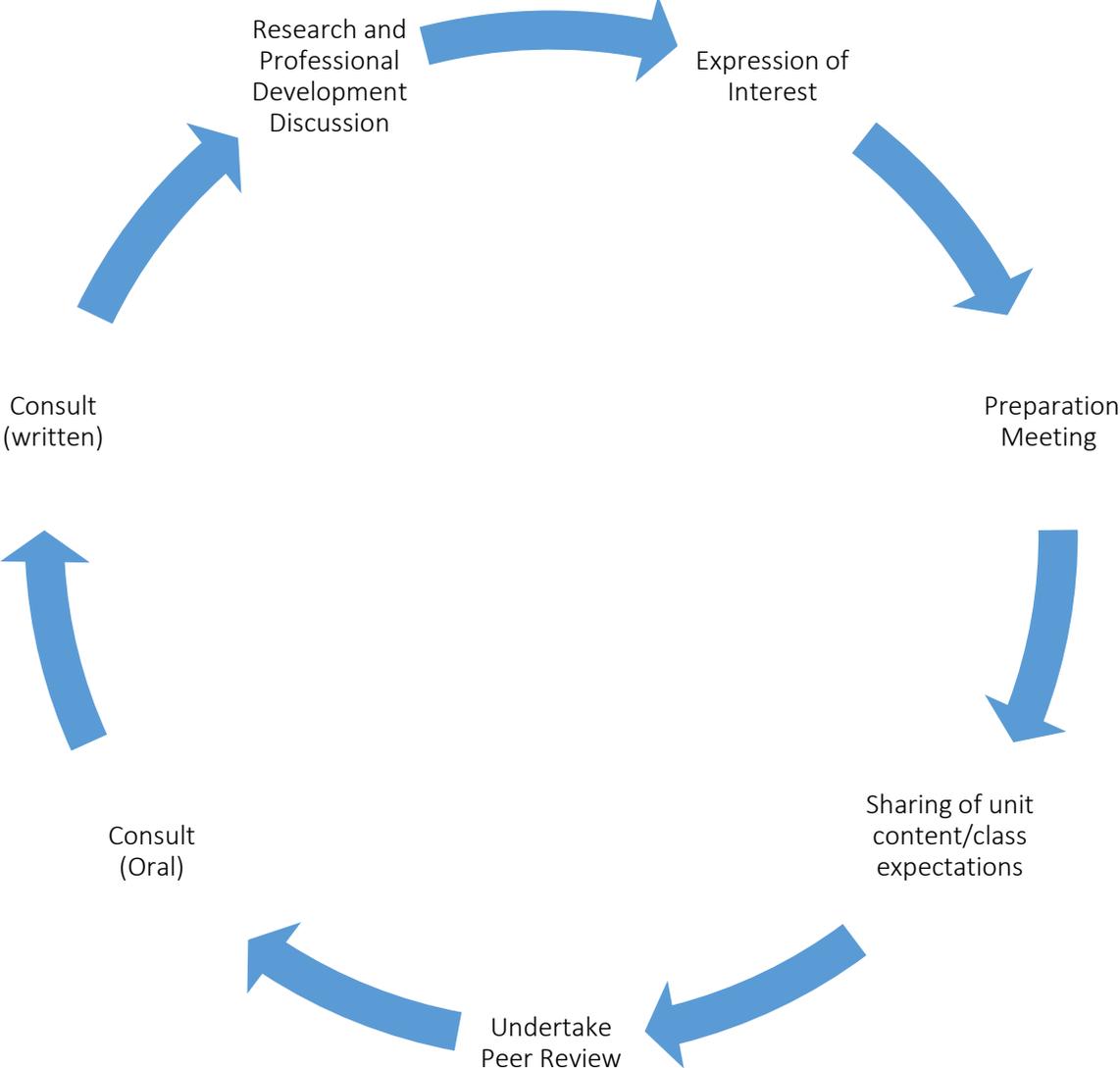


*Peer Review:
“What happens
when two early
career
researchers do
peer review”*

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ECR Peer Review Process



Expression of Interest

- Searching for support as a new member of staff, teaching in a new environment (Flipped Classrooms)
- To receive constructive feedback on my teaching style and content accessibility
- Create another resource to assess/understand my teaching practices (in conjunction with Student Feedback)
- An opportunity to promote collegial atmosphere amongst other new or ECR staff.
- Collaborate with a peer to develop academic scholarship in regards to higher education teaching.

Preparation Meeting

- Original meeting was scheduled between **Peer** and a **Curriculum Advisor** 2 weeks before first peer observation.
- Prior to this meeting all parties agreed to read/share **background (mostly academic) information** on peer review.
- Using the proposed self-review guide and other WSU resources all three parties discussed the **goals and objectives** of what we understood to be the peer review process.
- Exchanged ideas about what we understood to be a **successful workshop** in regards to content and student engagement.
- Discussed strategies for how the 'reviewer' would be introduced to students in the classroom.



Sharing Unit Content/Class expectations

- Both ECR's shared their resources for the week.
- Peer review "beyond the classroom" (broader knowledge of curriculum being taught by our colleagues)

CHAPTER 7
Decision Making

Life is the sum of all your choices. —Albert Camus

What's Inside
What Decisions Are Next?
Improve Your Decision-Making Skills
Create Opportunity from Unexpected Events
Choose a Major, Further Education, or Training
Move from Decisions to Action

Prepare to . . .

- Explore decisions you will make throughout your career
- Consider approaches to decision making and the value of a decision-making model
- Understand how to make decisions in an uncertain world
- Consider key questions to improve your educational choices
- Learn strategies for difficult decision making and move towards action steps

Making career decisions involves reflecting on your self-assessment, prioritizing your concerns, and incorporating them into your understanding of the world of work. Throughout your career there will be big decisions, such as choosing a major or a career direction, as well as small steps, like selecting activities and courses that will help you build skills and credentials. Improving your career decision-making skills will help you in all of these areas.

THE SERVICE ENTERPRISE 200915
WEEK FOURTEEN

WESTERN SYDNEY UNIVERSITY

Tutorial Plan

Tutorial Running Sheet

Fight Like a Girl Video – ANZ Championship Advertisement (Activity 1)
<https://www.youtube.com/watch?v=qUJeaB4Y700>

"Images of blood, bruises, black eyes and beatings have flooded many men's sports' advertisements for years. But the same model of promotion doesn't necessarily transfer over to the women's game"
(Sam Squiers)

OR

"The ad doesn't show any netballers violently pushing, shoving or brawling. There are no punches thrown, no late knees to the kidney and no one grabbing an opponent's shirtfront with malicious intent."
(Liz Ellis)

Two very different perspectives on the same issue. In a group discuss the rationale behind both perspectives and then choose the perspective you think best represents the advertising campaign.

Calls For Pay Equality In Sport (Activity 2)
<https://www.youtube.com/watch?v=LzNsDvNITZs>

World number one tennis player Novak Djokovic says male tennis players deserve more money because the spectators love them more, and Indian Wells tournament ex-CEO Raymond Moore astutely observed the women's tour rides "on the coat-tails of the men".

- Is the call for more gender equality in sport similar to that we experience in the call for gender equality at work. *Why or Why not?*
- What are some of the reasons do you think for such a discrepancy in the pay gap? Is it a matter of people just not being interested in women's sport?
- What are some of the things the following stakeholders could do increase the visibility of women's sport
 - Media
 - Government Sporting Organisations
 - Athletes
 - Sporting Codes.

Design a Women in Sport Round (Activity 3)

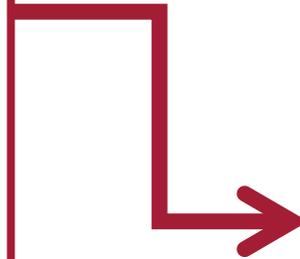
Pick a League of Sport of your choosing and develop a particular "round" dedicated to engaging with female spectators. Please include a reference to this week's essential reading report on "women and girls participation"

- 1) A catchy title for the round (such as women in league etc.)
- 2) The "type" of female fan you will be attempting to engage with? [2-4 sentences]
- 3) A rationale behind the "round" (draw on **at least two academic papers/reports** to support your justification for the round) [4-8 sentences]
- 4) Your "activations" and/or "events" you have planned for the round? (make sure you consider the length of the match pre and post-match activities, role of the club in the day, promotions etc.) [4-6 dot points with justification]
- 5) How will you review the round? [2-3 sentences]

Undertaking Peer Review

What was being reviewed

- Content Knowledge
- Class Organisation/Presentation of materials
- Student participation in activities
- Teacher-Student Interactions
- Student-Student Interactions



How

- Modifying a pre and during class “check list”
- Additionally, taking “free” notes in class from observations in class

Consultation and Debrief: Oral (Immediately After Peer-Review) and Written

4 Key Themes Emerged Following the Observation

- 1) Discussion of teaching strategies (for different types of students) in a positive and supportive way.

For example:

“It must be hard at times motivating students with a class so late in the afternoon, I liked how you started with a pretty controversial video to set the scene and grab their attention”

“Given the students have the assessment due this week, I thought the free writing time was an excellent idea!”

- 2) How we “worked the room” (particularly challenging in a large flipped classroom)

For example:

“You used the space well moving around the large room. This is something I have seen many senior academics struggle with so is a credit to you and your enthusiasm”

“ You moved around the room and checked in on each group, giving students time to ask questions of you and discuss their understanding of the reading. I think this worked well considering the reading appeared challenging for some students”

Consultation and Debrief: Oral (Immediately After Peer-Review) and Written

3) Effectiveness of the types of activities (mode of learning) promoted within the workshop

For example:

“I thought you could have had another type of activity (like a debate or 3 minute pitch) to enable for more rich collaborative engagement. Also, I noticed a student coming in late who sat on their own and didn’t engage with any other student the entire lesson- maybe something to watch out for!”

“Perhaps, given how interested the students were in this topic an opportunity for groups to present back to the rest of class would have sparked a rich debate”.

4) Depth of Learning (challenging students)

For example:

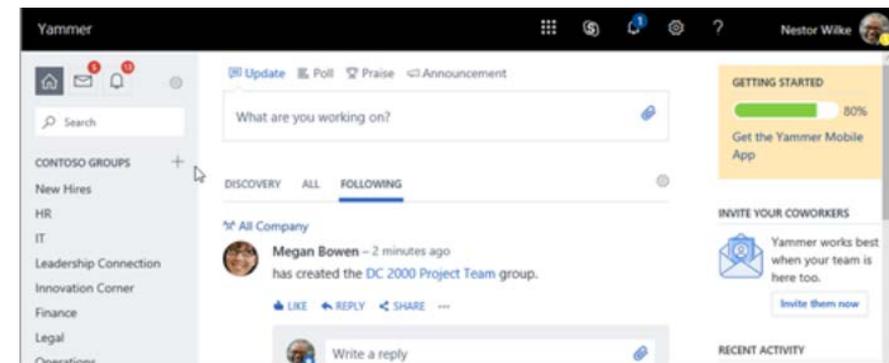
“I think there was scope in this weeks workshops to push the students more in some of the activities to think more critically to demonstrate those higher level graduate level outcomes”.

“I think the students really appreciated having time to reflect on their work. I feel like we throw content at them, so giving them some time to reflect on the conceptual framework I thought provided depth moreso than width of this content in this session”.

Research and Professional Development Discussion



*What's good for research is good for teaching
and vice versa.*



Overall Benefits and Limitations of this Approach to Peer Review

+

- Feedback on teaching for developmental purposes
- Affirmation of good teaching practices
- Broader knowledge of the curriculum taught by our colleagues
- Improved relationships with colleagues
- Opportunities to develop academic scholarship in regards to higher education teaching
- A peer would traditionally be another teaching member of the department – with breath and experience or seniority. This approach promotes two-way collaborative learning and reflection more so than in the traditional format.

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- Heavy workloads and limited time (requires more than one observation!)
- Lack of confidence in the collegiality (overly judgmental process)
- Assuming a collective responsibility for teaching
- Using the “check list” only prioritises a very structured workshop program (the form encourages a lot of inputs but does not provide scope to reflect on the outputs).
- Personal relationships between reviewers and those being reviewed can create either hyper- or hypo-critical approaches to evaluation

Thank you