



Learning
SHOWCASE

COLLEGIAL PEER REVIEW OF TEACHING



Evidencing Teaching Standards at Western

Carol Russell and Simon Bedford – Learning Transformations

Tony Lazzara and Leanne Yard – Office of Quality and Performance

A facilitated discussion



Abstract

This facilitated discussion will gather together key themes developed throughout the showcase to demonstrate why evidencing teaching standards is important for individuals, schools and the institution as a whole. Then what methods currently exist to do gather such evidence including how collegial peer review could fit into this in a formative and summative way. We will explore the validity and strength of such evidence including a review on the bias analysis in SFU/SFT data. Finally, through a series of examples we will explore how this evidence can be presented for various audiences, including promotion panels, so that clear judgements can be made on the standard of the evidence presented. The session will end with an opportunity for the audience to provide feedback and commentary from their view point on how evidencing Teaching Standards at Western currently is achieved and can be enhanced.

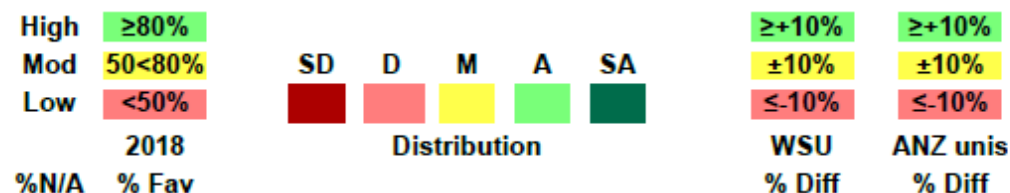


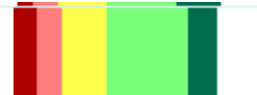
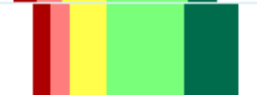
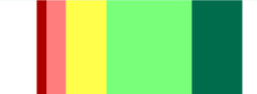


Why is evidencing your teaching is important?

To use the evidence for:

- Continual Professional Development and Planning
- Annual performance reviews with your supervisor
- Probation and Promotion purposes
- For internal and external recognition- Awards and fellowships
- So that we collectively evidence Teaching and Learning excellence at WSU e.g T.H.E Rankings, AHE Global Teaching Excellence Awards
- To support teaching - My Voice:

2018 MyVoice survey: teaching question responses



| Teaching | Question | 2018 %N/A | 2018 % Fav | Distribution | WSU % Diff | ANZ unis % Diff |
|----------|--|-----------|------------|---|------------|-----------------|
| | 90 I am given enough support to achieve my teaching goals | 10% | 54% |  | 0% | -2% |
| | 91 Teaching is regarded favourably within my work unit | 6% | 63% |  | 0% | -7% |
| | 92 Teaching by co-workers within my work unit is of a high quality | 9% | 66% |  | 0% | -8% |
| | 93 I am encouraged to evaluate my teaching | 12% | 70% |  | 0% | -5% |
| | 94 I am given enough support to evaluate my teaching effectively | 12% | 47% |  | 0% | -9% |



What evidence is important?

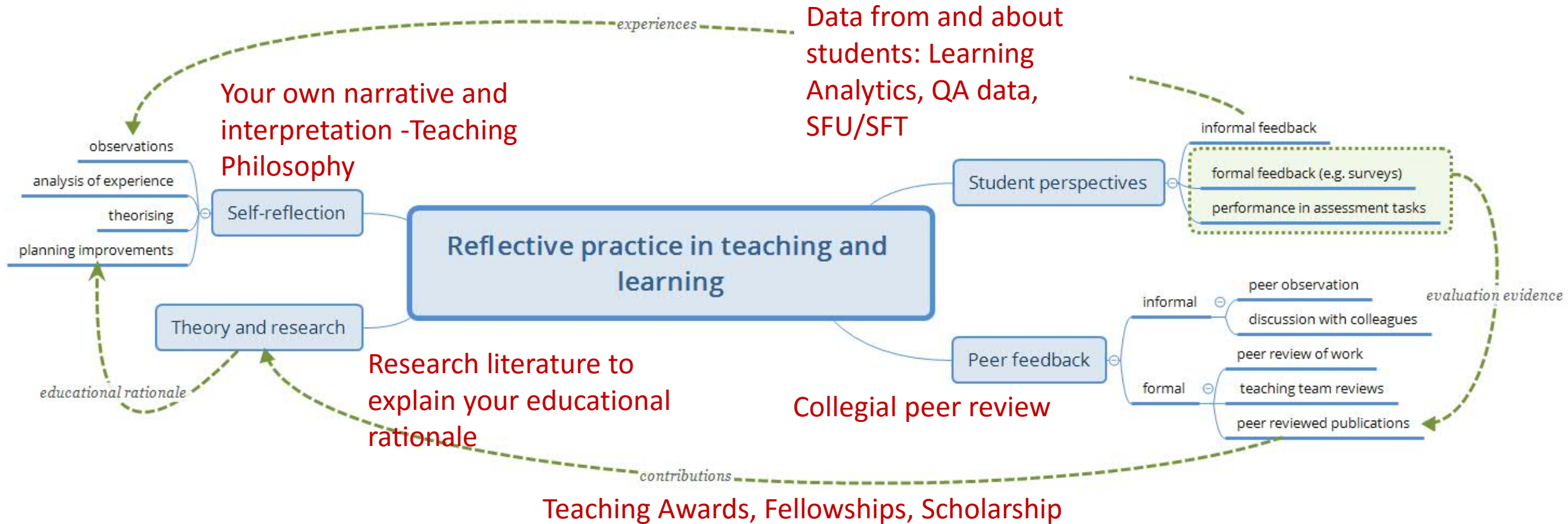
Factors that effect your evidence focus:

- Academic vs Professional Staff
- Continuing or sessional contract
- Level of appointment – impact on learning in the classroom to leadership in teaching (teaching teams, course design).

Where to keep it and plan:

- “Portfolio of practice” or Performance Plan or T&L CV
- Can be repurposed for different audiences and uses

Types of evidence



4 lenses concept from: Brookfield, Stephen D.(2015) The Skillful Teacher : On Technique, Trust, and Responsiveness in the Classroom (Ch2)., John Wiley & Sons.



Question:

Do you think peer review has a place in supporting teaching standards at Western and if so how could it be operationalised?

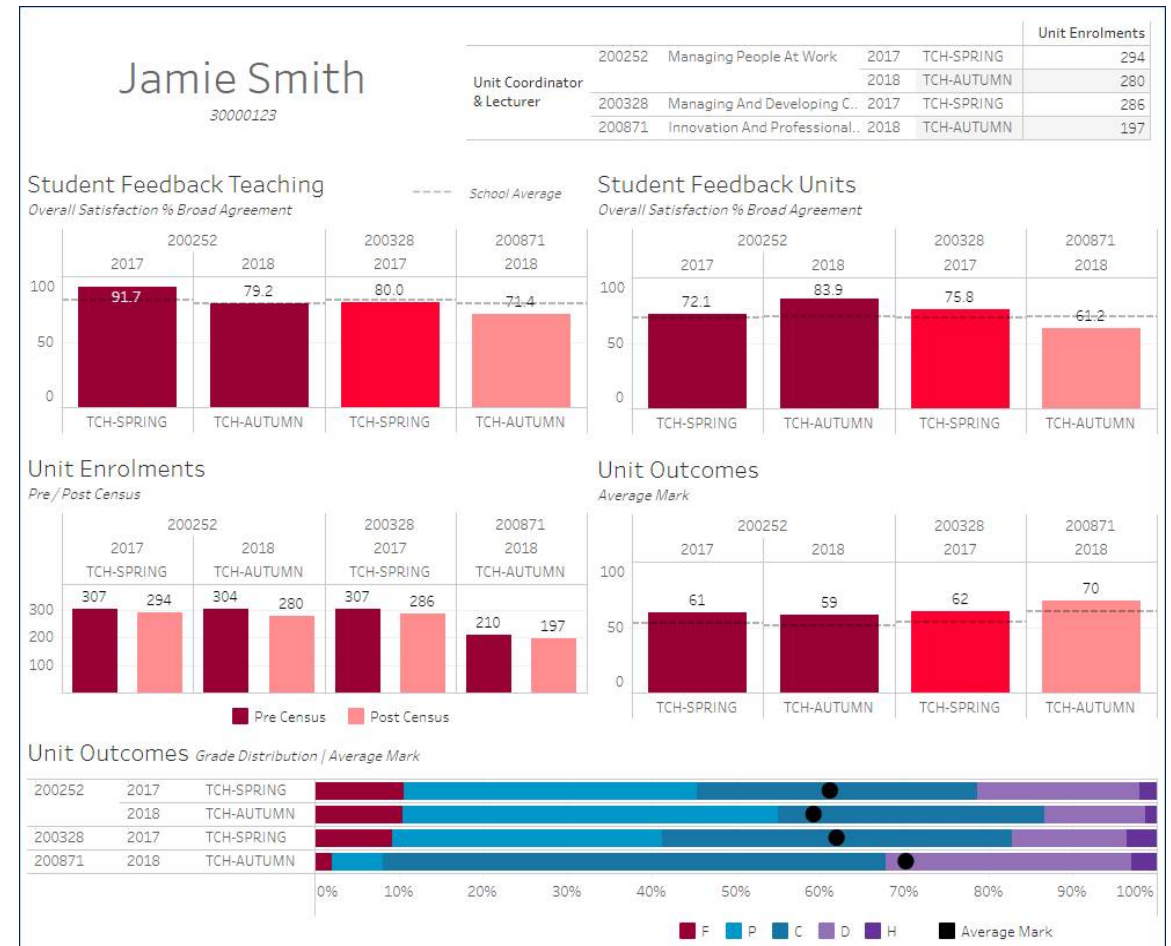
Western Sydney University
Learning Transformations

The place of peer review in learning and teaching



Towards better Quantitative and Qualitative data

Mockup of a possible dashboard report for individual teaching staff





COLLEGIAL PEER REVIEW OF TEACHING

SFU and SFT review

| Question | findings | evidence | comments |
|--|-------------------------|---|---|
| Are the survey questions all relevant to student satisfaction? | Yes | In both surveys, responses had a substantial positive correlation with each other and with overall satisfaction | |
| Are the responses biased with student gender? | Overall no. | No overall significant differences by respondent gender, although higher female response rates can occasionally cause a difference. | |
| Is there a teacher gender bias? | Overall no. | No overall significant differences but a couple of Schools have minority teacher genders rated lower. | Students' gendered views of some disciplines? |
| Do Schools, campuses and disciplines differ? | Yes | SFUs in most Schools, and SFTs in some, varied between campuses. | Ratings could be influenced by discipline mix and campus facilities. |
| Online vs campus differences? | Yes | Units with face to face classes rate more highly than fully online units. | WSU online not included |
| Full/part-time study differences? | Overall no | There were some significant differences but these were discipline-specific with no broad pattern. | Some Schools may want to explore specific cases for underlying reasons. |
| Are there Unit size (SFU) and class size (SFT) differences? | No overall patterns | There were significant variations with size, but these were not consistent. | |
| Core units different from non-core? | No in SFU Yes in SFT | SFUs similar overall but some discipline specific differences. SFTs higher for core units in most Schools. | |



Text Analytics

Best Aspects

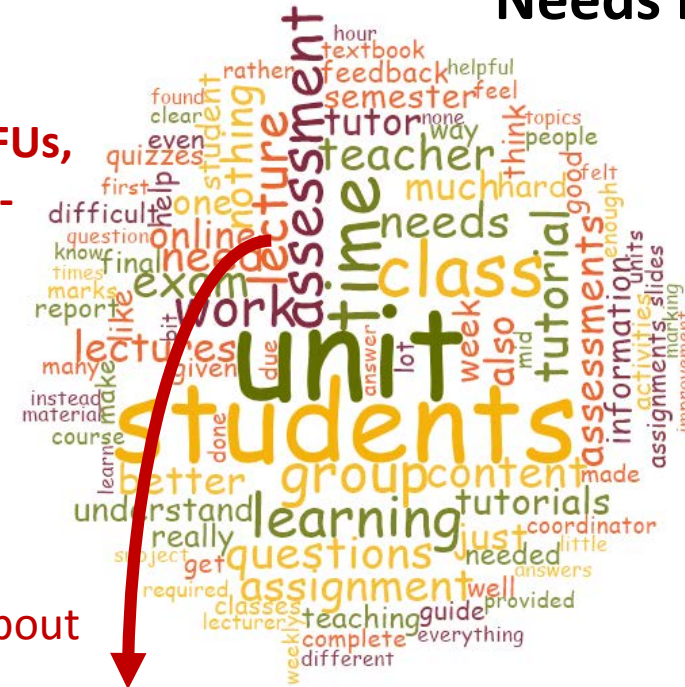


Comments about 'teacher'

[teacher] himself!
 [teacher] teaching style is relaxed and reassuring which really assists in making the student body feel comfortable and ...
I like this unit and [teacher] is a helpful lecturer. Thank you.

Needs Improvement

Student text comments in SFUs, cleaned and de-identified



Comments about 'assessment'

... consistency with the learning guide and what is required in the assessments.
 ...the time frame between the last class and the final assessment was a bit to long.



Repurposing evidence for different audiences and uses

- What evidence to collect and when?
- What evidence is valuable for your purpose?
- How should this be presented?
 - Case 1: Unit Coordinator
 - Case 2: Director of Academic Program

Unit Coordinator

| Criteria | Evidence | Frederik's example |
|--|---|---|
| sustained excellence in student engagement | SFU changes over time. Student success and retention patterns. | Sports biochemistry unit redesign and outcomes reflected in SFU over 4 years, lower failure rates and higher retention in course. SFT data over 4 years. |
| leading or mentoring others | Documented peer feedback from colleagues. | Comments from tutors, colleagues adopting activity designs in other units. Invitation to work on new course. DAP commendation. |
| engaging in scholarship | Sharing and peer reviewed publications. | List of scenario resources shared across disciplines. Funding for simulation resource project. Publications. HEA Fellowship. Benchmarking with other universities. |



Frederik,
Unit Coordinator for
Sports Biochemistry

Director of Academic Program

| Criteria | Evidence | Sally's example |
|--|---|---|
| leading, promoting and influencing L&T that is strategically aligned | Course enrolments over last 5 y. Student outcomes data. | Course redesign – own and others influenced. Enrolment increases. SFU Q scores for units in program. |
| raising the course and institution profile | Industry and professional involvement | Industry research projects with graduates. Research community activities. Short courses introduced. Papers published in top journals. |
| anticipating and meeting changing needs | Curriculum changes: rationale and outcomes to date. | Analysis of content of student comments in SFUs before and after the new course design introduced, aggregated across all units. |



Sally,
DAP for Master of
Construction
Science



Question:

What other kinds of data do you need to help evidence teaching standards at Western?

General Feedback Welcome



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