

Peer review “regulation”

Presented by

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www.activelearningscience.com

Sharma MD and Georgiou H, (2016, in review) More active lecture approaches in science and mathematics: Using expert cultural capital to drive change. Report submitted to the Australian Government Office for Learning and Teaching.

<http://samnetaustralia.blogspot.com.au/>

Sharma, M. D., Rifkin, Johnson, E., Tzioumis, V. and Hill, M. (2014) Fostering institutional and cultural change through the Australian network of university educators – ‘SaMnet’. Report submitted to the Australian Government Office for Learning and Teaching, Department of Industry, Innovation, Science, Research and Tertiary Education, Australia, ISBN 978-1-74361-463-1.

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

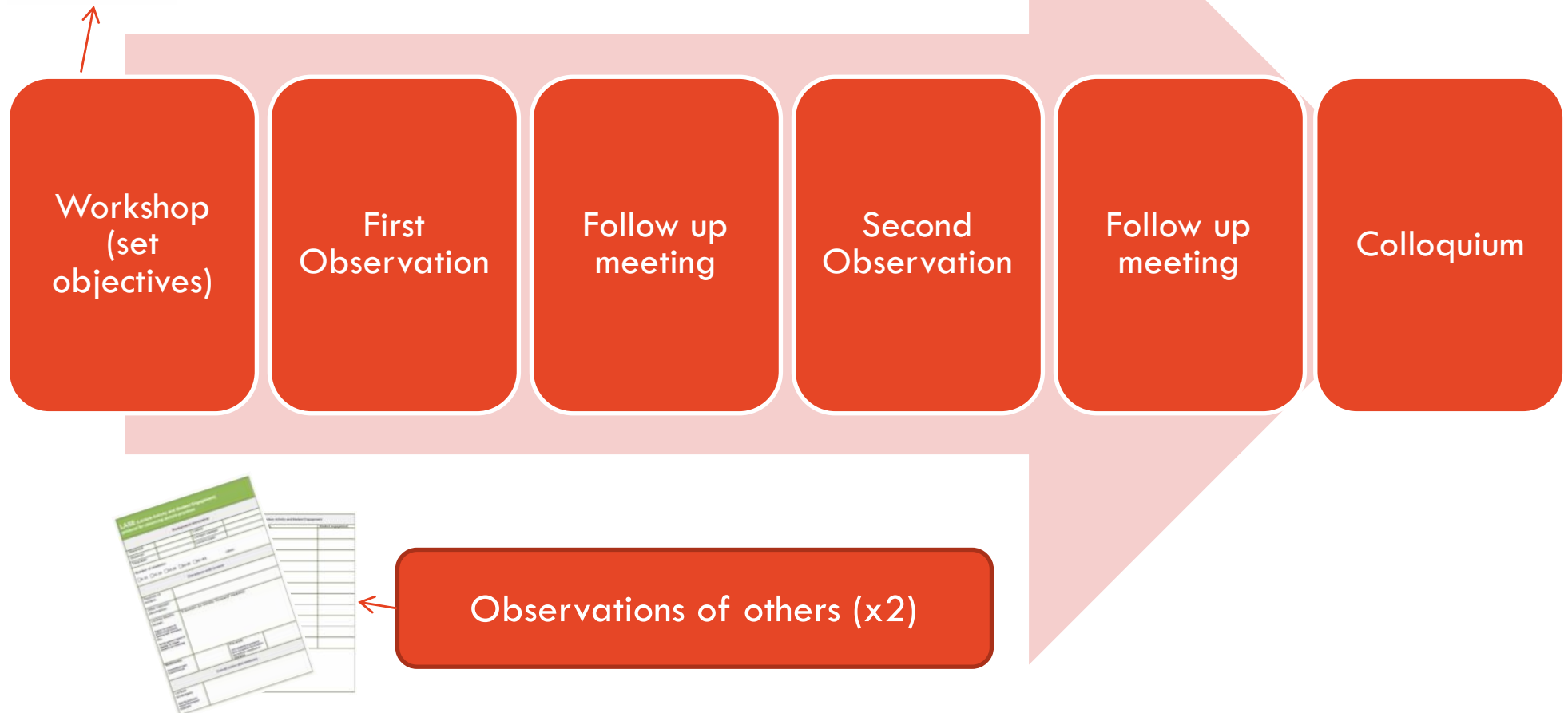
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Learning / development



OBJECTIVES

Objectives	Assessment



“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].”

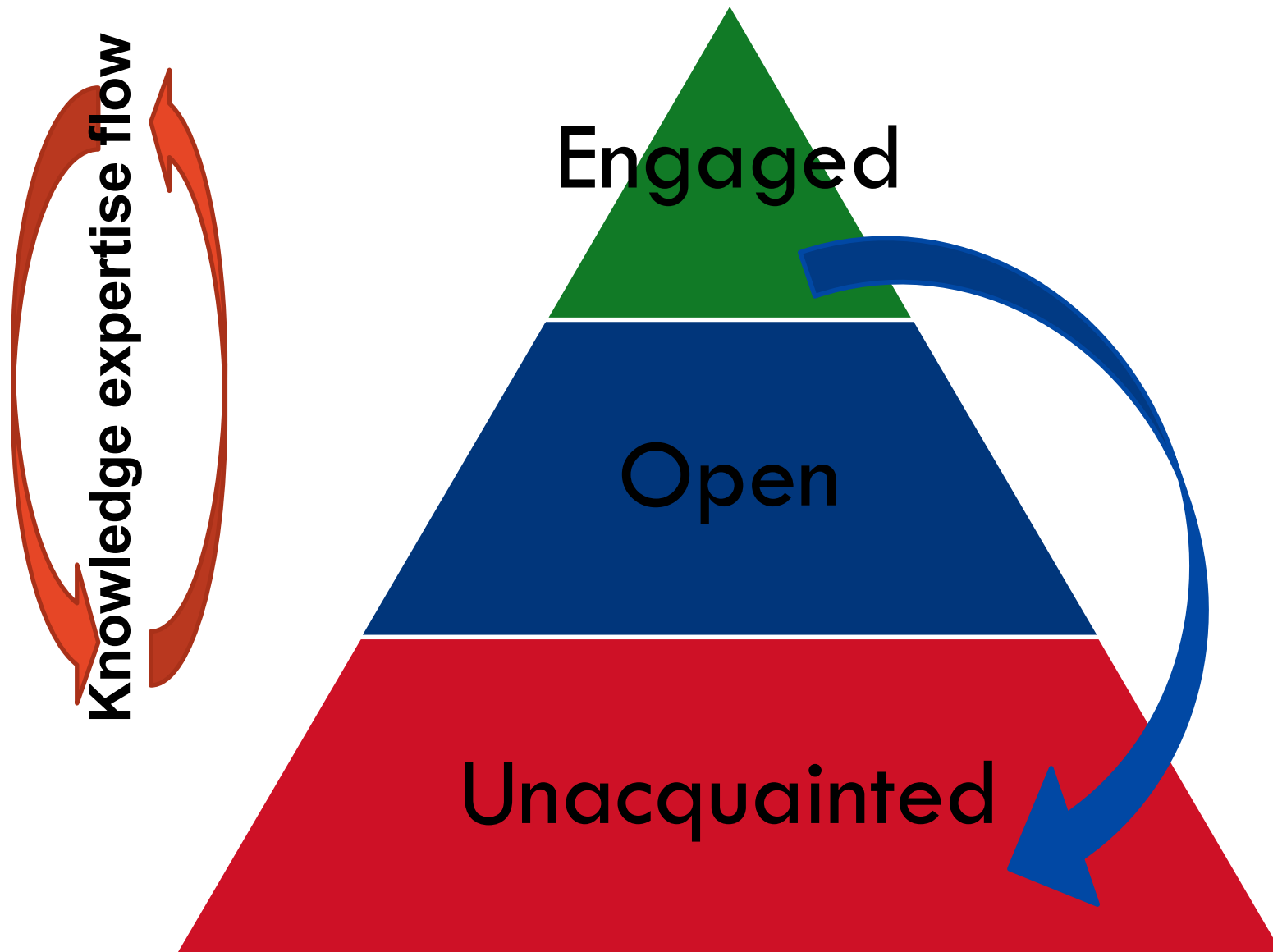
“Yeah it has [been successful].

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.”

“[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.”



SaMnet – expert critical friends <http://samnetaustralia.blogspot.com.au/>

We were undergoing major restructure. SaMnet's probes to our Dean kept our investments in teaching and learning on the Dean's radar during the restructure 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



Australian Learning and Teaching Fellows



Australian Council
of Deans of Science

**SaMnet: Science and Mathematics network
of Australian university educators**

