Peer Review of Learning & Teaching for Blended Communication subject

Criteria	Points to consider: not necessarily all of these points might need to be considered	Peer Reviewer Comments
1. Clear goals Clear goals refers to the clarity of goals for students' learning and for the design of the learning environment	**A** Clarity of goals for students' learning and understanding how those goals are meaningful and appropriate for the students, the course and the context **B** Clarity and quality of rationale for the design of the blended learning environment in the subject and/or clear rationale for why the reviewed aspect(s) have been designed **C** Consideration of the broader goals of the course, university, professional/disciplinary context etc	**A** The background chapter provided as part of the case study, along with the case study itself, clearly described the teacher's goals. These are also well reflected in the Subject Outline, although the nuances (see below) do not come through as clearly in this more abbreviated document. Assessment criteria clearly reflect the goals articulated in the supporting documentation. **B** There is an impressive cohesion of the goals for student learning, rationale for a blended learning environment and the way that the collaborative online groups, Assignment 2 and the tutorial activities have been designed. I'm not sure about how clear the students would be about the goals (in their full depth) or if they actually need to be? Perhaps knowing what the objectives and assessment criteria are for Assignment two is enough? The Assessment Criteria themselves are very clear but how do the students know what "quality of teamwork" actually means? How will they be able to demonstrate this? This is where the in class and online interactions with each other and the teacher are crucial. Reworked tutorial activities come in with the emphasis on work shopping thoroughly, and in different ways what effective group work in an online environment might be. I am not clear whether the students also discussed how they will be able to demonstrate this in their assignments? Questions about this would be answered promptly on the Board and there is a lot of support material about this but I can't find the bit I was looking for…. This is also where the class and online interactions with the teacher and weekly materials are obviously crucial. However it was hard to find evidence of this within the scope of this review. *Discuss further with teacher.* **C** There is some implicit consideration provided of the stated goals of the course (which has been required to fit with those of University) in the Subject Outline and the course has recently been completely restructured in the subject has been approved as one of the six core subjects for the new course, so presumably it sits well with the goals of the course and the University. There is explicit linkage to the professional and disciplinary context for the students in the intentions of the teacher. Within the sub discipline of [Communication field] goals are clearly met. The broader disciplinary and professional context is not singular/unified and some of the subject matter and teaching methods might be 'beyond' the mainstream profession/discipline – this is a compliment not a criticism!

2. Adequate preparation Adequate preparation focuses on the preparation of the content and processes of teaching and learning and consideration of likely student starting points and needs	**A** The content of the subject reflects current and relevant scholarship in the field **B** The teaching and learning practices are informed by current awareness and relevant scholarship **C** Teaching materials and resources for students are organised well and in timely ways. The learning environment is thoughtfully structured with consideration of how students will navigate pathways and options **D** Preparation takes students' expected prior knowledge and preparation for learning into account. **E** There is appropriate support and preparation for students to learn in less-familiar ways.	**A** There is good evidence of depth and breadth of scholarship in the teachers aims for student learning in terms of: • Content – interesting and relevant literature cited in the background chapter (for example, on the social design of ICT's • Teaching approach – creative analytic approach, move to creative and academic blend in electronic texts and social studies of technology and SOTL. **B** See above. Also the focus in the groups is on emerging technologies that change each semester and are extremely cutting edge. **C** There is a wealth of materials and resources for the students available in the UTS Online site and in the lectures and tutorials (this material is also made available online on a weekly basis). **D** There is explicit acknowledgement of student diversity in the case study and the need for a flexible approach is as laid out well in the background chapter. Tutorial activities respond to the level of knowledge and skills students are showing, for example, in their participation and engagement with the online collaborative groups. **E** Assuming this is getting at diversity of learning styles focus assignment requires the students to interact and produce output in various, appropriate and useful modes.
3. Appropriate methods and their application Methods are chosen thoughtfully, considering the students, subject, context and available resources. They are applied effectively and modified in response to students' ideas and understandings, to feedback and to changing situations	**A** There is coherence between learning and teaching methods, learning objectives and assessment **B** There are opportunities for students to develop a range of graduate attributes appropriate for the subject/learning activity **C** Teaching and learning practices foster students' active engagement in learning **D** Teaching and learning practices foster student interaction and collaboration with others **E** There is an appropriate level of intellectual challenge **F** There are opportunities for student independence, choice and control over learning, for example flexibility of learning modes and/or choices of content or focus **G** There are opportunities for students to see what they are learning in relation to broader contexts.	**A** Yes there is strong coherence evidence in learning and teaching objectives and methods, evidenced by activities (online collaborative group work & outcomes), in class discussions and tutorials (explicit links made at many junctures in tutorials and outside between activity and assignment). The 'What' and the 'How' are interwoven throughout. **B** Yes. For example the online collaborative groups focus on working together to produce a communication and information tool for peers and managing the use of that tool over two weeks. This provides multiple opportunities for the enhancement of several graduate attributes. This is set out in the SO but description does not do justice to what actually happens in this subject/ assignment and set of activities. **C** Engagement is evident in the level of involvement in the collaboratory building and participation. Assignment yet to come? Active participation is required by the structure of the teaching and learning activities and online collaborative groups and the assessment of both teamwork and preparation of these, as well as participation in the other groups. BUT I am not clear exactly how teamwork and preparation is assessed (and so perhaps the students aren't either?) *This aspect could usefully be discussed with the teacher.* **D** Yes! This is the explicit purpose of the suite of things that are focus of this review. **E** Seems challenging it with structure, supporting materials and help **F** Well there are both face-to-face and online elements in this subject and assessment, which require online (as well as pre-online preparation) and more standard written activity. Can students choose not work in either way? No? Should they be able to? Perhaps not? **G** Many links made to how this way of working is used, the literature and future needs of profession, society etc (examples used in Invisible Work lecture & tutorial, discussion topic etc).

4. Effective communication (presentation) Effective communication potentially involves three different groups. It will always involve communication with students, but could involve communication with colleagues and/or with the broader scholarly community	A Clarity of explanations and guidance for students B Motivating student interest and perceived relevance C Clear communication with students about expectations, including clarity about requirements, choices and optional pathways in blended learning environments D Responsiveness to students' understandings, ideas and progress in learning E Responsiveness to students' communications and questions F Effectiveness of co-ordination/communication with other staff teaching in the subject G Presentation of scholarly reports of practice to colleagues and others	A There is a huge amount of guidance for students in written form, online and in face-to-face sessions. Clarity from their perspective is hard to evaluate. Documents are well set out and thorough (although see above). Online elements are thoughtfully laid out and well resourced and response to questions in anticipation of issues (for example with postings on discussion board, C1.1) is excellent. However, the amount of materials and what they need to pay attention to could possibly be confusing for students? B This would seem to be done to an excellent level. The nature of the activities and the responses to the activities is impressive. As this is linked to assessment the relevance my derive from this? Students enrolled in this course are usually very interested in the highly emergent nature of what they are required to engagement with. C (See A) I am wondering if some students get a bit lost? D The high level of investment and a very high level of responsiveness – in-depth answers to discussion board questions show extensive evidence of this. E Great in-depth responses in class and on Discussion Board – not sure about delays with overseas travel etc? F Sole teacher but previous iterations demonstrated excellent communication and coordination G Chapter provided as background is outstanding evidence of this. Conference papers have also been presented about this subject in past years (the subject has been developed over more than five years)
5. Significant results Significant results will have a strong focus on student learning, but may include achievement of additional intentions	A Evidence of student engagement B Evidence of student learning, relating to both desired outcomes and unexpected learning outcomes C Evidence of other outcomes related to any other intentions of the learning activity (for example evidence of the effectiveness of a learning innovation in achieving particular goals, evidence of effective collaboration with colleagues/tutors) D Evidence of broader significance – eg potential for the adaptation and scaling-up of an innovation	A Consideration of the emerging technologies the online collaborative groups focused on and the fact that these students have chosen to study Information and Media, alongside the high level of engagement evident in their work and discussions provides strong, sustained and varied evidence of student engagement. B There is a wealth of learning evident in the content and form of the online collaborative groups as well as the communications that took place on line – let alone those that took place in face-to-face class sessions. Assignments are an unknown quantity at this stage. C There is evidence in the structure of the subject, and activities and what the students doings of the integration of the 'what' and the 'how'. D The online collaborative groups as depicted here provide a good model for student engagement in online environments with both content and process. The skills that are explicitly addressed and assessed are also very important. Could be scaled up.
6. Reflective Critique This includes how the teacher critically reflects on teaching and learning, makes use of a variety of forms of evidence and acts on the findings	A Learning from students and adapting teaching in response, during teaching and afterwards B Seeking and acting on feedback – showing evidence of how previous feedback has been built in to improve C Reflective practice informed by self, literature, students, peers and other sources (see Brookfield, 1995).	A Flexibility – evidence in staging of tutorial tasks. Changing emphasis between weeks and changing and evolving from year-to-year of the subject – this is very impressive element. Explicitly stated in So and Case Study. However, hard to provide very detailed evidence of this? B I happen to know that this happens (with this teacher and in this subject, for example, three-minute papers etc) BUT I have no specific examples to hand in this case. *This could be discussed with teacher.* C Reflective practice is embraced – for specific evidence I was not quite sure where to look? *Further conversation with teacher required.*

This Process of Conducting the Peer Review

For conducting the Peer Review the following steps were suggested:

1. Posting the **Briefing Statement for Students** in the subjects taught by the peer review participants online prior to the peer review.
   YES
2. Completion of the **Briefing template** by the teacher whose work is to be reviewed (this includes clearly outlining the extent of the review and what will not be included) and sending it to the reviewer.
   YES
3. A **Briefing Meeting** discussion between the teacher and reviewer based on the Case Study information.
   SEVERAL SHORT DISCUSSIONS
4. The **Reviewing process** itself (and completion of the Framework).
   YES
5. A **Debrief Meeting** with the teacher (and finalising completion of the Framework).
   YES VIA EMAIL & WHEN TEACHER RETURNED FROM CONFERENCE
6. The compilation of a short **Peer Review Report** (appropriate to purpose of the review).
   YES SUMMATIVE REPORT BEING COMPLETED (REVIEWER)
7. A **Reciprocal Review** of the other peer?
   IN THIS CASE A SECOND ROUND WITH SAME REVIEWER
8. Further reflection and discussion, perhaps leading to a second round of peer reviewing.
   THIS IS ABOUT TO START.