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Training 4 Skills in Virtual Environment

IO6 – Evaluation framework for VET teachers in the form of peer evaluation

Guidelines for peer review

Project number: 2020-1-HR01-KA226-VET-094781

KA2 - Partnerships for Digital Education Readiness in Vocational Education and Training

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Guidelines for peer reviews

Intellectual output IO6 – Guidelines for peer reviews – within the Erasmus+ project Training 4 Skills in Virtual Environment (T4SVEN) involves the following tasks and objectives:

- Participation of 40 VET teachers in peer reviews
- Teaching scenarios prepared by VET teachers
- Peer review guidelines
- Training course curriculum and training materials for peer review
- Training for peer review
- Peer review meetings with VET teachers
- Peer review evaluation after the activity
- Peer review reports from each partner

Introduction to peer reviews

What is peer review?

Peer review is an external evaluation carried out by peers, i.e., colleagues working in similar institutions or environments. Peer review is used in professional contexts when knowledge and expertise in a particular field of work are essential for an adequate evaluation. The design and implementation of peer review are not technical and bureaucratic procedures but dynamic and motivating processes from which both the reviewed teachers and the peers can benefit. This approach puts particular emphasis on the promotion of continuing quality improvement.

Peer review in VET supports the reviewed VET provider in its quality assurance efforts through a dynamic and motivating process of mutual learning that benefits both VET providers and peers. During peer reviews, colleagues from other VET providers (called peers) assess and provide feedback on the quality of VET provision to the reviewed provider. Peer review is intended for VET providers that implement internal quality assurance procedures and self-evaluation and who want to obtain feedback from colleagues on the quality of certain aspects of VET provision or the entire organization. VET providers participate in peer reviews voluntarily.



Peer reviews comprise the following stages: preparing for the peer review, peer review meeting and reporting, further described below in detail.

VET providers benefit from peer reviews by:

- Confirming the quality of VET provision.
- Receiving critical, yet supportive feedback on the quality of VET provision from peers.
- Presenting strengths and achievements.
- Enhancing accountability towards stakeholders.
- Identifying blind spots and weaknesses.
- Mutual learning and sharing best practices with peers.
- Establishing networks and cooperation with other VET providers.

Peer reviews rely on the following principles:

- Confidentiality.
- Impartiality.
- Transparent criteria.
- Assessment without advising or judging.
- Focus on the needs of the VET provider under assessment.
- Committed, open, and inquisitive attitude as a prerequisite for mutual learning.
- Culture of continuous quality improvement.

Who is peer?

Peers are colleagues from other VET providers who are independent and equal to the individuals whose performance is being assessed. They work in a similar environment and possess specific professional expertise in the subject being evaluated. Peers are sometimes referred to as "critical friends." They typically consist of teachers/trainers, counselors, and quality coordinators at VET providers who have experience in reviewing areas related to VET provision, teaching and training, quality assurance, and quality development.



Subject of the peer review

In the context of the Erasmus+ project Training 4 Skills in Virtual Environment (T4SVEN), peer review will focus on the evaluation of coursework (learning scenarios) created by teachers and trainers who will pilot the online course on digital pedagogy, which is also developed as part of the T4SVEN project.

Preparing for the peer review

Attending the online course on digital pedagogy

As part of the preparation for the peer review, 40 VET teachers from partner countries are required to attend an online course on digital pedagogy. The course consists of three modules:

- Module 1: Using Open Educational Resources (OERs) in e-learning
- Module 2: Digital pedagogy – Creating and using learning scenarios
- Module 3: Augmented and virtual reality technologies in education

Additionally, the online course on digital pedagogy includes a 3D Virtual World, allowing teachers and trainers to engage in teaching and learning activities within a virtual environment.

Creating teaching scenarios

The course modules, particularly module 2 and 3, along with exercises in the 3D Virtual World, will equip teachers with the skills to develop their own teaching scenarios for work-based learning in the virtual environment and using digital technologies in target VET sectors (preferably transportation and logistics, as well as tourism and hospitality). As part of their coursework, teachers are expected to create individual teaching scenarios, with each teacher developing one scenario. Alternatively, they may collaborate with another teacher from their school to create joint teaching scenarios in teams of two. The teaching scenarios should adhere to a template provided among the peer review resources. The peer review process will involve evaluating teachers' coursework, specifically their teaching scenarios, according to the steps outlined below.



Forming peer review teams

Once the teaching scenarios have been developed, peer teams will be formed at the level of each partner country. These peer teams consist of teachers from different VET providers within each participating country, who will conduct peer evaluations of the teaching scenarios created by teachers from another VET provider involved in piloting the online course on digital pedagogy. Peer teams can take the form of peer pairs, with two teachers reviewing each other's scenarios, or peer teams with more than two members in the case of joint teaching scenarios. For example, two teachers from one VET provider may review the joint scenario created by two teachers from another VET provider, and vice versa. The formation of peer teams is flexible and depends on the national context, the profile of the teachers, and the topics covered in the teaching scenarios.

Peer review training

In preparation for the peer review, each project partner is responsible for delivering a training session for VET teachers in their respective country. The training session should introduce the peer review procedures and resources to the VET teachers, clarify requirements and key steps, and provide an opportunity for discussion among the piloting teachers. It is important to familiarize teachers with the assessment areas and criteria for the peer review, which are outlined in the section below. To deliver the training session, partners can utilize the training course outline and training materials, including presentations and templates for peer review, available among the peer review resources. For practical reasons, the meeting can be organized virtually, using platforms such as Zoom, MS Teams, or other suitable meeting platforms, or as an in-person meeting, depending on the national context.

If possible, VET teachers should consider the topics of their teaching scenarios for the peer review ahead of the training session. This will provide an opportunity to form peer review pairs or teams based on teachers' preferences and expertise. Peer teams should also agree on the date for the peer review meeting and the exchange of teaching scenarios. As part of the preparation for the peer review meeting, VET teachers should also review and evaluate the teaching scenarios of other members within their peer review team or pair, based on the assessment areas described below.



Performing peer reviews

Assessment areas for peer reviews

Peers (VET teachers) will evaluate teaching scenarios based on four assessment areas, supported by guiding questions (criteria). These proposed assessment areas are intended to assist peers in structuring their feedback during the peer review meeting and summarizing their suggestions in the peer review report.

The assessment areas and guiding questions:

Coherence of the activity with learning outcomes

- To what extent does the activity (structure, content, etc.) contribute to achieving the set learning outcomes for the activity?
- To what extent does the activity (structure, content, etc.) contribute to achieving the learning outcomes for the qualification in question?
- To what extent is the activity consistent with the teaching subject in question, other teaching subjects, and interdisciplinary fields relevant to the qualification?

Feasibility and effectiveness of teaching scenario

- Is the duration of the activity appropriate for implementing the full scope of the activity and achieving the set learning outcomes?
- To what extent is the description of the activity clear, coherent, and applicable to teaching and learning in a practical sense?
- What is the relationship between the technical demands for implementing the activity and the expected outcomes (intended effect)?

Purposeful application of digital tools

- To what extent is the choice of digital tools appropriate and purposeful for implementing the activity and achieving the set learning outcomes?
- To what extent is the technical description for the use of digital tools clear and reproducible?



Adequacy of teaching and assessment methods

- To what extent is the choice of teaching methods coherent with the digital tools used and appropriate for achieving the set learning outcomes for the activity?
- To what extent are the assessment methods coherent with the teaching methods and digital tools used, and appropriate for assessing the set learning outcomes?
- To what extent are the adjustments for students with special needs (learners with difficulties, gifted learners) appropriate and practical in application?

Organizing peer reviews

To ensure the confidentiality of the peer review process, each peer review team or pair should conduct a **separate meeting** to discuss the teaching scenarios developed by the members of that specific peer review team or pair.

During the peer review meetings, VET teachers will provide **oral feedback** on the quality of teaching scenarios to other teachers in their peer review team or pair. They will also receive feedback on their own teaching scenario from other members of the peer review team or pair through peer observation and discussions. The oral feedback should be based on formative assessment and be descriptive in nature, rather than assigning numerical points or marks for quality. When providing feedback on teaching scenarios, it is important to clearly state the strengths and weaknesses of the scenarios and offer concrete advice for improvement. **Peer assessment forms** containing assessment areas and criteria are available among the peer review resources to assist peers in formulating their feedback. These forms provide a structure for the oral feedback. Peers may use the assessment forms to take notes during the meeting for their convenience, but they are not obliged to complete or submit the forms before or after the peer review meeting.

Peers should be reminded that their feedback should be constructive, encouraging, and friendly. Here are some general tips for formulating peer feedback:

- Feedback should be clear, constructive, and supportive.
- Focus on the performance being reviewed, rather than the person themselves.
- Comments should suggest what is advisable rather than what is necessary.
- Use words of appreciation when providing feedback on positive aspects, and use more appropriate language of concern for negative aspects.



- Feedback should consist of observations, avoiding interpretation, and be descriptive and formative in nature.
- Avoid using a judgmental tone when offering remarks.

For practical reasons, peer review meetings may be organized either virtually (via Zoom, MS Teams, or other meeting platforms) or as in-person meetings, depending on the national context.

After peer reviews

Project partners are required to summarize local peer review activities in a **final report per partner** that should provide an overview and main outcomes of the conducted activity of peer reviews in each partner country. Lastly, upon the completion of the peer review, all peers should be invited to provide individual feedback on the peer review process and outcomes through an **online evaluation questionnaire**, which is accessible among the peer review resources.

Resources for peer reviews

- Guidelines for peer reviews
- Peer review training curriculum
- PowerPoint Presentation for peer review training
- Template for teaching scenarios
- Peer assessment form
- Peer evaluation questionnaire



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Peer assessment form

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Purpose of the peer assessment form: *Peer assessment form serves peers to structure oral feedback to teaching scenarios based on the assessment areas and guiding questions outlined below. Peers are free to share any additional observations on teaching scenarios relevant to each assessment area. This form may serve to write observations or collect notes during peer review meeting but does not need to be filled out in writing for the purposes of peer review.*

<p>Topic 1 (insert title of the teaching scenario)</p> <p>Author(s): (state author(s) of the teaching scenario and VET provider institution)</p>
<p>Assessment area: Coherence of the activity with learning outcomes</p> <ul style="list-style-type: none"> - To what extent does the activity (structure, content, etc.) contribute to achieving set learning outcomes (for the activity)? - To what extent does the activity (structure, content, etc.) contribute to achieving learning outcomes for the qualification in question? - To what extent is the activity consistent with the teaching subject in question, other teaching subjects and interdisciplinary fields relevant for the qualification? <p>Strengths:</p> <p>Suggestions for improvement:</p>
<p>Assessment area: Feasibility and effectiveness of teaching scenario</p> <ul style="list-style-type: none"> - Is the duration of the activity appropriate for implementing the full scope of the activity and achieving the set learning outcomes for the activity? - To what extent is the description of the activity clear, coherent and applicable to teaching and learning in the practical sense? - What is the relationship between technical demands for the implementation of the activity and the expected outcomes (intended effect)? <p>Strengths:</p> <p>Suggestions for improvement:</p>
<p>Assessment area: Purposeful application of digital tools</p> <ul style="list-style-type: none"> - To what extent is the choice of digital tools appropriate/purposeful for the implementation of activity and achieving set learning outcomes? - To what extent is the technical description for the use of digital tools clear and replicable? <p>Strengths:</p> <p>Suggestions for improvement:</p>



Assessment area: Adequacy of teaching and assessment methods

- To what extent is the choice of teaching methods coherent with the digital tools used and appropriate for achieving set learning outcomes for the activity?
- To what extent are the assessment methods coherent with the teaching methods and digital tools used and appropriate for assessing set learning outcomes?
- To what extent are the adjustments for students with special needs (learners with difficulties, gifted learners) appropriate and applicable for practical application?

Strengths:

Suggestions for improvement:

Overall assessment of the teaching scenario:

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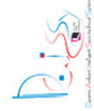
PEER REVIEW TRAINING

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Training 4 Skills in Digital Environment (T4SVEN)

Project is financed from the Erasmus+ programme, under *Key Activity 2: Partnerships for Digital Education Readiness in the Field of VET*, as a response to the challenges in education and training caused by the COVID-19 pandemic

Project consortium:

Agency for VET and Adult Education (Croatia), University of Patras (Greece), EVBB (Belgium), University of Cyprus (Cyprus) and Hellenic Open University (Greece)

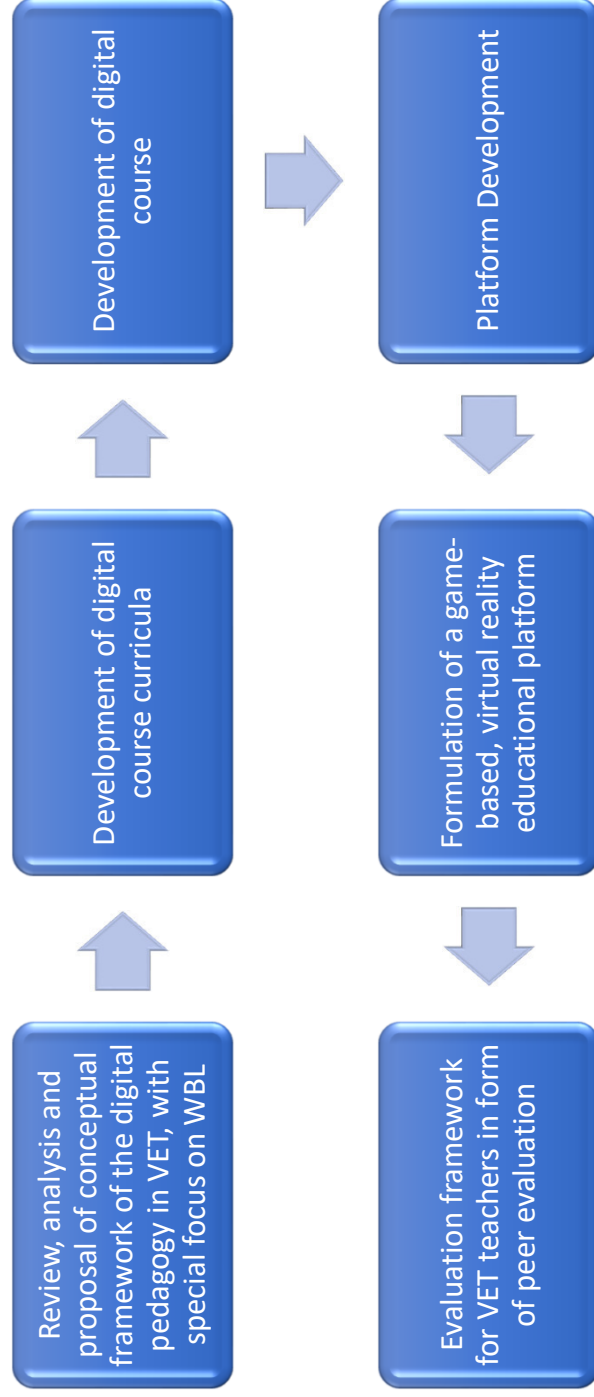
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T4SVEN



Project results



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INTRODUCTION TO PEER REVIEWS

- Peer review is an external evaluation carried out by peers, i.e., colleagues working in similar institutions or environments. During peer reviews, colleagues from other VET providers (called peers) assess and provide feedback on the quality of VET provision to the reviewed provider.
- Peers are colleagues from other VET providers who are independent and equal to the individuals whose performance is being assessed.

PRINCIPLES OF PEER REVIEWS

- Confidentiality
- Impartiality
- Transparent criteria
- Assessment without advising or judging
- Focus on the needs of the VET provider under assessment
- Committed, open, and inquisitive attitude as a prerequisite for mutual learning
- Culture of continuous quality improvement

SUBJECT OF THE PEER REVIEW

- In the context of the Erasmus+ project Training 4 Skills in Virtual Environment (T4SVEN), peer review will focus on the evaluation of coursework (**teaching scenarios**) created by teachers and trainers who will pilot the online course on digital pedagogy, which is also developed as part of the T4SVEN project.

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T4SVEN



PREPARING FOR THE PEER REVIEW

Step 1: Attending the online course on digital pedagogy

- Module 1: Using Open Educational Resources (OERs) in e-learning
- Module 2: Digital pedagogy – Creating and using learning scenarios
- Module 3: Augmented and virtual reality technologies in education
- 3D Virtual World

Please complete the survey questionnaire on your course experience – we appreciate your feedback!

PREPARING FOR THE PEER REVIEW

Step 2: Creating teaching scenarios

- VET teachers create individual teaching scenarios or joint teaching scenarios (2 teachers from the same VET provider) according to the [teaching scenario template](#)

PREPARING FOR THE PEER REVIEW

Step 3: Forming peer review teams

- Teachers from different VET providers in the same country form peer review pairs (for individual teaching scenarios) or peer review teams (for joint teaching scenarios)
- Teachers suggest teaching scenario topics and match with teachers from other VET provider in the country to form peer review teams/pairs
- Peer review teams agree on the date for peer review meeting (one meeting per team)
- Peers exchange and review each other's scenarios within a team/pair

PEER REVIEW MEETING

- Each peer review team/pair holds a separate meeting to ensure confidentiality of the process
- Peers provide feedback to each other for their teaching scenarios based on the assessment areas and the structure of the [Peer Assessment Form](#)
- Peer feedback is oral, through peer observation and discussion
- Feedback should state objective observations on the strengths and areas for improvement for each assessment area
- Peer Assessment Form serves peers to structure feedback and take notes, it does not need to be submitted to project coordinators

TIPS FOR PROVIDING PEER FEEDBACK

- Feedback should be clear, constructive, and supportive.
- Suggest what is advisable rather than what is necessary.
- Use words of **appreciation** when providing feedback on positive aspects and use more appropriate language of **concern** for negative aspects.
- Feedback should consist of observations, avoiding interpretation, and be descriptive and formative.
- Avoid using a judgmental tone when offering remarks.

AFTER PEER REVIEW MEETING

- Every teacher provides individual feedback on the peer review process by completing [online evaluation questionnaire](#)

QUESTIONS AND DISCUSSION

Thank you for your attention!



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