

Positive Peer Enhancement

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- What Peer Enhancement is
- Why is it great
- How do you go about it

Language – Review vs Enhancement

Language

- Review vs enhancement
- Punitive vs supportive
- Pre-existing feelings & attitudes

Evidence

- Informal vs formal

Role of peer enhancement

Teacher-centred

- Academic probation
- Performance management processes
- Academic promotion
- Monitor sessional staff

Student-centred

- Enhance teaching practices to enhance student learning
- Evidence-based best practice
- Innovation

Building a collegial academic culture

- Valuing review
- Encouraging review
- Open classrooms
- Sharing good practice
- **How do you build this culture?**
- **Whose role is it?**

Components of peer review

Various components of teaching that can be reviewed for enhancement:

- Face-to-face teaching
- Online teaching
- Course design
- Teaching administration

PLUS.....

What can be peer reviewed?

Face – to – teaching	Online teaching	Course design	Teaching administration
<ul style="list-style-type: none"> • Student engagement in discussions • Eye contact with audience • Room layout • Accommodating a range of learning styles/preferences • Frequency and variation of tools used • Balance between teacher/student facilitation of learning • Balance between active and passive learning • Language used • Monitoring and extending learning during discussions • Constructive alignment of lessons • Entertainment • Class culture • Class dynamics • Informal assessment processes • Materials/resources up to date • Extension activities • Evaluation of learning processes • Processes of obtaining student feedback 	<ul style="list-style-type: none"> • Balance between how much F2F and how much online • Ability to 'flip' classroom • Structure of content • Engagement with content • Usage of content • Student experience • "Death by..." • Assessments meeting ILO's • Feedback - language used and how often • Using the right online tool for the learning required • Clarity of instructions • Conducting team work online • Level of teacher presence • Materials/resources up to date • Extension activities • Creating a community • Evaluation of learning processes • Processes of obtaining student feedback • Monitoring and extending learning via online forums • Ease of navigation of online learning space 	<ul style="list-style-type: none"> • Course Descriptions - layout and timing • Assessment aligned with ILO's • Content aligned with assessment and ILO's • Alignment with accreditation processes • Mix of formative and summative assessment and feedback • Prompt availability of resources to students • Scaffolding KSA within course • Scaffolding KSA within program • Flexibility with learning activities • Creating a 'realistic' learning environment • Right assessment task - evidence based • Realistic ability to 'teach' and drive online activities • Moodle structure and navigation • Links to graduate attributes • Course evaluation processes • Processes of obtaining student feedback 	<ul style="list-style-type: none"> • Time frames for marking • Communication processes with students - how? when? • Communication processes with teaching staff - how? When? • Processes for feedback on learning • Identifying 'at risk' students • Managing 'at risk' students • Administration skills • IT skills • Moderation processes • Managing teaching workloads • Processes of reporting and tracking engagement • Maintaining practices within Uni policies and processes • Cross-campus co-ordination • Discipline majors • Coordination of marking • Collegiality with peers • Course and lesson review/evaluation processes • Conflict/crisis management • Inclusion of partners • Processes of obtaining student feedback

A review and enhancement process

Step 1 - Plan

- What
- When
- Where
- Who
- Why
- How



Step 2 - Review

- **FedUni: Model 1** – Course Descriptions
- **Fed Uni: Model 2** – Principles for Assessment
- School Specific Models

A review and enhancement process

Step 3 – Feedback

- Written
- Verbal
- Solutions
- Offered
- Workshopped

Focus on the task, not the person



Step 4 – Respond

- Consider suggestions made
- Consider potential enhancements to learning and teaching practices
- What is the impact?
- What changes are made?

A review and enhancement process

Step 5 – Reflect

- Reflect on the process
- Things learnt by the 'reviewee'
- Things learnt by the 'reviewer'



Finding out more and getting started

- Contact your Associate Dean of Teaching Quality (ADTQ)
- School based approaches to peer review and peer enhancement of learning and teaching
- School based workshops
- Initiate your own!

Start with the **Peer Enhancement of Learning and Teaching Procedure** on the Federation University web site