

# **Academic staff peer learning about assessments used in Pharmacy teaching**

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## **AIM**

To establish a reciprocal arrangement of learning about and reviewing assessments used in units of study in the Faculty of Pharmacy.

## **METHOD**

Triads of academics involved in various units have been established. Each triad contains at least one unit coordinator of a second semester unit of study (2008). Each participant has been reviewing four aspects of assessment in another teacher's unit of study, and in turn has had the same four aspects reviewed in their own unit of study, if currently coordinating, by a member of their triad. Participants have provided feedback via online discussion board postings, and face-to-face meetings. All participants have been asked to post a reflective statement regarding their experience of peer learning, and the influence it has had on their teaching (and ultimately student learning), at the end of the trial.

## **OUTCOMES**

Currently 13 Pharmacy teachers are working in triads to review Semester 2, 2008 units of study. Participants have been reviewing: intended learning outcomes; the way they explain assessment task requirements to students in classes; and written assessment task instructions for students. At the Symposium the project team will be able to report on the project's progress and some of the early feedback from participants about the value of this peer review of teaching trial.

This trial will be repeated during first semester 2009. The intention is that participants from the Semester 2, 2008 group will use their reflections and feedback from peers to adapt their units of study, and gauge subsequent differences in the student experience.

We expect that changes will be made to units of study as a result of peer review, and that these changes will be beneficial to student learning, as reflected in teacher perceptions and student evaluations.