

# Research and Reflection on the Effectiveness of Peer Evaluation of University Teachers' Teaching

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**Abstract:** Peer evaluation of university teaching aims to improve the quality of teaching, promote teaching innovation, and stimulate professional development of teachers through mutual evaluation and feedback among teachers. However, there are issues with inaccurate evaluation results, inconsistent formulation of evaluation standards, and insufficient feedback and application of evaluation results in peer evaluation of university teaching, which are not conducive to improving the effectiveness of peer evaluation of university teachers' teaching. Therefore, this article studies the current situation and influencing factors of peer evaluation in higher education, and proposes suggestions to establish unified evaluation standards and indicator systems, strengthen feedback and application of evaluation results, and provide training and guidance for teachers, in order to provide useful reference for the better play of teaching peer evaluation in universities.

**Keywords:** University teachers; Peer evaluation; Effectiveness

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## Fund Project:

The Dilemma and Improvement Path of Peer Evaluation in Teaching for University Teachers - A Case Study of JS Institute of Technology.

## 1. Introduction

Traditional teaching evaluation mainly relies on students' evaluation and teachers' self-evaluation, which has certain limitations, mainly manifested in the fact that traditional teaching evaluation is easily influenced by individual differences in students and subjective factors of teachers. As a method of objectively and comprehensively evaluating the teaching quality of teachers, peer evaluation of university teaching has gradually received attention and attention from the education community. On the one hand, peer evaluation of university teachers' teaching can provide valuable teaching experience and methods through mutual observation and exchange among teachers, thereby helping teachers improve their teaching abilities. On the other hand, peer evaluation of university teachers' teaching can stimulate teachers' innovation ability and teaching enthusiasm. By observing the teaching process and methods of others, teachers can obtain new teaching ideas and methods, so as to promote teaching innovation. Based on this, this paper aims to study and reflect on the effectiveness of peer evaluation of university teachers' teaching, explore the problems and challenges in its practical application, and propose corresponding improvement measures.

## 2. The concept and purpose of peer evaluation of university teaching

Peer evaluation of university teaching refers to an evaluation method based on professional knowledge and experience of peers in higher education institutions, aimed at improving teachers' teaching level and providing better teaching services to students through mutual evaluation and feedback among teachers. Its purpose is to promote the professional development of teachers, improve teaching quality, promote teaching innovation, enhance cooperation and communication among teachers, and establish and improve teaching quality assurance mechanisms. Firstly, through peer evaluation, teachers can accept professional opinions and suggestions from peers, so as to continuously improve teaching methods and teaching contents, promote their own professional development, and improve teaching effects and teaching quality. Secondly, peer evaluation of university teaching can help teachers find the problems and deficiencies in their own teaching, and make timely improvements and adjustments, so as to improve teaching quality and students'

learning effect. Thirdly, peer evaluation of university teaching can encourage teachers to try new teaching methods and strategies in teaching, encourage teachers to carry out teaching innovation, and improve the vitality and attractiveness of teaching. Fourthly, peer evaluation of university teaching can promote cooperation and communication among teachers, promote mutual learning and reference among teachers, and jointly improve teaching standards. Fifthly, through peer evaluation, universities can continuously improve the teaching quality guarantee mechanism, conduct a comprehensive and objective assessment of teachers' teaching, and provide reference and basis for schools to improve teaching quality.

### **3. The dilemma of peer evaluation of university teaching**

Peer evaluation of university teaching is a mechanism for teachers to evaluate and provide feedback on each other's teaching. Through peer evaluation in teaching, teachers can effectively promote their own professional development, improve teaching quality, promote teaching innovation, and enhance cooperation and communication among teachers, thereby providing better teaching services for students. However, there are problems with the subjectivity of evaluation results, inconsistent formulation of evaluation standards, and insufficient feedback and application of evaluation results in peer evaluation of university teaching, which seriously hinder the development of peer evaluation of university teaching. Firstly, the results of peer evaluations of university teaching have inaccuracies. Specifically, due to different evaluators having different professional backgrounds, teaching experiences, and evaluation abilities, the results of peer evaluation of university teaching may be subjective, which leads to inaccurate results. Secondly, the standards for peer evaluation of university teaching are not uniform. There is a problem of inconsistent evaluation standards among different disciplines, colleges, and even teachers in peer evaluation of university teaching, resulting in poor comparability of evaluation results, which cannot improve the teaching quality and level of teachers. Finally, the feedback and application of peer evaluation results of university teaching are insufficient. The purpose of peer evaluation in teaching is to help teachers improve teaching methods and improve teaching quality. However, there are currently shortcomings in the feedback and application of peer teaching evaluation results in some universities, resulting in evaluation results often staying at the surface and lacking effective feedback mechanisms and follow-up measures. This makes it difficult for teachers to promptly identify their own shortcomings and improve the effectiveness of peer evaluation of university teaching.

### **4. Practical basis for peer evaluation of university teaching**

On the one hand, the teacher's attitude and acceptance directly affect the effectiveness of peer evaluation. In terms of attitude, the positive attitude of teachers is the basis of peer evaluation. Teachers who hold a negative attitude towards teacher peer evaluation may also have doubts or resistance to the evaluation results, thus affecting the effectiveness of the evaluation. At the same time, teachers who hold a positive attitude toward teaching peer evaluation will greatly increase their willingness to accept the results or suggestions of peer evaluation, which can greatly promote the professional development of teachers and improve the effectiveness of peer evaluation of university teaching. In terms of acceptance dimension, whether teachers are willing to accept peer evaluation directly affects the effectiveness of peer evaluation of university teaching. Teachers who have an open attitude towards peer evaluation will actively invite peers to observe their classroom teaching and accept peer evaluations and suggestions, thereby enhancing the effectiveness of peer evaluation in higher education. On the other hand, the professional literacy and evaluation ability of peer evaluators affect the accuracy of peer evaluation of university teaching. Professional literacy refers to the knowledge, skills, and experience possessed by peer evaluators in a specific field, and evaluation ability refers to the ability of the evaluator to objectively, accurately, and comprehensively evaluate the evaluated object. Therefore, peer evaluators with profound professional knowledge and experience can more accurately understand and grasp the work content, methods and achievements of the evaluated objects, so as to improve the accuracy of peer evaluation of university teaching.

## **5. Strategies for Improving the Effectiveness of Peer Evaluation of university Teaching**

### **5.1 Improving the professional literacy of peer evaluators**

The professional competence of peer evaluators affects the credibility and reliability of the evaluation process. For peer evaluators with high professional literacy, their evaluation results are more convincing and easier to accept and recognize. Therefore, firstly, universities should develop training plans for teaching peer evaluation around evaluation content, methods, and other aspects, providing targeted systematic training for teachers and improving their professional literacy. Secondly, teachers should strengthen the study of theoretical knowledge and comprehensively understand the theoretical foundation of teaching peer evaluation, including the principles, methods, and tools of evaluation, in order to better understand the essence and purpose of teaching peer evaluation and improve their own teaching peer evaluation ability. Thirdly, teachers need to consolidate and apply the evaluation knowledge and skills they have learned to improve their professional literacy through practical operations. Specifically, teachers need to actively

participate in the evaluation project, observe and record the teaching process, collect and analyze the evaluation data, so as to better understand the practical application of evaluation, so as to improve the evaluation ability.

## **5.2 Establish a unified evaluation standard and index system**

In fact, establishing a unified evaluation standard and indicator system is conducive to ensuring the fairness and objectivity of peer evaluation of university teaching. Firstly, universities can establish evaluation standards that are objective, operable, measurable, and accurately reflect the characteristics of the evaluated object based on the evaluation object and purpose, in order to ensure the fairness of the teaching peer evaluation results. Secondly, universities need to establish specific evaluation indicators on the basis of formulating evaluation standards to ensure the comprehensiveness and scientificity of teaching peer evaluation results. The peer evaluation indicators of university teaching should be able to comprehensively and accurately reflect all aspects of the evaluated object, including teaching quality, efficiency, effectiveness, etc. Finally, on the basis of establishing evaluation standards and evaluation indicators, universities should establish a hierarchical, systematic and operable evaluation system to further improve the effectiveness of peer evaluation of university teaching.

## **5.3 Strengthen feedback and application of evaluation results**

Strengthening the feedback and application of peer evaluation results in higher education can help teachers understand their teaching strengths and weaknesses, and provide effective support and guidance for improving teaching quality. First, the teaching peer evaluation results should be timely feedback to teachers, so that teachers can improve the teaching effect in time. In the concrete practice process, the teaching peers in universities can provide the evaluation results to the teachers in a timely manner through meetings, individual talks, written reports, etc., and discuss the significance of the evaluation results and the direction of teaching improvement. Second, the peer evaluation results of university teaching should specifically point out the problems and shortcomings of teachers in teaching, and provide corresponding suggestions and guidance for improvement. The advice and guidance should be specific, practical, and in line with the actual situation of the teacher. Thirdly, universities can establish teacher exchange and cooperation platforms through diversified forms, strengthen feedback and application of teaching peer evaluation results, promote teachers to learn from each other and share advanced teaching experience, and lay a solid foundation for improving the overall teaching quality.

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