

HECQ Forum

Workshop
Professional Learning for Course
Quality

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Role of course teams/course/program coordinators

Peer review of assessment is defined as

‘the practice of colleagues providing and receiving feedback on one another’s unit/subject outlines, assessment tasks and marking criteria to ensure that assessment is aligned to intended learning outcomes and includes a calibration process to ensure comparability of achievement standards and an opportunity for professional learning.’

(Booth, Beckett, & Saunders, 2015)

Right program level learning outcomes first

Right mapping

Right assessment

Right grading

Right calibration

Right learning methods and resources.

(Scott, 2016)<http://flipcurric.edu.au/>

1 Plan peer review of assessment activity and consider potential benchmarking partners	2 Peer review of assessment external referencing Calibration –A College of Peers process	3 Feedback informs actions which leads to improvement	4 Peer review of assessment external referencing Calibration –A College of Peers process	5 Feedback informs actions which leads to improvement
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Professional accreditation [Meeting-Australian Council of Engineering Deans, 2016]

1 Annual course report	2 Annual course report Plan peer review of assessment activity and consider potential benchmarking partners	3 Peer review of assessment Calibration	4 Annual course report Feedback informs actions which leads to improvement	5 Peer review of assessment Calibration	6 Course Review Feedback informs actions which leads to improvement	
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Institutional comprehensive course reviews [6-7 years depending on course]

This approach also enables us to maximize the ‘economies of scale’ in managing the external peer review process, with five units participating in 2017 and in 2019. The consensus of the Master of Teaching (MTeach) meeting was that prioritizing blocks of sequential/related units would be the most beneficial in terms of ongoing course development and improvement.

Year	2016	2017	2018	2019	2020
Focus	Planning Plan peer review of assessment activity and consider potential benchmarking partners	Calibration A college of peers is engaged in the first round of external referencing and peer review of assessment	Adjustment Feedback is analysed and generates ideas for revision where appropriate	Moderation A college of peers is engaged in the second round of external referencing and peer review of assessment	Consolidation Feedback informs actions to fine-tune the course ahead of the next accreditation cycle as part of ongoing improvement
Participants	Faculty leadership and University in consultation with the MTeach team	EMT511 Foundations of English EMT611 English Curriculum and Pedagogy EMT510 Foundations of Literacy: Processes and Practices EMT515 Approaches to English Teaching EMT610 Teaching, Literature, Culture	All MTeach unit coordinators	EMT521 Teaching Primary Mathematics 1 EMT620 Teaching Primary Mathematics 2 EMT520 Personal and Professional Numeracy EMT525 Teaching the 7-12 Mathematics Curriculum EMT625 Grade 7-12 Students as Mathematics Learners	All MTeach unit coordinators

Questions

1. What professional development do you currently offer in your institution to support staff in the areas of peer review, benchmarking, calibration, moderation?
2. How is this professional development made available to staff? (workshops, self-access, resource kits, etc.)
3. If you do not currently offer professional development in your institution in relation to these areas, what resource support would you find most useful to enable you to do so?

Example – Learning Conversations

Taken from the resource **Peer Review of Teaching: A Collaborative Approach**

https://learn.scu.edu.au/bbcswebdav/courses/CTL-FUTP/Content/PRT/prt_sg_welcome.html?target=blank