not covered. | 🞐 Content presented is within scope of a session. Most content is focused on a specific subtopic or area of the field directly related to achievement of the session goals. There are few significant (>2 minutes) tangents. Unrelated, “random” information is minimal. | 🞐 Content presented is not scope of a session. The majority of content is unfocused, too broad, “random,” or not related to achievement of the session goals. There significant (>10 minutes) tangents. | 🞐 |
| Ethical Reuse and Citation of Content | 🞐 Content of all materials is cited properly as required by APA and/or fair use regulations. Content that is “All Rights Reserved” is not used (e.g. a recording of a television clip; a screenshot of a copywritten image). | 🞐 Content of most materials is cited as required by APA and/or fair use regulations. Content that is “All Rights Reserved” is rarely used (e.g. a recording of a television clip; a screenshot of a copywritten image). | 🞐 Citations are not present for material that should be cited. Content that is “All Rights Reserved” is used (e.g. a recording of a television clip; a screenshot of a copywritten image). | 🞐 |
| Currency of Content | 🞐 All content is up to date. Current research is cited, with an emphasis on work from the most recent decade. Modern schools of thought, processes, and procedures are discussed. An exception is historical content or context. | 🞐 Most content is up to date. Most cited work is from the most recent decade. Modern schools of thought, processes, and procedures are primary to discussions. (An exception is historical content or context.) | 🞐 Content is out of date. Obsolete research is cited for purposes other than historical context. Modern schools of thought, processes, and procedures are not discussed. Information presented relates more closely to historical knowledge, but is presented as present expectations. | 🞐 |
| Multiple Viewpoints | 🞐 Multiple profession-specific viewpoints or strategies are presented when available. The instructor affords equal time or focus to each, including a discussion pros and cons or situational uses where applicable. | 🞐 Multiple profession-specific viewpoints or strategies are presented in most cases. The instructor affords somewhat equal time or focus to each, Pros and cons might be discussed. The instructor might personally favor a certain viewpoint or strategy when others hold comparable merits. | 🞐 Limited or singular viewpoints or strategies are presented when others could be discussed. It is obvious that the instructor personally favors a viewpoint or strategy and discusses only cons of other viewpoints or strategies – if mentioned at all. | 🞐 |
| Teaching Strategies | 🞐 The teaching strategies employed are effective for teaching the content. When lecture is used, it contains interactive elements. Where active learning or other activities are used, they are evidence-based and thoughtfully inclusive of online or distance students (where applicable). | 🞐 Most teaching strategies employed are effective for teaching the content. Direct lecture is not the exclusive mode of instruction. There are some missed opportunities for the use of active learning or other activities are used. Efforts are made to include online or distance students (where applicable). | 🞐 The teaching strategies employed are not effective for teaching the content. It is unclear as to whether the instructor considered different strategies. There are few-to-no interactive elements. Other activities, if used, are “busy-work” or do not seem evidence-based or connected to effectively teaching the content. Activities do not translate to online or distance student participation (where applicable). | 🞐 |
| Engagement Strategies | 🞐 Engagement strategies are used regularly to gain and hold students’ interest in the material. Students—including those who may be attending online synchronously at a distance—are encouraged or incentivized to participate in the session. | 🞐 Efforts are made to gain or increase students’ interest in—and engagement with—the material. Students—including online or distance students—are included in these efforts. | 🞐 Engagement strategies are not observed. Students overall appear unengaged, disinterested, or uninvested and are not encouraged by the instructor to engage with the material or participate in class activities. Distance and online students are ignored and/or not included. | 🞐 |
| A/V and Technology | 🞐 The course has been thoughtfully designed with technology tools that are effective for teaching the content. The instructor understands how the tools work or has pre-planned assistance from someone who does. Technology use does not disrupt the class or seem tacked on. Technology used benefits face-to-face students as well as online or distance students (where applicable). | 🞐 The instructor understands how any chosen technology tools work or is able to quickly get assistance from someone who does. Technology use minimally disrupts the class and does not seem tacked on. Technology use and related activities are adequately accessible to online or distance students (where applicable). | 🞐 Technology tools employed do not seem relevant or effective for teaching the content. The instructor is not familiar with the tools and does not know how to locate assistance from those who are familiar. Technology use disrupts the class and seems tacked on. Inadequate use is a barrier for online or distance students (where applicable). | 🞐 |
| Handouts and More | 🞐 The handouts or resources employed are effective for teaching the content. They are easy to understand, and they align with the session goals. There are enough for everyone or for each group. Online or distance students have been provided with them (where applicable). | 🞐 The handouts or resources used are relevant to the session topics. There are enough for everyone or for each group. Online or distance students have been provided with them (where applicable). | 🞐 Handouts or resources employed are ineffective, irrelevant, poorly put together, or not used at all (when clearly needed). They do not align with the session goals. There are significantly too few copies for everyone or for each group. Online or distance students have not been provided with them (where applicable). | 🞐 |
| Accessibility and Universal Design | 🞐 Universal Design principles have been used to deliver all or most elements of the session. This includes but is not limited to:   * Multiple formats available for materials where possible * Microphone use in class for recordings * Closed captions on videos * Accessible documents available for download * Minimal red or orange Ally alerts paired with content in Blackboard. | 🞐 An effort has been made to use Universal Design principles to deliver some of the core content, such as the syllabus, readings, and/or slides. Most videos offer closed captioning or a script.  Most Ally alerts paired with content in Blackboard are orange or green. | 🞐 Universal Design principles have not been used to deliver all or most elements of the session. This includes but is not limited to:   * A single format of materials when multiple formats would be easy to provide. * Intentional failure or decision not to use a microphone in class for recordings. * All or most videos without closed captions or scripts; images without descriptive text. * All or most documents are not accessible (i.e. scanned PDFs from books). * Most Ally alerts paired with content in Blackboard are red. | 🞐 |
| University Resources | 🞐 Use of SMHS, UND, and NDUS resources is encouraged. Examples of such resources include but are not limited to:   * Library Resources * Information Resources & University Tech Support * SmartThinking * Hoonuit * Disability Services for Students   Links or contact information for relevant resources are provided online or in class where applicable. Distance or online students are provided with knowledge of how to access resources from their locations. | 🞐 Use of SMHS, UND, and NDUS resources is sometimes encouraged.  Links or contact information for some resources are provided online or in class where applicable. Distance or online students are provided with knowledge of how to access resources from their locations. | 🞐 Use of SMHS, UND, and NDUS resources is absent where expected or is actively discouraged. Links or contact information for relevant resources are not provided online or in class where applicable. Distance or online students are not provided with knowledge of how to access resources from their locations. | 🞐 |

# STUDENT WORK AND ASSESSMENTS

| Category | Outstanding | High to Good | Does Not Meet | N/A |
| --- | --- | --- | --- | --- |
| Student Workload | 🞐 Workload for the session is challenging and rigorous but not unmanageable. Workload is within the scope of the session or class level, and in line with the course’s credit-hours. Expectations align with session goals. | 🞐 Workload for the session may be a bit too rigorous or a bit too easy. It is within reason for the scope of the session or class level, and in line with the course’s credit-hours. | 🞐 Workload for the session is either too rigorous or not at all challenging. Workload is out of scope of the session or class level or is not in line with the course’s credit-hours. Work does not align with session goals. | 🞐 |
| Formative Assessments | 🞐 Formative assessments are used or referenced in the session. These include any low-stakes activities designed to measure students’ understanding, as well as activities designed to enable students to provide constructive feedback about the course design. Assessments align with the goals of the session. The strategies used are evidence-based and appear relevant to the topic(s). | 🞐 Formative assessments are used or referenced in the session. These include any low-stakes activities designed to measure students’ understanding. The strategies used appear relevant to the topic(s). | 🞐 Formative assessments are not used or referenced in the session. Assessments (if used) do not align with the goals of the session and do not appear to be relevant to the topic(s). | 🞐 |
| Summative Assessments | 🞐 Summative assessments are used or referenced in the session. These include any activity that is completed for a grade. Assessments align with the goals of the session and the course. The strategies used are variable types, evidence-based, and relevant to the topic(s). | 🞐 Summative assessments are used or referenced in the session. These include any activity that is completed for a grade. The strategies are relevant to the topic(s) but are not variable in type. (For example, only selected-answer or essay tests are used when other assessment methods are appropriate for the material.) | 🞐 Summative assessments are not used or referenced in the session. Assessments (if used) do not align with the goals of the session or course and do not appear to be relevant to the topic(s). It is unclear how students are assessed on mastery of content. | 🞐 |
| In-Class Activities  (Projects, cases, etc.) | 🞐 In-class summative or formative activities align with the goals of the session and the course. Activities have elements of authenticity, are evidence-based, and are not “busy-work.” | 🞐 In-class summative or formative activities apply to the session and course content and are not “busy-work.” | 🞐 In-class summative or formative activities do not align with the goals of the session or the course. Activities seem to be “busy-work” that does not align to the session goals, content, or work that is relevant to the field. | 🞐 |
| Out-of-Class Activities  (Projects, papers, etc.) | 🞐 Out-of-class summative or formative activities align with the goals of the session and the course. Activities have elements of authenticity, are evidence-based, and are not “busy-work.” | 🞐 Out-of-class summative or formative activities apply to the session and the course content and are not “busy-work.” | 🞐 Out-of-class summative or formative activities do not align with the goals of the session or the course. Activities seem to be “busy-work” that does not align to the session goals, content, or work that is relevant to the field. | 🞐 |
| Feedback | 🞐 Students receive constructive feedback regularly. Feedback is given on formative and summative work. Feedback is actionable: students know how to improve. Feedback may be verbal and observable, or it may be referenced as an element occurring outside of class (e.g. on Blackboard). Rubrics, checklists, or other scales are employed as feedback where expected. | 🞐 Students receive feedback on most work. Feedback may be verbal and observable, or it may be referenced as an element occurring outside of class (e.g. on Blackboard). Rubrics, checklists, or other scales may be employed as feedback where expected. | 🞐 Students do not receive feedback regularly and/or feedback is not actionable: students are not advised on how to improve. Rubrics, checklists, or other measurement scales are not employed as feedback for projects or assessments where they are usually expected. | 🞐 |

# ATTITUDE AND RAPPORT

*Note: This construct is very difficult to objectively measure. Please use your own perception in addition to the student perceptions you may observe.*

| Category | Outstanding | High to Good | Does Not Meet | N/A |
| --- | --- | --- | --- | --- |
| Professionalism\* | 🞐 Instructor maintains professional boundaries with students. This includes professional communications through UND-provided channels, professional relationships that do not cross into non-academic social environments, observation of dress code guidelines for UND employees, and adherence to the Code of Conduct. | (For this category, select *Outstanding* or *Does Not Meet*.) | 🞐 There is concern about professional boundaries between students and instructor. This may include casual (not class-related) communications outside of UND-provided channels, personal relationships that cross into non-academic social environments, crude or inappropriate commentary, nonobservance of dress code guidelines for UND employees, and any violations of the Code of Conduct. | 🞐 |
| Approachability | 🞐 Instructor appears welcoming, with a friendly and/or polite demeanor. The class environment is conducive to asking questions and informally discussing course content. | 🞐 Instructor appears neither welcoming or unkind, presenting a neutral demeanor. Instructor conduct does not discourage questioning and discussion or discussion, but may not always encourage it either. | 🞐 Instructor is not welcoming and may present with a curt, unkind, or impolite demeanor. The class environment is not conducive to asking questions or informally discussing course content. | 🞐 |
| Interest | 🞐 Instructor appears to be passionate about work and/or research in the field. When discussing the content, it is clear that the instructor enjoys core elements of this field. | 🞐 Instructor may be passionate about a specific subtopic or issue, but presents and overall neutral attitude about work and/or research in the field. | 🞐 Instructor appears to be disengaged or unexcited about work and/or research in the field. When discussing the content, the instructor appears bored, uncaring, and/or cynical about the subject matter and/or field. | 🞐 |
| Interprofessional Perspective | 🞐 When speaking about other health professions, the instructor is knowledgeable and supportive of other providers’ roles in patient care and the health system. A respectful tone is used in reference to the value added by other professions. The instructor values a team-oriented approach to patient care. | 🞐 The instructor is supportive of other health professions. The instructor may not be knowledgeable of other providers’ roles in patient care and the health system. A respectful tone is used in reference to the value added by other professions. The instructor values a team-oriented approach to patient care. | 🞐 Other health professions are not mentioned even when relevant or discussing team-based care. Or, when speaking about other health professions, the instructor is not knowledgeable or supportive of other providers’ roles in patient care and the health system. A disrespectful tone is used in reference to the value added by other professions. The instructor does not value a team-oriented approach to patient care. | 🞐 |
| Respectfulness\* | 🞐 Equitable weight is given to students’ contrasting ideas. An open-mindset is displayed in classroom environment. Instructor embodies respectful behavior and enforces it among students if conflicts arise. | 🞐 Mostly equitable weight is given to students’ contrasting ideas; the instructor rarely takes sides. An open-mindset is usually displayed in classroom environment. Instructor embodies respectful behavior and usually enforces it among students if conflicts arise. | 🞐 Equitable weight is not given to students’ contrasting ideas. A closed-mindset is displayed in the classroom environment. Instructor takes sides with students in topics that are multi-sided or controversial. Instructor allows destructive conflicts and/or arguments to occur without redirection. | 🞐 |
| Inclusiveness\* | 🞐 All students in the class are included where possible. Non-relevant discourse about gendered issues or issues related to any protected class or minority groups within the profession are not present. The class environment is perceived as a “safe space” for all students. Political soapboxing and other field-irrelevant discourse are not present in the classroom. | 🞐 Efforts are made to include all students in the class. Non-relevant discourse about gendered issues or issues related to any protected class or minority groups within the profession are minimal. Political soapboxing and other field-irrelevant discourse are minimal in the classroom. Minimal behaviors are defined as taking up <2 minutes total class time. | 🞐 One or more students in the class are regularly excluded. Instructor participates in or enables non-relevant discourse about gendered issues or issues related to any protected class or minority groups within the profession for a significant amount of the session. The class environment does not seem to be a “safe space” for all students. Political soapboxing and other field-irrelevant discourse occur during the class session. | 🞐 |

\*Observed activity that is in conflict with the rights and responsibilities of the campus community as outlined in the UND Code of Student Life, UND Staff and Faculty handbooks, the North Dakota Century Code, or other applicable policies is outside of the scope of this peer review form and should be reported to leadership immediately.

# Peer Evaluation

# Post-Observation Comments

*The comments provided here are based on what occurred during the observation session. The evaluator is the person who completed the observation. The recipient is the faculty member who was observed.*

EVALUATOR:

1a. Please list at least two strengths of the class session.

RECIPIENT:

1b. You may provide reflections on the evaluator’s comments.

EVALUATOR:

2a. Please provide your constructive suggestions for improvement. This is required for any element marked as “Does Not Meet” during the review, and optional for any other element. For elements that “Need Improvement,” provide a detailed description of what was seen or not seen and suggest appropriate improvement.

RECIPIENT:

2b. Are these fair comments? Did anything surprise you? Please provide reflection and/or a brief summary of how you will begin to address these concerns.

EVALUATOR:

3a. Provide additional (optional) comments below.

RECIPIENT:

3b. Provide additional (optional) comments below.

# Peer Evaluation

# Signature Page

The undersigned reviewer agrees that the preceding evaluation was completed objectively and without personal bias.

Observer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*(print name)*

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_

The undersigned instructor has had adequate opportunity to review and respond to:

* Pre-Observation Questions
* Evaluation Form
* Post-Observation Comments

For any marks of “Does Not Meet,” the instructor agrees to work with their supervisor develop and implement a plan for improvement.\*

Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*(print name)*

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_

*\*Instructional design consultations are offered by Education Resources and are strongly recommended as part of an improvement plan.*

# References:

*This document was developed with reference to the following resources.*

Bernstein, D.J. (2008) Peer review and evaluation of the intellectual

work of teaching. *Change: The Magazine of Higher Learning*, 40:2, pp. 48-51.

Harris, K., Farrell, K., Bell, M., Devlin, M., James, R. (2008). Peer review of teaching in Australian higher education: A handbook to support institutions in developing and embedding effective policies and practices. Retrieved July 1, 2019 from <https://melbourne-cshe.unimelb.edu.au/__data/assets/pdf_file/0007/2297320/PeerReviewHandbook_eVersion.pdf>

Iowa State University Center for Excellence in Learning and Teaching (nd). Peer observation of teaching: Best practices. Retrieved June 25, 2019 from <http://www.celt.iastate.edu/teaching/document-your-teaching/peer-observation-of-teaching-best-practices/>

McMahon, T., Barrett, T., O’Neill, G. (2007) Using observation of teaching to improve quality: finding your way through the muddle of competing conceptions, confusion of practice and mutually exclusive intentions. *Teaching in Higher Education*, 12(4), pp. 499-511.

Sullivan, P.B., Buckle, A., Nicky, G., and Atkinson, S.H. (2012). Peer observation of teaching as a faculty development tool. *BMC Medical Education*, 26(12).

Temple University, Fox School of Business, Center for Innovation in Teaching & Learning (nd). Peer reviews. Retrieved June 25, 2019 from <https://www.fox.temple.edu/institutes-and-centers/center-for-innovation-in-teaching-and-learning/classroom-evaluations/peer-reviews/>

Thomas, S., Chie, Q.T., Abraham, M., Raj, S.J., Beh, L. (2014). A qualitative review of literature on peer review of teaching in higher education: An application of the SWOT framework. Review of Educational Research, 84(1), pp. 112-159.

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Vanderbilt University Center for Teaching (nd). Peer review of teaching. Retrieved June 12, 2019 from <https://cft.vanderbilt.edu/guides-sub-pages/peer-review-of-teaching/>