# UOW Peer Review of Educational Practice (PREP) Request

Formal Peer Review of Educational Practice may be used for your teaching development or as evidence when developing a case for recognition of practice (e.g. probation, promotion, awards).

* Your peer reviewer may be a UOW accredited reviewer, or someone with expertise in the aspect you wish to have reviewed (either internal or external to UOW)
* Please lodge a separate Request Form for each review.

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| --- | --- |
| Teacher name & title |  |
|  Discipline |  |
|  Faculty |  |
|  Email |  |
| Reviewer name & title |  |
|  Reviewer email address |  |
|  Discipline |  |
|  Reviewer status | [ ]  UOW Accredited Reviewer [ ]  UOW Reviewer [ ]  External to UOW |
| Agreed PREP due date  |  |
| Review dimension(s) *Select dimensions on which the review will be based (recommended maximum of 2 dimensions) – see page 4 for further details* | [ ]  Curriculum development – subject level [ ]  Curriculum development – program/course level[ ]  Evaluation [ ]  Building Teams[ ]  Student support and communication [ ]  Operational Management[ ]  Leadership in learning and teaching [ ]  Learning–Teaching–Research nexus[ ]  Other (please specify) |

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| **PREP Declaration** |
| *I agree to conduct a peer review as specified above and I confirm that:** ***I will keep this peer review confidential and not discuss or share the results with any person other than the teacher without the consent of the teacher.***
* *The applicant and I have agreed the dimensions and focus for the review.*
* *I agree to prepare a Peer Review of Educational Practice Summary containing my overall evaluation of the educational practice that I reviewed*
* *I will offer to discuss the review and my ‘Review feedback’ with the reviewee prior to writing and submitting the Peer Review of Educational Practice Summary*
* *I will prepare the Summary at arm’s length from the reviewee and will endeavour to present an objective and fair assessment*
* *I will lodge the signed Peer Review of Educational Practice Summary report, in typed form, with Academic Development & Recognition by the due date.*
* *I understand the teacher I review may choose to use my review as evidence for recognition of practice and that a copy of the Evaluation Summary may be submitted to a UOW Promotion/Probation Committee.*
* *I am not aware of any conflict of interest – please refer to the* [*UOW Conflict of Interest policy*](http://www.uow.edu.au/about/policy/UOW058674.html)
 |
| *Signature of teacher requesting the review:* |  | *Date* |
| *Signature of Peer Reviewer:* |  | *Date* |

Please return the signed Request Form to Academic Development & Recognition by email or in person (39C.254 - western entrance)

 ✆ 02 4221 4101 🖰 cpd-support@uow.edu.au

**What is the process for formal peer review of educational practice (PREP)?**

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| **INTERNAL** UOW REVIEWERS |  | REVIEWERS **EXTERNAL** TO UOW |
|  |  |  |  |  |
| 1. | Reviewee selects reviewer from UOW accredited list or identifies someone with relevant expertise and contacts them to request a review. |  | 1. | Reviewee identifies an external person with relevant expertise and contacts them to request a review. |
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| 2. | Reviewer and reviewee meet and discuss the Review Dimension(s) and the review focus. Both sign the Peer Review of Educational Practice Request Form and the reviewee returns it to cpd-support@uow.edu.au |  | 2. | Communication for evidence scoping, provision of review material and review focus occurs.Both sign the Peer Review of Educational Practice Request Form and the reviewee returns it to cpd-support@uow.edu.au |
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| 3. | Reviewer reviews relevant materials at agreed time and place and records notes on agreed dimension(s) and focus areas. |  | 3. | Reviewer reviews relevant materials at agreed time and place and records notes on agreed dimension(s) and focus areas from the pro forma. |
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| 4. | Reviewer types up their *Review feedback*, provides a copy to the reviewee and meets with reviewee to discuss. (Note: This document is not lodged with Academic Development & Recognition) |  | 4. | Communication for clarification/ confirmation of review scope and focus occurs if required. |
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| 5. | Reviewer writes their *Peer Review of Education Practice Summary* independently of the reviewee. Reviewer submits Evaluation Summary to cpd-support@uow.edu.au by the agreed due date. After lodgement, reviewer provides a copy to the reviewee.  |  | 5. | Reviewer writes their *Peer Review of Education Practice Summary* independently of the reviewee. Reviewer submits Evaluation Summary to cpd-support@uow.edu.au by the agreed due date. After lodgement, reviewer provides a copy to the reviewee. |

**Either person may decline or withdraw at any point in the process.**

**NOTE**: In relation to Academic Probation and Academic Promotion, staff working in specialist roles may engage in teaching methods for which Teacher Evaluations are not valid feedback. Staff in such specialist roles may seek approval from their Executive Dean (or equivalent) and Head of School to submit one or more Peer Reviews of Educational Practice in lieu of compulsory Teacher Evaluations.

**Pre-Review Meeting/Communication checklist** (reviewer to retain)

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| [ ]  | Discuss the teaching context. This could include teaching philosophy and approach, student backgrounds and motivation, whether the subject/course is team taught, etc. |
| [ ]  | Discuss the material to be reviewed. This could include, for example, what the teacher is aiming to achieve, the learning resources to be used, materials that relate to teamwork, evaluation data or de-identified samples of student work. |
| [ ]  | If the reviewer is from another Faculty/discipline, a discussion about how students learn in the particular discipline would be useful. |
| [ ]  | Discuss the aims of the peer review. These may be fairly general, or the teacher may ask for specific feedback. |
| [ ]  | Discuss the review dimension(s) and focus chosen by the reviewee. |
| [ ]  | Reviewee and reviewer complete and sign a Peer Review of Educational Practice (PREP) Request Form |

**Notes:**

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| For further information regarding the Peer Review process including access the list of accredited UOW Peer Reviewers and UOW Proformas, please go to: <https://intranet.uow.edu.au/dvce/learningandteaching/peerreview/index.html> |

**REVIEW DIMENSIONS** (with examples of areas of focus)

**Curriculum development – subject level**

Could include a ***small and cohesive selection*** of:

* Expression of a philosophy of teaching and learning and incorporation into planning and development of the curriculum
* Use of current literature on teaching and learning in higher education to inform planning and development of the curriculum
* Consideration of the diverse learning needs of students
* Explicit subject design to integrate the needs of a global cohort of students
* Consideration given to prior skills, knowledge and experience of the students when developing the learning activities, assessments and/or resources
* Consideration of the subject in relation to its stage in a program
* Consideration of the subject in relation to any prior, parallel or subsequent subjects
* Consideration of the subject in relation to equivalent subjects taught at other institutions (benchmarking)
* Student involvement in the development of the curriculum and/or teaching activities
* Engagement of community expertise and experience in the design of curricula and resources
* Engagement of community or profession in the implementation of the subject
* Encouragement of reflective practice and self-assessment within teaching team
* Encouragement within assessment to reward creativity
* Opportunities for students to self-assess in preparation for major tasks
* Provision of timely and constructive feedback
* Sharing of expertise through development of appropriate resources where none are available
* Facilitation of technology integration into learning activities, assessments and/or resources
* Delivery of curriculum using support services where appropriate to complement teaching practice
* Consistency between subject objectives, methods of teaching and learning, assessment and graduate qualities
* Coherence between subject design and mode of delivery
* Command of the subject matter
* Relevance, accuracy and currency of content
* Use of examples relevant to students’ interest and experiences
* Encouragement for students to make effective use of libraries and other learning resources including workplace and professional experience
* Alignment of learning to support the development of the desired graduate qualities
* Opportunities to receive feedback on teaching from colleagues

**Curriculum development – Program/Course level**

Could include a ***small and cohesive selection*** of:

* Use of current literature on teaching and learning in higher education to inform planning and development of the curriculum
* Consideration given to mapping skills, knowledge and experience of the students when developing the learning activities, assessments and/or resources across subjects, units or modules
* Consideration of the program in relation to equivalent programs at other institutions (benchmarking)
* Consideration of the program in relation to identified standards
* Explicit program design to integrate the needs of a global cohort of students
* Student involvement in the development of the curriculum
* Engagement of community expertise and experience in the design of curricula
* Engagement of community or profession in the implementation of the program
* Encouragement within assessment across the program to reward creativity
* Opportunities for students to self-assess in preparation for major tasks
* Development of appropriate resources where none are available to share expertise
* Seamless integration of technology throughout the program
* Integration of support services where appropriate throughout the program
* Coherence between program design and mode/s of delivery
* Information provided to students about course requirements and their rationale
* Monitoring of consistency throughout program between subject objectives, methods of teaching and learning, assessment and graduate qualities
* Command of the subject matter throughout a program
* Relevance, accuracy and currency of content appraised by external review or benchmarking
* Encouragement to students to make effective use of libraries and other learning resources
* Alignment of learning that supports the development of the desired graduate qualities

**Evaluation**

Could include a ***small and cohesive selection*** of:

* Collection of information about teaching and learning on a regular basis through a range of planned methods
* Adjustment of approaches to teaching and/or design of subject in the light of the feedback obtained
* Use of information obtained from student assignment and examination work in evaluation of teaching and/or subjects
* Use of data gathered from graduates including longitudinal studies
* Use of analytics data

**Building teams**

Could include a ***small and cohesive selection*** of:

* Collaboration with colleagues to share expertise through discussion of learning and teaching within and/or beyond the institution
* Mentorship of staff to engage with learning and teaching in a range of ways (such as curriculum development, managing a subject, leading a team of tutors, use of technologies for communication, selecting resources)
* Identification of potential tutors with subsequent mentoring into the team
* Identification and communication of directions for the team
* Request for input and ideas from the team
* Provision of constructive feedback to team members
* Respect and value for individual differences
* Questioning to clarify understanding
* Presentation of ideas and plans in a convincing manner
* Sharing of information with others who need to be kept informed
* Leadership and management of the team
* Project management to support effective team operation

**Student support and communication**

Could include a ***small and cohesive selection*** of:

* Demonstration of commitment to mentoring and support of students
* Demonstration of empathy and consideration within student support
* Provision of additional opportunities for students to expand interest and engagement with subject (eg community
* involvement; organisation of additional activities; highlighting learning opportunities)
* Expansion of opportunities to acknowledge and support student diversity

**Operational management**

Could include a ***small and cohesive selection*** of:

* Evidence of sound planning of learning opportunities for students
* Effectiveness of systems to organise own work
* Task tracking to ensure that important tasks/issues are not overlooked
* Consideration given to issues and alternative solutions when addressing problems to ensure sustainability
* Generation of innovative ideas and solutions to problems
* Development of realistic solutions to problems
* Informed decision making based on facts gathered from all relevant sources
* Project management

**Leadership in learning and teaching**

Could include a ***small and cohesive selection*** of:

* Support for the development of the teaching of peers
* Opportunities for others to develop leadership
* Encouragement of others to engage with leadership opportunities
* Provision of leadership in curriculum review across a program
* Consultation within and beyond the faculty in an area of learning and teaching expertise
* Mentorship of staff in preparation of applications for confirmation, promotion, and/or awards
* Mentorship of staff in preparation of learning and teaching grants
* Contribution to policy development through working parties or education committees at Faculty or Institutional level
* Engagement in collaborative research on learning and teaching related to subject, discipline or sector-wide issues or innovations
* Active engagement with professional associations, conference committees or events focused on learning and teaching
* Modelling of reflective practice and maintenance of continuing professional development activity
* Agent of change at personal and/or faculty level (eg evidence of change effected)

**Learning-Teaching-Research nexus**

Could include a ***small and cohesive selection*** of:

*Staff activities:*

* Update of course and subject materials to reflect current research
* Discussion of their research with students
* Encouragement of students to undertake further research
* Individual or collaborative research about student learning (scholarship of teaching and learning) and its dissemination.
* Reflection on teaching and research practices and innovations

*Student activities designed so:*

* Students engage with research findings and research literature
* Students discover and discuss new topics and questions for research.
* Students study the ways in which researchers work, examine the nature and use of specific research methods and undertake research activities.
* Students question knowledge in the disciplines and discuss competing perspectives in the field of study.
* Students attend research seminars
* Students collaborate with other students and with academics on research projects
* Students reflect on what and how they learn

*Course level:*

* Course explores research bases of discipline knowledge
* Course considers ethical issues in research
* Course include activities to develop students’ problem solving, enquiry, analysis, reflection and critical thinking

**Other**

Suggestions welcomed for this category