Collegial peer review of online teaching practice

**Three stage process**

**Part A:**

**Individually**: (Reflective memo to self…)

Briefly answer all the questions below in Part A. This is necessary to prepare yourself for collegial peer review and to optimise your time and that of your colleague’s when you first meet.

***Then in pairs*:**

Meet informally with your buddy and discuss in turns each question from Part A allowing each other to answer all in a ‘flow’. Feel free to add to the scope of the review. You may wish to discuss or agree on a framework you would each like to use (see some examples in Part B), how you will record your observations, and share peer review feedback with each other.

**Part B**: Look at the resources available to you in Part B. There is a range of suggested frameworks that you and your peer review buddy may decide to use. You may decide to focus on one aspect of your online teaching practice such as engaging students online and therefore only use the parts of the framework which best supports this aspect. You have the flexibility here to drive the process.

**Part C:** Reflect on your collegial peer review experience with your buddy. What did you learn from this experience and how do you think this will improve or enhance your teaching and your students’ learning? Submit your completed template to help build our institutional capacity for peer review, including developing further resources and processes, building a network of peer review practitioners, and refining the pilot as we scale up.

Once you have completed the collegial peer review process with your buddy and completed the reflection activities on the template, we ask that you submit it to the [Peer Review Template Submission Portal](https://forms.office.com/Pages/ResponsePage.aspx?id=OPHbPg14GEGkjDHFK4ympVYXvSgmLC1PgTagUWgObidUMlRCWEtIMUgyS1ZSVzk1TjgzUzBQTFkxTC4u). We are building peer review case studies to promote the initiative and we would like to consider yours as part of this process.

Click [here](https://www.westernsydney.edu.au/learning_futures/home/21st_century_curriculum_project2/week_4_open_door/Week_Four_Online/Peer_Review_Buddies) to revisit the [Peer Review with a Buddy](https://www.westernsydney.edu.au/learning_futures/home/21st_century_curriculum_project2/week_4_open_door/Week_Four_Online/Peer_Review_Buddies) webpage.

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| --- | --- |
| **Buddy 1:** | **Buddy 2:** |
| Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Role:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Role:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| School:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Campus: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | School:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Campus: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Part A: Questions for each participant/peer review buddy (pre-review)**

1. Briefly, describe the online teaching you do?

2. Describe the aspects of online teaching that you are most comfortable with or experienced in?

3. Describe the aspects of your online teaching that you are keen for your peer review buddy to focus on.

4. Unit/lesson to be peer reviewed, date and time. Will access to a unit site or Zoom/Collaborate Ultra need to be arranged?

**Part B: Suggested resources (to support you during the peer review process)**

Belowaresome suggested templates that you may choose to use or adapt to assist with your peer review process. Remember, you may choose to focus on only one aspect of your online teaching practice such as student engagement or assessment feedback for example and therefore only use the parts of the templates, which best support, that aspect. You have the flexibility to drive the process and review the area (or areas) of your synchronous or asynchronous teaching that you and your buddy agree upon..

[Self-Review of Flipped Classrooms – Western Sydney University](http://www.westernsydney.edu.au/__data/assets/word_doc/0011/1727921/Self-Peer_Student_Review_of_Flipped_Classrooms_Final.docx) (Word)

[Peer review in online and blended learning environments (2011)](https://www.uts.edu.au/sites/default/files/final-report.pdf) – UTS (PDF)

[Embedding a Peer Review culture in online and blended teaching and learning](http://www.uq.edu.au/teach/peer/index.html) – UQ (Website)

[Peer review of online teaching](https://www.csu.edu.au/division/learning-and-teaching/home/teaching-staff/peer-review/peer-review-of-teaching-and-learning/peer-review-of-online-teaching) – CSU (Website)

[Peer review of online teaching guidelines](https://senate.oregonstate.edu/sites/senate.oregonstate.edu/files/peer_review_observation_formrev.pdf) – Oregon State (PDF)

**Part C: Reflections after peer review experience (post-review)**

Now it is time to reflect on your peer review experience, which you may decide to do over a coffee (be it real or virtual) with your buddy. What did you learn from this experience and how do you think this will improve or enhance your teaching and your students’ learning? Submit your completed template to help build our institutional capacity for peer review, including developing further resources and processes, building a network of peer review practitioners, and refining the pilot as we scale up.

Once you have completed the peer review process with your buddy and completed the reflection activities on the template, we ask that you consider submitting it to the [Peer Review Template Submission Portal](https://forms.office.com/Pages/ResponsePage.aspx?id=OPHbPg14GEGkjDHFK4ympVYXvSgmLC1PgTagUWgObidUMlRCWEtIMUgyS1ZSVzk1TjgzUzBQTFkxTC4u). We are developing peer review case studies to promote the initiative and we would like to consider yours as part of this process!

1. Briefly describe your experience of the peer review process.

2. What did you learn from being a reviewer that you can apply to your own teaching practice?

3. What did you learn from having your online teaching reviewed?

4. How has the feedback you received from your peer review buddy influenced, or inspired you to focus differently on your students’ learning?

5. What advice would you give to colleagues who are contemplating participating in a collegial peer review process?

If you have any questions about **Collegial Peer Review** or the **Peer Review Buddies Scheme** please contact [Gina Saliba](mailto:g.saliba@westernsydney.edu.au)  (Lecturer, Learning Futures).  
  
For any administrative support, please contact [Gavin Smith](mailto:g.smith@westernsydney.edu.au) (Project Officer, Learning Futures).