

Peer Power: Teaching Better Together

Collaborative Learning for Continuous Improvement

Aligning diverse teaching practices and ensuring sustained quality improvement at higher education with special regard to international teaching collaborations such as COIL, joint or double degree programmes, European University Alliances.

Constructive feedback culture and collaborative peer learning

Why Peer Assessment?

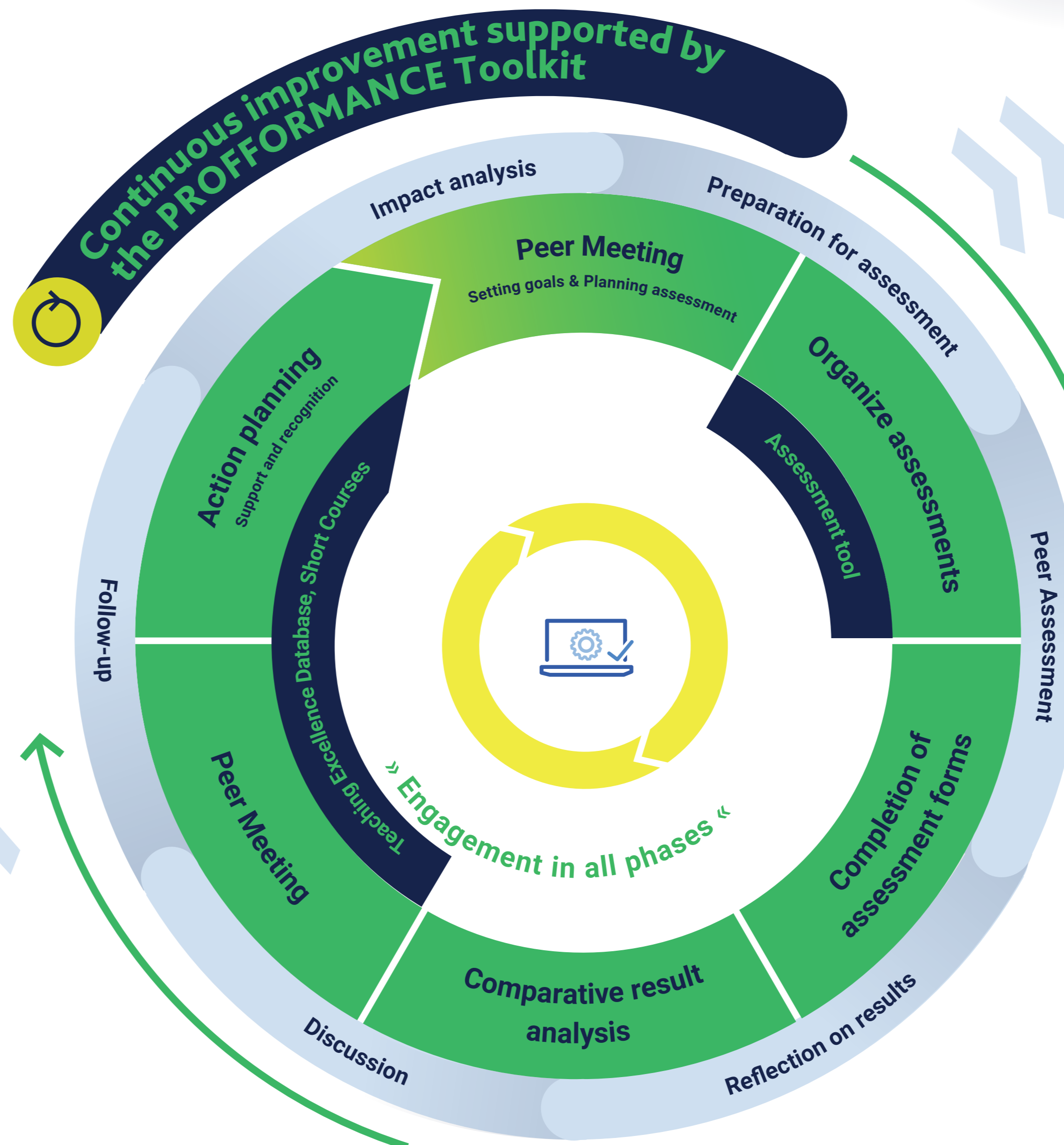
- › Drives targeted improvement through formative feedback
- › Reveals hidden strengths and areas for development
- › Supports structured, evidence-based reflection on teaching practices
- › Aligns teaching with institutional and international quality standards

Why Peer Learning?

- › Shares and applies existing knowledge
- › Fosters collaboration and the exchange of good practices
- › Levels up competencies across the teaching team
- › Maintains consistent quality while valuing individual teaching styles

Tips for follow-up actions and support mechanisms:

- › Teachers with excellent examples > lead training sessions and share practices
- › Co-teaching and collaborative course design
- › Joint development of inclusive and digital teaching resources
- › Mentoring and peer coaching
- › Reflective discussion circles and peer learning sessions
- › (Cross-)institutional learning communities
- › Joint projects and researches
- › Shared gaps > engage with **PROFFORMANCE Teaching Excellence Database**, **PROFFORMANCE Short Courses**, institutional resources
- › Recognition of institutional good practices – pool of good practices



Tips for preparing a joint assessment:

- › Lesson observation by peers
- › Job shadowing by peers
- › Video analysis of teaching sessions
- › Lesson plan evaluation
- › Analysis of reflective teaching journals
- › Reviewing course materials and tools
- › Reviewing how research and project results are embedded in T&L
- › Reviewing international activity
- › Discussing efforts for inclusion and diversity
- › Student feedback as a self-reflection reference
- › Joint dialogue and analysis

Using the PROFFORMANCE Assessment tool for structured dialogue and constructive feedback

The 3 dimensions of the Assessment Tool

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Dimension 1

6 thematic areas

Teachers' roles and tasks	TA1 (Student-centred) course design	TA2 Teaching Performance (and Student Learning Support)	TA3 Student's learning assessment	TA4 Impact and mission with and for the society	TA5 Professional development (for the quality of teaching)	TA6 Organization and administration (related to teaching)
	✓	✓	✓	✓	✓	✗
	✓	✓	✓	✓	✓	✗
	✓	✓	✓	✓	✓	✗
	✓	✓	✓	✓	✓	✗
	✓	✓	✓	✓	✓	✗
	✓	✓	✓	✓	✓	✗

Sustainability

Inclusion and diversity

Digitalization

Internationalization

4 horizontal aspects

Dimension 2

Dimension 3

3 points of view | assessors

SELF	PEER	STUDENT*
✓	✓	✓
✓	✓	✓
✓	✓	✓
✓	✓	✓
✓	✓	✗
✓	✗	✓

* shortened lists of tasks

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PROFFORMANCE Toolkit for Peer Assessment and Collaborative Peer Learning

Teaching Excellence Database

› award.profformance.eu



Short Courses

› profformance.eu/en/short-courses



Assessment Tool

› tool.profformance.eu



Try out the Tool without registration!

› demo.tool.profformance.eu



About the Profformance projects and Partners: profformance.eu



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