Peer review
“regulation”

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Does who reviews/observes matter?

Transparency
Culture change

Observe
Review

Start conversations
Staff engagement
Does who reviews/observes matter?

Learning / development

Observe   Review

Assessment / evaluation
Peer Review of Teaching

Learning / development

Workshop (set objectives) → First Observation → Follow up meeting → Second Observation → Follow up meeting → Colloquium

Observations of others (x2)
“Okay, I know I need to change this but I didn’t know how”

“So [Expert Reviewer] actually helped me with that, she said you should go around like this and I took her advice and just changed a little bit.... and it worked really well, people really like [it].”

“[Expert Reviewer] gave feedback on interactivity ...

I think being physics, you need to have interactive demonstrations, so making it interactive made it much better.”

“I mean, you’re seeing graphs in real time and that was actually pretty striking, I guess, when you first see.”

“Yeah it has [been successful].

Um, partly from just being exposed to what people are doing, what’s working, and partly because [Expert Reviewer has] sort of given me the first steps that I’ve introduced the discussions and that’s worked well, so that’s given me the confidence to introduce other things in the future.”
Engaged

Open

Unacquainted

Knowledge expertise flow
**SaMnet – expert critical friends**

We were undergoing major restructuring. SaMnet’s probes to our Dean kept our investments in teaching and learning on the Dean’s radar during the restructuring process. ... SaMnet kept us above the noise level and in the attention of those making decisions. SaMnet has influenced our Dean subtly during turbulent times to recognise teaching and learning in a positive way. There was this external entity saying, ‘here is this person doing good work’ and it kept saying it. ... We have benefitted from the visibility provided by participating in SaMnet.

**Junior Academic**

My mentor was instrumental in connecting me with others who had worked in similar areas and this was particularly helpful in establishing the project.

**Junior Academic**

SaMnet legitimises what we do. We have an idea, SaMnet gives it credibility and the idea becomes valuable and doable. With SaMnet backing, we feel more confident and knowing it is going to be a paper means that it is more systematic, reflective and hence strategic. The hidden worth surfaces for student learning, our careers and for the institution.

**Senior Academic**

SaMnet has not done anything for me. It has made no difference. This is probably because I could not engage in a critical number of workshops to enable a difference. ... I also did not have the time to do the project justice.

**Senior Academic**
Thanks

Colleagues from almost every university

SaMnet: Science and Mathematics network of Australian university educators