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.

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

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