NWELEARN PRESENTATION • OCT. 22

Teaching Pairs: How Faculty Partnerships Transform Online Teaching

A non-evaluative framework for peer dialogue, continuous course improvement, and cross-institutional collaboration.

PRESENTERS

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STRUCTURE

Today’s Agenda

Four key phases of cross-institutional partnership and growth

01

Origins & Concept

Defining Teaching Pairs and moving away from evaluative audits toward supportive peer feedback.

02

Institutional Evolution

Adapting, sharing, and revamping the model across Canvas and Brightspace environments.

03

Faculty Impact

Direct feedback and real voices highlighting course design shifts and reduced isolation.

04

Discussion & Adoption

Participant crosstalk, policy/union considerations, and strategies for your campus.

FOUNDATIONS

Theory Behind the Practice

Why Teaching Pairs works for faculty professional development

Peer Dialogue

Intentionally moves away from top-down evaluative audits toward non-evaluative, supportive peer feedback.

Student Lens

Enables faculty to view online courses through a student perspective, breaking departmental silos and building connected communities.

Core Alignment

Directly targets Regular & Substantive Interaction (RSI), accessibility standards, instructor presence, and active engagement.

JOURNEY

Cross-Institutional Evolution

How the model expanded from Lane CC to Portland Community College

Phase 1

Lane CC Launch

Created to promote voluntary peer online course review using the OSCQR rubric.

April 2022

Cross-College Spark

LCC shares framework with PCC. Collaborative dialogue begins around adapting to new institutional contexts.

Phase 3

PCC Pilot & Cohorts

PCC adopts Teaching Pairs in Brightspace with structured cohorts capped at 10 faculty and modality-based matching.

Present

Mutual Revamp

Both institutions continuously evolve initiatives, reflection artifacts, and union/policy considerations.

COMPARISON

Different Approaches, Same Goal

Side-by-side breakdown of implementation models

Element	Lane Community College	Portland Community College
LMS Platform	Canvas	Brightspace
Enrollment	Self-enrollment open call (ID-assisted)	Dean outreach & refresher training
Pairing Strategy	Faculty-chosen partners; runs as individual pairs	Matched by modality & experience; cohort model capped at 10
Observation Tools	OSCQR Rubric Tool	"What Works Well in Online Teaching" + TP Worksheet
Reflection & Completion	Share-out Zoom with ID	Cohort Zoom (3 takeaways) + TP Worksheet Submitted Brightspace + Completions recorded in Workday

MECHANICS

Key Implementation Strategies

Tailoring the program structure to institutional culture

Flexible Rubric Alignment

Aligning multiple professional development opportunities with tools like OSCQR tracks long-term course progression across terms.

Modality & Experience Matching

Grouping by Online Synchronous (OSM) or Asynchronous (ONSM) modalities ensures pairs share relevant pedagogical contexts.

Synchronous Reflection Sessions

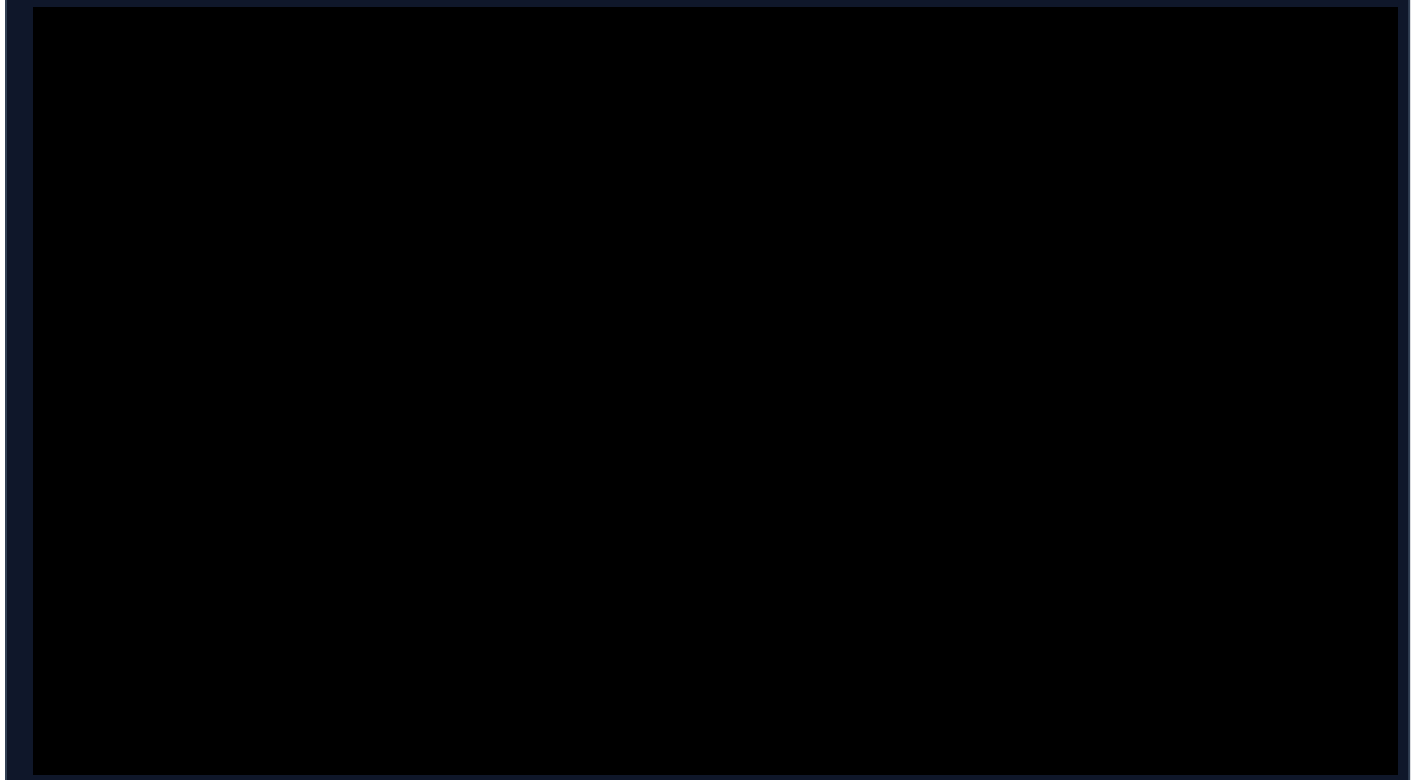
Closing cohort Zoom calls allow faculty to share top takeaways directly with Instructional Designers and peers.



FACULTY IMPACT

What Faculty Are Saying

Faculty video reflection (~2 minutes)



Faculty Experience Video

Short video clip featuring instructor testimonials

Quote

"Navigating another instructor's course gave me immediate ideas for organizing my own modules."

Quote

"A structured, non-evaluative space removed all the anxiety around peer feedback."

Example course packages and slideshow here!

PARTICIPANT CROSSTALK

Q & A and Discussion

How might Teaching Pairs be adapted or brought into your institution?

💬 Crosstalk

What peer feedback or observation initiatives currently exist at your college?

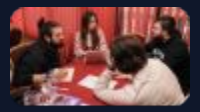
⚖️ Institutional Fit

How would union considerations, workload policies, or tools differ on your campus?

🚀 Next Steps

What first steps can you take to launch a non-evaluative pilot next term?

Image Sources



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