Original Article

Exploration the Understanding of the Faculty Members of the University of Medical Sciences from the Peer Review: A Content Analysis Study

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Abstract

Faculty member evaluation is a complex process. The advantages and limitations natural to any evaluation system are intensified by the variety of roles and responsibilities implicit by the nursing and Medical school faculty members .This research is a qualitative study in which the opinions of faculty member about definition of peer evaluation, benefits and difficult, peer observation, accuracy and feedback of peer evaluation were assessed by means of content analysis. As a result, it is most important to attain a comprehensive, representative picture of the instructor's performance from different sources.

Key words: Peer Review, Faculty Members

INTRODUCTION

Evaluation plays an important role in the development of teaching and learning process. Experts agree that evaluating teachers is one of the most complex types of evaluation (1). As evaluation is often used as a tool.

There are seven broad techniques for collecting- data in teacher evaluation. All have some logic and value, but not all of them are practical as a regular part of a teacher evaluation(2).

Peer evaluation of faculty members' teaching is often ignored in academic institutions. While feedback from students is essential, it is no sufficient (3-5). Peer evaluation focuses on knowledge of subject matter, commitment to teaching, or the qualities of good teaching. Colleagues can also judge the course design and instructional materials of a particular instructor(6).

Peer evaluation can improve professional responsibility of faculty member through systematic evaluation by a peer of the same rank and profession(7-9).Several purposes of peer evaluation identify which include the following: to enhance teaching effectiveness, to increase communication among faculty, providing constructive feedback and to recognize faculty who perform at a high level of teaching competence(8, 10).Peer evaluation should be only one component of the faculty evaluation system and the main purpose of peer evaluation is the improvement of teaching and learning (11-13).

In this research we assessed faculty member viewpoint about peer evaluation. Another study, pointed out roles and responsibilities of the educator, being complex, are difficult to measure. The responsibilities of nursing and medicine school educators extend beyond classroom and clinical teaching to include counseling, scholarly, public, and professional activities, as well as committee work. The task of evaluating each of these parts of activity comprehensively would be enormous.

Review of Related Literature

Vuyisile Msilain (2009) focused on the results of a case study and an investigation that was conducted to determine some of the factors that really impact on teacher quality in schools. For a period of ten months the researcher observed the influence of peer evaluation on teaching in

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a secondary school. During the study it became apparent that peer evaluation needs to be taken seriously as a strategy of enhancing teacher quality.

The study showed that teachers are not used to cooperation. The majority of the teachers indicated that for years they had never evaluated or evaluated by their peers. In fact, many were surprised when their Heads of Department suggested that they try peer evaluation. Initially, teachers were skeptical of the peer evaluation initiated by their management(14).

Amani Bell and Rosina Mladenovic (2007) described the peer observation model used in the tutor development program in the Faculty of Economics and Business at the University of Sydney, and reported on the effectiveness of this exercise using quantitative and qualitative data from five sources. Results from 32 peer observations reveal both the common strengths and the areas in which tutors need to develop their teaching practice. Ninety four percent of participants found the exercise valuable and 88% said that they would change their teaching as a result of the exercise. This model can be applied in academic development programs in any discipline and suggestions for augmentation and improvement are provided(15).

METHOD

This research is a qualitative study in which the opinions of faculty member about peer evaluation were assessed by means of content analysis. Qualitative research provides more profound information than quantitative research methods. Research data were collected via semi-structured negotiations made with faculty member after an application and content analysis was made. An attempt was made to find answers to the following questions: (3) what is opinions of faculty member definition of peer evaluation? (*2*) What are the opinions of faculty member about the benefits and difficult of peer evaluation? (*3*)What are the opinions of faculty member about observation in peer evaluation? (*4*) What is your opinion about accuracy peer evaluation? (5) What are the opinions of faculty member about feedback of peer evaluation?

Participants
The research samples were faculty members that with more than five years have educated at the University of Medical Sciences. The sampling method was purposeful. The main approach in this sampling method is to study faculty members viewpoint had informant. Twenty faculty members (15 females, 5 males) selected in medical Science University participated in the study.

Data Collecting
Research data were collected via a semi-structured interview technique. At the beginning of every interview, the teachers were individually asked for informed consent and for recording conversations by voice recorder (tape).

Each interview lasted 30- 45 minutes and recorded with a voice recorder. Participants were asked all the questions during interview. Necessary explanations were made when there were questions that prospective faculty did not understand and when necessary.

Data Analysis
A content analysis approach was used in analyzing the data collected through interview. An operation that is fundamental to content analysis is to gather similar data within the framework of certain concepts and themes and to interpret them by organizing the data in a way that reader can understand. Recordings were listened to again and again while interview were transcribed. Transcribed was controlled; in the second phase of data analysis, written data were examined and they were encoded according to the categories and sub categories with the purpose of the study.

RESULTS

Peer evaluation, as well as self and co-evaluation can be used for the Development of interpersonal and professional skills and competencies.

From the information obtained in open-ended questionnaires, four categories, "Benefit-Limitation – accuracy -feedback" was formed. According to the encoding key obtained, data were additionally and independently codified by another expert.

THEME BENEFIT

Definition of Peer Evaluation
Peer evaluation can be defined as to assess a Colleague's behavior and provide feedback based on their own expert knowledge(16).Peer evaluation needs to be considered as one of the methods within this paradigm of multiple resources to promote faculty teaching effectiveness(7).

"Peer assessment should be conducted by people who are in a job category, and more hours of the day we are together"

"When the teacher evaluation is unique because they have a better understanding"

"Subject to certain groups who work together in the same domain able to assess the scope of the joint"

"From the perspective of teachers along with other evaluations are performed by students and administrators peer evaluation should be done".

Benefits of peer evaluation

Faculty member think that peer evaluation increases their awareness of their strengths and weaknesses. There are similar views in the literature on peer evaluation. Peer evaluation to enhance teaching effectiveness, to increase communication among faculty, and to recognize faculty who perform at a high level of teaching competence. Peer evaluation is essential in enabling the faculty to serve as a role model for students.

Observation in Peer Evaluation

Peer observation of teaching is a key element of academic development, yet it is not widely reported as part of faculty member development programs.

Peer observation involves observing colleagues in the classroom and has the further aim of supporting continuing professional development (17).Observers do not simply see teaching behaviors; they interpret what they see as a lecture, an innovation and traditional method. The experience and level of expertise of the observer influences what is seen and what is missed and what is thought to be important(18).Peer observation of Teaching involves observers providing descriptive feedback to their peers on learning and teaching practice as a means to improve quality of teaching(19).

"Some teachers were supportive of the peer in class because it helps the teacher to better assess. But the problems facing: Impact on teaching and speech teacher and teacher stress, If you do not know teacher it`s not ethical"

"May impact on how to speak and interact with students"

There may be negative aspects of peer observation including that it may be seen challenging academic freedom. These negative aspects can be overcome in conditions where peer observation is designed to be non-judgmental and developmental rather than evaluative and externally required

Peer observation of teaching many benefits such as improvements in teaching practice and the development of confidence to teach and learn more about teaching.

Classroom observation is the most practical procedure for collecting formal data about teacher performance. Collect and share data with teachers are major factors in the success and effectiveness of teacher evaluation.

THEME LIMITATION

Limitation of Peer Evaluation

"The assessment is carried out, the questions arose about the science and management of teaching and class, and type of exam questions that the peer is unable to respond."

Evaluation is not just training. Question should be about the power of speech, the power of communicating with colleagues, responsibility, school attendance, regular attendance at meetings, interest and motivation to work, social behavior and hard work"

Another negative aspect of peer evaluation is that the effectiveness of this method may be negatively affected due to friendly relationships

THEM ACCURACY

Accuracy Peer Evaluation

Peers would seem in a natural position to provide reliable, valid evaluation of each other. Fits, they constitute several raters; second, because of their frequent, close contacts with each other, these large number of criterion-relevant behaviors; and third, they see behavior which the traditional evaluator (supervisor) may not see.

The reliability of the data collected may be questioned if Faculty evaluation is a complex process. The advantages and limitations inherent to any evaluation system are intensified by the variety of roles and responsibilities assumed by educator. As a result, it is most important to obtain a comprehensive, representative picture of the educator's performance from different sources(8, 20).If the information from peer evaluation is carefully gathered, promptly reported and judiciously interpreted' then ultimately it can be used for summative evaluation pure- review process(21).

"Questions should be objective and accurate to evaluation is necessary to verify

Because human emotions and relationships between partners affect the evaluation"

"Depending on what it is that you feel safe or unsafe its accuracy is different"

"Many teachers believed a peer evaluation is based on relationships between colleagues and lacks authenticity"

"Most of the peer review is a personal opinion"

"In our department all evaluations are excellent and very good"

"Some professors, evaluated based on the knowledge of the students say in regard"

The reliability of the data collected may be questioned if multiple sources are not used and the validity may be jeopardized if criteria are ambiguous and easily misinterpreted.

Most faculties see peer evaluation as a popularity contest based on friendship or general popularity. They cited the negative effect on morale caused by growing distrust among _co- worker

THEME FEEDBACK

Feedback of Peer Evaluation

The last theme to emerge was that of Feedback. Feedback needs to be constructive, offering the opportunity to establish growth goals with faculty development programs and follow-up visits Guaranteed. The important point is made that in designing a peer evaluation program me, both formative and summative feedback should be given(20).

"The main purpose of evaluation is to improve change is possible through proper feedback"

"The evaluation of teachers by students is feedback to the teacher. However, evaluation or peer feedback is not provided or informally to be said by peer".

"Almost all teachers were evaluated colleague but had not received any feedback"

"We saw that the forms were distributed between peers but had not received any feedback"

The Feedback is Given by Whom?

Faculty members may choose to share the feedback obtained from peer evaluations with administration if they so desire. They may also request that the results be included in their personnel record and contribute to annual performance appraisals.

"Department of Educational Affairs is responsible for feedback"

"Feedback is best provided by the Department of Education or the director"

Some believed that such confidential evaluation by the students of the evaluation oversight office should be sent to Professors.

Strategies for Successful Peer Evaluation

Peer evaluation require a change in attitude among Faculty members

Faculty members should be oriented to their various faculty roles.

All faculty members should have access to teaching-improvement workshops, peer coaching, mentoring, and/or consultations.

Members must be properly trained in methods of observing, recording, and analyzing teacher behaviors

Discuss techniques for providing positive and negative feedback.

Introduce classroom observation skills.

Note that training will be continuous. Enhancing the skills necessary for continued effectiveness implements some form of peer evaluation, the cost of training and release time to conference, observe, analyze, and report must be considered. "

Using standard evaluation forms: Questions should be about peer evaluation clear, without any ambiguity

Reforming and improving the peer evaluation mechanisms with a state goal of improved teaching and learning

CONCLUSION

Faculty evaluation is a complex process. The advantages and limitations inherent to any evaluation are intensified by the variety of roles and responsibilities assumed by faculty members.

In this research, the opinion of faculty member about peer evaluation was examined. The findings obtained in the research show that faculty members who participated in the research find using peer evaluation can be beneficial in many ways. Using standard evaluation forms, objective questions, assessments in all aspects: teacher behavior, relationships with colleagues and students should be considered. The results of interviews with faculty members indicated that they are not transparent evaluation peer and their colleagues just through a few questions in the questionnaire were evaluated them

which these items in evaluation form were more about teaching methods. Some colleagues who did not have information on peer evaluation. If their colleagues are evaluated, they have not received any feedback too. Another point of peer review, impact the relationships between peers is on the assessment .The effect may be as high as and therefore reject this kind of evaluation. Some professor be lived that peer evaluation are not essential for promotion of faculty member. Professors believed peer evaluation process will change withholding meetings and brainstorming sessions to achieve the principles and standards for the evaluation.

The important point is made that in designing a peer evaluation program me, both formative and summative feedback should be given. Although summative evaluations would be needed by committees considering promotion, formative evaluations are generally the more effective evaluation strategy when it comes to improving a lecturer's performance, and hence students 'learning(22). Evaluation is development-centered by planning for change(23).

Limitations and Future Research

The limitations in our study provide a focus for future research. Peer evaluation is most useful when it encompasses multiple data sources such as observation of teaching, student evaluations and analysis of curriculum design, expert feedback and self-reflection.

Using of type of review include course materials, student evaluations, interviews with students, teaching portfolios, documentation of teaching, teacher self-assessments, classroom observations, and other activities appropriate to future research.

Competing Interests

All authors declare that they have no competing interests.

Ethics Approval and Consent to Participate

Ethical approval was granted by the Committee of Ethics affiliated to Zahedan University of Medical Sciences.

AUTHORS' CONTRIBUTIONS

All authors of this manuscript have contributed to its implementing of in these methods: Made substantial contributions to conception and design, preparing the participants for doing interviews, analysis and interpretation of data, involvement in drafting or revising for intellectual content, provided final approval of the version to be published. Agreed to be accountable for all aspects of this research in ensuring that questions related to the accuracy or integrity of any part of the research are appropriately investigated and resolved. Finally, the final version of manuscript has read by all authors.

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