

Professional learning support for peer review across the institution

The logo for CADAD, consisting of the letters 'CADAD' in a bold, blue, sans-serif font.

Council of Australian Directors
of Academic Development

Professor Kevin Ashford-Rowe

CADAD President

Director, Learning and Teaching Centre, Australian Catholic University

Dr Kylie Readman

CADAD Exec member

Director, Centre for Support and Advancement of Learning and Teaching, University of the Sunshine Coast

Aims

Project Aim:

To develop an an online resource on peer review of assessment for the HE sector

Workshop Aim:

To get advice from participants about the resources most likely to support professional learning on peer review of assessment

TEQSA Higher Education Standards Framework (2015)



- 1.4.1 Learning outcomes are informed by national and international comparators
 - 5.3.1 All accredited courses include external referencing or other benchmarking activity
 - 5.3.2 Comprehensive course reviews include learning outcomes, methods of assessment and achievement of learning outcomes
 - 5.3.4 Review and improvement activities include regular external referencing, including progression, attrition, and completion rates... assessment and grading of students' achievement of learning outcomes
- methods

Areas in which we can work together on Peer Review of Assessment



Preparing
participants for
peer review

*Developing a shared
lexicon*



Preparing the
organisation for
peer review

*Frameworks and
principles to inform
practice*



**Maturing
assessment
literacy**

***Professional learning
conversations***



Using feedback
to improve
course quality

*Enhancing student
experience and
outcomes*

Processes, policies and culture



Preparing
participants for
peer review

*Developing a shared
lexicon*

Goal: Improving staff capability, course quality and student learning outcomes and experiences

HEIs improve course quality & student learning outcomes by improving [academic] staff capability

Thus need to *prepare a developmental narrative of maturing and evolving the conversation not a compliance driven (often managerial) tick and flick exercise - **prove & improve!***

To do:

- * Prepare & socialise the academic community (communicate, communicate...)
- * Establish & mature the shared language of peer review i.e. establish a lexicon
- * Devise good process
- * Endorse principles (policy?) to support the process
- * Create & curate a community of calibrated assessors



Maturing assessment literacy

*Professional learning
conversations*

Maturing individual and institutional assessment literacy

Those who are *assessment literate* understand how to **gather dependable evidence** and how to **use it productively to support or certify achievement**.

Dr Rick Stiggins and the National Taskforce on Assessment Education for Teachers (2015)

Consensus moderation is any process broadly defined as peer review that results in 'calibration' and 'consensus' being achieved. The 'moderation' bit is the change in the views of participants that is needed to reach the consensus. The 'consensus' bit is peer agreement. This is more than 'agree to disagree', it's genuine change to a common position, i.e. calibration) (Nulty, 2017)

- Assessment co-design (with students too?)
- Feedback to peers that improves assessment: Goal referenced, tangible and transparent, actionable, user-friendly, timely, ongoing, consistent (Stiggins, 2012)
- Professional learning conversations

Conversation Principles: How could they work for peer review of assessment?



Relationships
of respect and
challenge



Inquiry habit
of mind



Use of data
and evidence

Professional Learning Conversations

Summary

What does your organisation need to do to:

Prepare participants for peer review?



Prepare the organisation for peer review?



Mature assessment literacy?



Use feedback to improve course quality?



Professional Learning: Working together on Peer Review of Assessment

Assessment and feedback design?
Professional learning conversations?
Level of shared expertise?

SUPPORT



With peers at your institution?
With discipline colleagues?
Using the portal?

CONNECT



Calibrate assessors as well as assessment?
Certify professional learning?
Improve course quality?

ADVANCE

