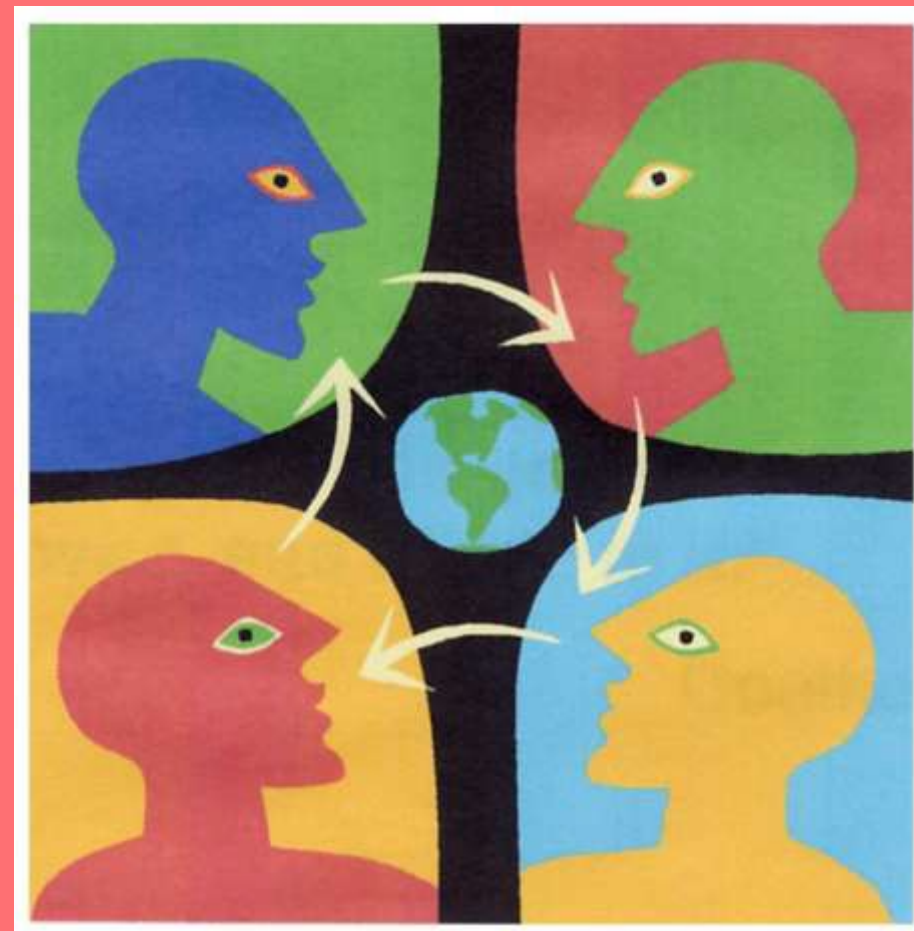# PEER REVIEW
What, Why, How?

"*Not everything than can be counted counts, not everything that counts can be counted.*"

Albert Einstein

Gina Saliba, Lecturer (Learning Futures)

Session outline

- **What is peer review?**

- **What can be peer reviewed?**

- **Why engage with peer review?**

- **What does peer review look like at WSU?**

- **What's in it for me/you?**

Activity

**In the chat window type
yes or no,
if you have participated
in peer review of
teaching before?**

Activity

When you think of peer review, what words spring to mind?

What is peer review of educational practice (PREP)?

What is peer review of educational practice (PREP)?

Peer review of educational practice is an umbrella term that refers to the use of a variety of tools and strategies that focus peer review in a range of areas in educational practice.

Formative Peer Review is aimed at improving the **quality of teaching and learning**, **course/unit design and delivery**, and the **student experience**.

Summative Peer Review can provide **evidence of good educational practice** for the benefit of recognition of achievements for promotion, awards and recognition.

PEER REVIEW OF EDUCATIONAL PRACTICE

Teaching Practices
Course Design Practices
Subject Design Practices
Assessment & Benchmarking
Teaching Portfolios

DEVELOPMENT
CAREER

What can be peer reviewed?

- **Teaching (online and f2f)**

- **Curriculum (courses, units)**

- **Teaching resources**

- **Learning activities**

- **Facilitation of student interactions and discussions**

- **Assessment and feedback**

- **Any part of educational practice**

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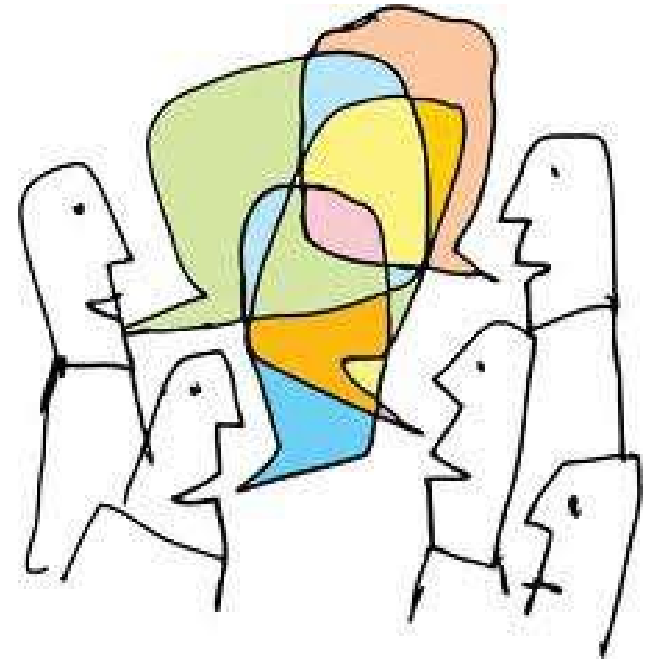
Why engage with peer review of educational practice?
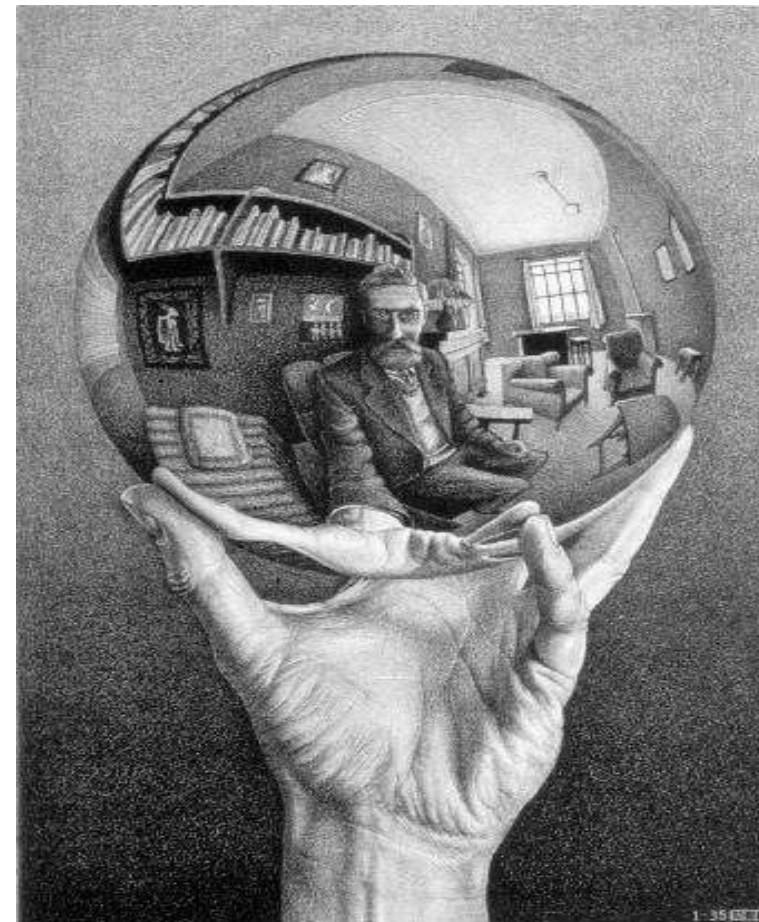
Why engage with peer review?

The 2019 WSU Teaching Cultures Survey revealed that 1 in 10 academic staff did not engage with any teaching and learning discussions with colleagues. (source: [Education Committee Teaching Cultures Survey 2019 Report)](#)

RECOMMENDATION 6: The provision of alternative mechanisms for conversations about teaching practice and learning experiences (source: TandL Autumn 2020 Reflections Report)
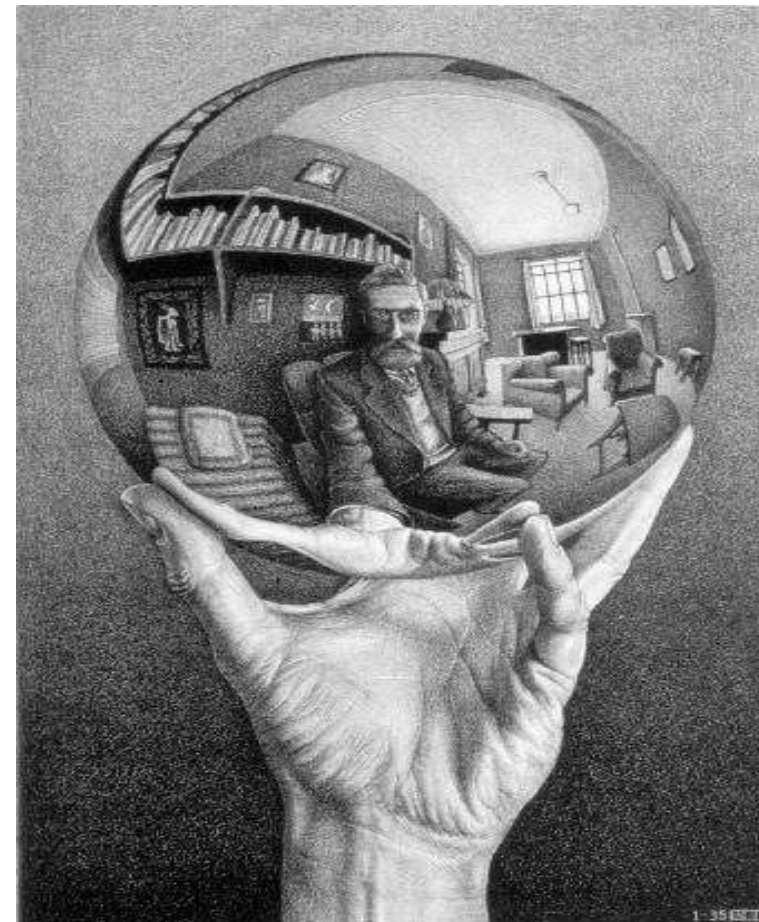
Why engage with peer review?

- **Ensures quality in teaching**

- **Collegial, supportive, leads to improved teaching practice**

- **Sharing of expertise and experiences**

- **Builds new partnerships**

- **Builds and maintains credible evidence of practice beyond SFU/SFT**

- **Opportunities for scholarly and collegial discussion about teaching, learning and curriculum**

- **Opportunities which can lead to SoTL**

Peer Review of Educational Practice (PREP)

21C Academic Capability

Peer review of Teaching

- Week Four *Online* Open Door
- Peer Review Buddies
- Teaching Squares
- Peer Review Champions

## Peer Review of Curriculum

- 360 Peer Review of Curriculum
- Transition and Retention Pedagogy Review
- Peer Review of Assessment
- Academic Calibration Project
- Review of Courses -ACR
- Review of Resources

Peer Review Champion

- Establish Peer Review (PR) processes within schools
- Support and drive strategic initiatives
- Help build capacity of PR in schools
- Funded

21C PROJECT

21C ACADEMIC
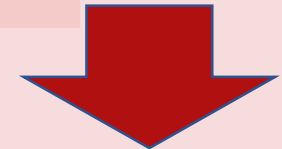
Peer Review of Teaching

The Building Blocks of Peer Review

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Week Four
Open Door

55 Open Doors

Week Six-to-Ten
Peer Review
with a Friend

Case Studies in
Progress

Week Four
Online Open
Door
Institution-Wide
Peer Observation of
Teaching

Peer Review
Champions

8-12 PRCs
across schools

**Autumn Launch
PREP 2020**

Peer Review of
Educational Practice

Week Five Online
and Thrive

81 participants
9 Disciplines

**Spring Launch
PREP 2020**

Peer Review of
Educational Practice

Peer Review
Buddies

Collegial peer review
within your school

Teaching
Squares

Interdisciplinary
Collegial PR Groups
(x4)

21C
PROJECT

Peer Review of Curriculum

Courses Nominated for Course Quality Peer Review in the 2020 cycle:

School	Courses
School of Built Environment	3729 Bachelor of Design & Technology 3730 Bachelor of Industrial Design 3731 Bachelor of Industrial Design (Honours)
School of Engineering	3740 Bachelor of Engineering (Honours) – KT3162 Mechanical Key Program
School of Medicine	4751 Master of Cardiac Sonography 4743 Graduate Diploma of Cardiac Sonography
School of Education	1850 Master of Education (Leadership and Management)
School of Psychology	1814 Master of Professional Psychology
School of Social Sciences	1793 Bachelor of Science, Criminology and Psychological Studies
School of Health Sciences	4708 Bachelor of Podiatric Medicine
School of Law	2788 Bachelor of Laws/Bachelor of Business 2819 Graduate Diploma in Australian Migration Law
School of Nursing and Midwifery	4722 Master of Nursing and 4745 Master of Nurse Practitioner (Mental Health)
School of Business	2787- The Bachelor of Business (Advanced Business Leadership) 2762 - Executive Master of Business Administration
School of Science	3754 - Bachelor of Science
School of Computer, Data and Mathematical Sciences	3639 - Bachelor of Information and Communications Technology
School of Humanities and Communication Arts	TBA

Peer Review of Curriculum

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ACR PHASE 2 – PEER REVIEW COURSES

CLUSTER	SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS				HEALTH AND MEDICINE				HUMANITIES AND SOCIAL SCIENCES				
PRG Panel	Science and CDMS		Built Environment and Engineering		Health Sciences and Psychology		Medicine and Nursing and Midwifery		Business and Law		Social Sciences, Education and HCA		
Associate Dean L&T	Gary Dennis Ana Hol		Brendan Kirkland Surendra Shrestha		Liz Thyer TBA or Deputy Dean		Wendy Hu TBA or Deputy Dean		Jayne Bye Elen Seymour		Ana Rodas Katina Zammit Penny Rossiter		
DAP (from another school)	Nikki Meller (SoNM)		Jeff Foster (SoP)		Olayide Ogunsiji (SoNM)		Caterina Tannous (SoHS)		Mark Williams (SoSc)		Stephen Weissenhofer (CDMS)		
ACA (from another school)	Roger Dawkins (HCA)		Leigha Dark (SoHS)		Ken Wooden (SoSS)		Kell Tremayne (SoP)		Erin Mackenzie (SoE)		Louise Kippist (SBUS)		
	Course specific members will rotate as applicable		Course specific members will rotate as applicable		Course specific members will rotate as applicable		Course specific members will rotate as applicable		Course specific members will rotate as applicable		Course specific members will rotate as applicable		
Curriculum Advisor	Xinni Du	Lynn Berry	Lynn Berry		Iain McAlpine	Xinni Du	Angie Nguyen	Xinni Du	Lynn Berry	Angie Nguyen	Angie Nguyen	Iain McAlpine	
Course Quality Officer	Sue Blyth	Mary Haropoulou	Mary Haropoulou		Ro-Ange Olson	Alison Douglas	Ro-Ange Olson	Chris Pallan-Riddett	Julie Blanchard	Sue Blyth	Alison Douglas		John Shannahan
*Additional Members	TBC in consultation with the PRG	TBC in consultation with the PRG	TBC in consultation with the PRG	TBC in consultation with the PRG	TBC in consultation with the PRG	TBC in consultation with the PRG	TBC in consultation with the PRG	TBC in consultation with the PRG	TBC in consultation with the PRG	TBC in consultation with the PRG	TBC in consultation with the PRG	TBC in consultation with the PRG	TBC in consultation with the PRG
Third Party Representative (where appropriate)													
Course DAP ACA (for the course to be reviewed)	3733 Bachelor of Medical Science (Forensic Mortuary Practice) Graham Jones (DAP) Hayley Green (ACA)	3639 Bachelor of Information and Communications Technology Tomas Trescak (DAP) Evan Crawford, Nicholas Sheppard, Jiansheng Huang (ACAs)	3729 Bachelor of Design & Technology Sasha Alexander (DAP) Karen Yevenes (ACA)	3740 Bachelor of Engineering (Honours) KT3162 Mechanical Key Program Ming Zhao (DAP) Leo Zhang (ACA)	4708 Bachelor of Podiatric Medicine (with 4661 & 4665) Steven Walmsley (DAP) Rebecca Gordon (ACA)	1814 Master of Professional Psychology Janet Conti (DAP) Tania Perich (ACA)	4751 Master of Cardiac Sonography 4753 Graduate Diploma of Cardiac Sonography Andrew Page (DAP) Paul Stoodley (ACA)	4722 Master of Nursing Cannas Kwok (DAP) Linda Gregory (ACA)	2787- The Bachelor of Business (Advanced Business Leadership) Francine Garlin (DAP) Catherine Link (ACA)	2788 Bachelor of Laws / Bachelor of Business Elen Seymour (DAP) Sarah Hook (ACA)	1793 Bachelor of Science, Criminology and Psychological Studies Selda Dagistanli (DAP) Kell Tremayne (ACA)	1850 Master of Education (Leadership & Management) Susanne Gannon (DAP) Jacqui Ullman (ACA)	1696 Bachelor of Communications Jacki Montgomery (DAP) Myra Gurney (ACA)
Course DAP ACA (for the course to be reviewed)			3730 Bachelor of Industrial Design 3731 Bachelor of Industrial Design (Honours) Sasha Alexander (DAP) Karen Yevenes (ACA)					4745 Master of Nurse Practitioner (Mental Health) Cannas Kwok (DAP) Greg Clark (ACA)	2762 - Executive Master of Business Administration Laurel Jackson (DAP) Gulay Avsar (ACA)	2819 Graduate Diploma in Australian Migration Law John Juriansz (DAP) Jason Donnelly (ACA)			

Peer review of assessment

- **Collegial peer review**

- **Teaching teams**

- **Teaching squares**

- **360 degree review of units/ TaRP**

- **ACR – Course quality peer review**

- **IRU assessment portal**

  (Contact Royson Valore – Office of Quality & Reviews)

Value of peer review at WSU and beyond

- **Institutional frameworks**

  - **Professional Development L&T Policy**

  - **Learning Futures Plan**

- **Academic promotions**

- **Internal and external awards**

- **Western Fellowship Scheme**

Snapshot of policy and frameworks recognising the value of peer review

[1] Professional Development in Learning and Teaching Policy, Clause 20.

[2] Professional Development in Learning and Teaching Policy, Clause 19.

[3] Professional Development in Learning and Teaching Policy, Clause 21.

[4] Learning Futures Plan 2016-2020, p.14.

[5] Learning Futures Plan 2016-2020, p.12.

[6] Academic Promotions Policy, Clause 15, Subclause a.

[7] Excellence Awards Procedures, Clause 47c. (for Deputy Vice-Chancellor (Academic) Excellence in Teaching Awards) & Clause 51c. (for Deputy Vice-Chancellor (Academic) Citation for Outstanding Contribution to Student Learning Award).

[8] Excellence Awards Procedures, Clause 47d. (for Deputy Vice-Chancellor (Academic) Excellence in Teaching Awards) & Clause 51d. (for Deputy Vice-Chancellor (Academic) Citation for Outstanding Contribution to Student Learning Award)

[9] Excellence Awards Procedures, Clause 51d.iv.

[10] Excellence Awards Procedures, Clause 59k.

[11] Checklist to Capture Evidence for Academic Achievement. p.9

[12] Checklist to Capture Evidence for Academic Achievement. p.10

[13] Checklist to Capture Evidence for Academic Achievement. p.11

The START Program of Research

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Research on student transition, retention and progression

- Undertake research that will support students' transition, successful progression and completion of study including student experience, identity and belonging.
- Contribute to the quality assurance of transition, retention and progression activities.

Streamlined ethics process

- Make use of our streamlined process for submitting proposals for approval through the Human Research Ethics Committee.
- Connect with researchers on related projects under the START umbrella ethics application.

Access to data

- Access a range of institutional data through data linkage. Approval to Dec 2024 includes access to selected retrospective data from 2014.
- Engage in quantitative or mixed method research including action research, observational research, surveys, interviews, focus groups or textual analysis.

How to get involved

- Contact START to discuss your proposal.
- Email: START@westernsydney.edu.au
- Visit the START website.

START your peer review

WESTERN SYDNEY UNIVERSITY

Planning for peer review?

Would you like to extend your review through a research project and share your research findings? The START Program of Research provides a process for submitting for ethics approval under the START ethics umbrella for research on transition, retention and progression.

START research is reported to the Senate Education Committee through the Transition and Retention Pedagogy (TaRP) Working Party.

Email us at START@westernsydney.edu.au to discuss your proposal or visit the START website for more information.

Step 1 - Will your review consider student transition, retention or progression? Would student transition, progression and retention data add value to your review?

Step 2 – Would you like to extend your review through a research project and publish on your research findings?

Step 3 – Contact START to discuss your proposal and complete the START subproject application form.

Step 4 – Following approval, undertake your research and connect with other researchers on transition and retention.

Step 5 – Report back to Senate Education through a report to the TaRP Working Party.

START your review of teaching

WESTERN SYDNEY UNIVERSITY

Planning to review your transition to online teaching?

Would you like to extend your review through a research project and share your research findings? The START Program of Research provides a process for submitting for ethics approval under the START ethics umbrella for research on transition, retention and progression.

START research is reported to the Senate Education Committee through the Transition and Retention Pedagogy (TaRP) Working Party.

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Questions