Faculty teach Faculty - A Peer learning experiment

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The context

- Student feedback (short and long term) as primary metric of teaching effectiveness?
- Peer learning/co-teaching difficult?
- Opportunities left unexplored
FTF- The idea

- Six panels of 8 -10 members each
- Led by senior faculty
- All teach, all give feedback (full session)
- One session per fortnight
FTF- The challenges

- Junior versus senior
- Safe feedback
- Attendance and scheduling
- ‘not natural’ ‘I am better with actual students’
FTF- Round 2

- Larger groups
- Co-teaching
- Attendance norm (mutually agreed)
FTF - Effects

- First level
  - Feedback builds self awareness
  - Best practice
  - Mutual respect
  - Openness and enhanced understanding
  - We have insight into how and when co-teaching works and does not work (separate story!)
FTF- Effects

• Second level
  o Culture building (intended consequence)
  o Published case study and joint courses
  o A potential paper on co-teaching
  o A good way to stay abreast on recent topics
  o A great way to break in new faculty
  o Pedagogical research can be triggered
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The smell of the place!

Teacher’s day

Retreat