## Peer Feedback on Teaching | Debriefing

The main purpose of the debriefing meeting is to discuss the feedback and possible steps for improvement. Some important considerations beforehand: Teaching is such a multi-faceted process that it is important to set specific goals for feedback and personal development and to allow oneself a “learning curve” rather than trying to work on everything all at once.

The following points should be emphasised in the feedback process:

* What are the current strengths of the lecturer? What can be built upon?
* What are the next logical steps for the lecturer? What concrete things would bring the greatest improvement to the teaching and/or stress reduction to the lecturer with the least amount of effort?
* What ideas would the observer like to take from the lecturer’s course to try in own courses?

**How to prepare for the debriefing meeting**

We encourage the lecturer to think about the following questions prior to the debriefing:

* Once you finished teaching that day, what was your overall impression of the class?
* How did your teaching activities work out?
* Do you think your students achieved the learning outcomes that you intended? How do you know?
* Is there anything that happened in this class that you can’t let go of (e.g., you keep thinking about it and mulling it over)?
* Was there anything unexpected that happened during the class? What will you continue to do, because it works well?
* What would you do different next time? Why?

The following steps should be taken by the observers to prepare for the debriefing:

* Complete your observation form. Note that written comments can be particularly useful to the lecturer and should be as detailed as possible.
* Make sure you recognize what was done well (the strengths of the lecturer). Knowing how to build on existing strengths and successes is important.
* If identifying areas for improvement, be specific and focus on key points that are achievable in the short term and perhaps one long-term goal.
* Think about what ideas, dynamics, etc. that you observed in the lecturer’s class you would like to transfer to your own teaching.

**During the meeting**

At the debriefing meeting, the lecturer will first give his/her observations and self-assessment on their own class (e.g., along the above questions). This makes a good starting point of discussion. In general, we recommend to first discuss everything that worked well before turning to the aspects that could be improved.

The observers then respond to the lecturer's self-assessment, using the notes taken during the observation. Please give your feedback in the first person:

* “I really liked how you did this, because...”
* “I felt curious and awake when you did this, because...”
* “I felt irritated when you did that, because...”
* “For me to be able to follow your logic here, as a student I would have needed...”

Such comments are usually more productive and helpful than “You should…” statements and give the person receiving the feedback more manoeuvring room.
If you do have a concrete suggestion, please first ask whether the lecturer would appreciate hearing it.
Finally, if there are any impulses for your own teaching you got from the observation, please let the lecturer know.