Improving Teaching: Course Portfolios and Formative Peer Review

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ABSTRACT

This special session discusses the role of course portfolios and formative peer review in improving marketing education, the implementation of formative peer review, and encourages participants to establish formative peer review processes.

Peer review is a growing movement in higher education, especially business education. It is a primary means of improving the quality of marketing education. WMEA is a very appropriate venue for discussion of the topic and dissemination of its implementation.

THE TEACHING PORTFOLIO

Philosophy of Education
Review of strengths and weaknesses
Longitudinal review of course evaluations
Collection of course portfolios

IMPLEMENTATION ISSUES

Selecting Peer Partners
Confidentiality
Barriers
Time commitment
Culture change
Evaluation issues

COURSE PORTFOLIO

Phase 1 – Reviewing Course Design
The Model Syllabus
  Writing effective course learning objectives
  Linking course and program objectives
  Assessing accomplishment of course objectives
  Reflective memo on course design as posed in the syllabus
  Peer review of syllabus and reflective memo

Phase 2 – Sampling Instructional Activities
Videotaping class sessions
  Reflective memo on insights gained from the videotape
  Peer observations of the classroom
  Critical incident case study
  Participant work on an example

Phase 3 – Sampling Student Learning
Designing assignments
  Reviewing an assignment
  Samples of student performance
  Reflective memo
  Peer review of assignment, student work samples, and reflective memo
  Peer review of tests and other assignments
  Participant work on an example