THE FACULTY OF ARTS

PEER REVIEW PROCESS

OF ONLINE UNITS (iLearn) 2014
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INTRODUCTION

Macquarie University is implementing a ‘Framing of the Futures’ strategic plan to provide innovative education programs which enhance, extend and empower the student learning experience both in the online and on campus learning environment. Furthermore, the strategy includes nurturing the capabilities and further development of academic staff to provide a transformative learning experience.

The intention of the Faculty of Arts is to support the University’s strategy and this document has been created to suggest guidelines to be used for assuring the quality and standards of the online learning experience for units within the Faculty.

PURPOSE

The purpose of the Faculty of Arts Standards and Quality Committee (FSQC) ‘Peer Review of Online Units’ is to provide a collegial and collaborative process for the review of all units in iLearn. The review process also facilitates an opportunity for the Faculty to reflect on education practice more broadly and positively feed forward areas for improvement or to share innovative learning practices that have or are currently being used.

GUIDING PRINCIPLES

In accordance with the strategic aims and objectives of the Macquarie University Strategic Plan to provide an inspiring educational experience, the following are guiding learning and teaching principles for the Peer review process;

- Deliver relevant, future focused and high quality programs
- Support student learning and develop staff capability
- Provide intellectually challenging learning experiences
- Prepare students for the future

The Faculty Standards and Quality Committee (FSQC), ‘Peer Review of Online Units’ combines these guiding principles with research into student learning in the online environment (Appendix A) to inform, develop and implement a cycle of review (Appendix B) and unit checklist (Appendix C).

FEATURES OF THE PROCESS

Roles and Responsibilities

Faculty Standards and Quality Committee (FSQC)

The members of FSQC will:

- Review and evaluate all documentation provided from the Peer Review process to ensure programs meet policy.
- Maintain consultative networks with Heads of Department, Program Directors and Academics in relation to any key learning and teaching requirements.
- Endorse final documents resulting from the Peer Review process for recommendation to Faculty Board.

Departments

Program Directors will work with the Associate Dean Quality and Standards and Associate Dean Learning and Teaching to organize a Peer Review for all required and option units in their program. It is expected that all unit convenors will participate in the preparation of the unit reviews. Where possible and as appropriate to each program, it is desirable to involve adjunct or part-time staff as well. Program Directors will be responsible for liaising with the Head of Department and relevant staff to manage this work.

Support for the Review Process

The Faculty Learning and Teaching team will facilitate the implementation of the peer review process for online units. This will involve working with unit convenors and organizing mutually convenient times to meet and work together to undertake the peer review.
APPENDIX A - RESOURCES USED FOR THE PEER REVIEW CHECKLIST

Development of the Peer Review checklist was informed by the following ideas:

- **Community of Inquiry**

![Community of Inquiry Diagram]

- **Educational Experience**
- **Social Presence**
- **Cognitive Presence**
- **Teaching Presence** (Structure/Process)
- **Communication Medium**

Figure 1. Community of Inquiry Framework

<table>
<thead>
<tr>
<th>Elements</th>
<th>Categories</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Presence</td>
<td>Effective Expression</td>
<td>Emoticons</td>
</tr>
<tr>
<td></td>
<td>Open Communication</td>
<td>Risk-free Expression</td>
</tr>
<tr>
<td></td>
<td>Group Cohesion</td>
<td>Encourage Collaboration</td>
</tr>
<tr>
<td>Cognitive Presence</td>
<td>Triggering Event</td>
<td>Sense of Puzzlement</td>
</tr>
<tr>
<td></td>
<td>Exploration</td>
<td>Information Exchange</td>
</tr>
<tr>
<td></td>
<td>Integration</td>
<td>Connecting Ideas</td>
</tr>
<tr>
<td></td>
<td>Resolution</td>
<td>Apply New Ideas</td>
</tr>
<tr>
<td>Teaching Presence</td>
<td>Design &amp; Organization</td>
<td>Setting Curriculum &amp; Methods</td>
</tr>
<tr>
<td></td>
<td>Facilitating Discourse</td>
<td>Sharing Personal Meaning</td>
</tr>
<tr>
<td></td>
<td>Direct Instruction</td>
<td>Focusing Discussion</td>
</tr>
</tbody>
</table>

*Table 1. Some Examples of Cognitive Presence*
Salmon E-Moderating 5 stage model

A Five-Level Approach to the Large Scale Development and Delivery of Online Programs

Van der Craats, McGovern & Pannan (2002)
The Learning Pyramid

We tend to comprehend...

10% of what we **READ**
20% of what we **HEAR**
30% of what we **SEE**

50% of what we both **HEAR** and **SEE**

70% of what we **SAY**

90% of what we both **SAY** and **DO**

[Diagram showing levels of learning from reading to doing]

APPENDIX B

SUGGESTED ‘PEER REVIEW OF ONLINE UNITS’ SCHEDULE 2015

<table>
<thead>
<tr>
<th>MONTH</th>
<th>DEPARTMENT PEER REVIEW TIMELINE</th>
<th>SUBMISSION DATE TO FSQC</th>
</tr>
</thead>
<tbody>
<tr>
<td>APRIL</td>
<td>1. ANTHROPOLOGY</td>
<td>MAY 29&lt;sup&gt;th&lt;/sup&gt; 2015</td>
</tr>
<tr>
<td></td>
<td>2. POLICING INTELLIGENCE AND COUNTER TERRORISM</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. PHILOSOPHY</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. MEDIA MUSIC COMMUNICATION CULTURE STUDIES</td>
<td></td>
</tr>
<tr>
<td>JULY</td>
<td>1. MODERN HISTORY POLITICS AND INTERNATIONAL RELATIONS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. INDIGENOUS STUDIES – WARAWARA</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. ENGLISH</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. SOCIOLOGY</td>
<td></td>
</tr>
<tr>
<td>NOVEMBER</td>
<td>1. INTERNATIONAL STUDIES</td>
<td>DECEMBER 21&lt;sup&gt;st&lt;/sup&gt; 2015</td>
</tr>
<tr>
<td></td>
<td>2. ANCIENT HISTORY</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. LAW</td>
<td></td>
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</table>
APPENDIX C

FACULTY OF ARTS ONLINE UNIT PEER REVIEW CHECKLIST

This checklist should be completed as part of the online ‘Peer Review Process’. In addition, the checklist provided can serve as a resource for the ongoing development of the online iLearn unit.

It is not expected that all criteria are met for every unit, however, online units for externally enrolled students should meet the majority of the criteria.

Instructions for the Online Peer-Review Process; please tick the appropriate box against each of the criteria provided, and write any additional comment or recommendations you have in the space provided.

Return checklist to Head of Department for submission to FSQC.

Please remember to sign and date this form.

UNIT TITLE; ____________________________
UNIT CODE; ______________________________
CONVENER; ______________________________
MEMBERS OF THE PEER REVIEW TEAM
REVIEW DATE; ____________________________

1) Unit guide and resources

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Y</th>
<th>N</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning outcomes are stated wherever appropriate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subject material (in introductions, units) is clearly written</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subject material is written inclusively (e.g. culturally biased terms and examples are provided wherever possible)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The structure and organization of the module (e.g. dates and deadlines, the sequence of events) is explicitly stated</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full details of all core texts and resources are provided</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence of Graduate capabilities – all present</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Policies and Procedures present</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Tasks - present</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional notes and recommendations or concerns
2) Coursework and assessment

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Y</th>
<th>N</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessments easy to locate in iLearn</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment specifications and criteria are clear and explicit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Periodic deadlines are in place to help ensure engagement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is an appropriate mix of individual and collaborative pieces of coursework</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There are opportunities for periodic self-testing and/or suggested self-reflective tasks and activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The assessed work is likely to be well-supported by the range of tools and resources provided online</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>The work to be undertaken is likely to be engaging without overloading students</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Additional notes and recommendations or concerns

3) Communication and collaboration

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Y</th>
<th>N</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are required to collaborate on key tasks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is a means for students to ask general questions of the lecturer and each other (e.g. General Discussion forum)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>There is an opportunity to communicate and discuss in a facilitated synchronous environment such as using the chat tool/ Blackboard Collaborate (please note that the convener /lecturer may need an assistant moderator depending on size of class).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Requirements for communicating and collaborating online are clearly stated (e.g. where optional and not guidelines)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students are provided with appropriate online spaces to support group work (e.g. private discussion areas, wikis)</td>
<td></td>
<td></td>
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<tr>
<td>There are online social spaces provided for non-assessed, informal discussion and communication</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Announcement tool used</td>
<td></td>
<td></td>
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<tr>
<td>Use of colour for headings or within the various communication tools (e.g. to highlight learning)</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
Additional notes and recommendations or concerns

4) Student support

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Y</th>
<th>N</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are provided with clear information about how to study effectively in the context of this unit, including how to make good use of the online tools and resources</td>
<td></td>
<td></td>
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<tr>
<td>Introductory icebreaking/bonding activities are in place</td>
<td></td>
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<tr>
<td>Just-in-time guidance (e.g. that reinforce task requirements or provide useful study tips) is embedded at appropriate points in subject materials and activity descriptors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What the student can expect from the lecturer (e.g. in terms of response rate, when they will be online) is clearly stated, e.g. Teaching staff block and Welcome Discussion forum</td>
<td></td>
<td></td>
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<tr>
<td>Unit topic timetable provided (approximate required study hours per week)</td>
<td></td>
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<tr>
<td>LMS/other technical specifications are provided or linked, e.g. iLearn Help block</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Additional support features (e.g. glossary, calendar, announcements) are provided where useful</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language friendly and supportive</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction video to unit and assessments</td>
<td></td>
<td></td>
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<tr>
<td>Opportunity to discuss personal learning pathways and goals and or alumni involvement</td>
<td></td>
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</tbody>
</table>

Additional notes and recommendations or concerns

5) Use of multimedia (visual and/or audio, static and/or interactive)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Y</th>
<th>N</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>All images have Creative Commons or University Copyright control</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multimedia is used appropriately to present subject material and/or to complement text-based explanations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multimedia elements are easy to interact with and use</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence of multimedia development, e.g. images, audio/podcast files, video, e-books, Unit Welcome Video, student guidance videos, virtual class (collaborate)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 6) Usability and accessibility

<table>
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<tr>
<th>Criteria</th>
<th>Y</th>
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<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>The online unit environment is easy to navigate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equivalent alternatives to static and interactive multimedia content</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Links to any browser plug-ins required are provided and working e.g. (JAVA)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate alternative means for navigating content (e.g. search, site index, activities-view) are in place</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual design is clear and non-distracting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Text is readable and presented in non-serif fonts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Links to external websites or content files open up in a new browser window</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PDF screen reader friendly (alternative text for screen reader) N/A – Arts IT needs to supply</td>
<td></td>
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</table>

### 7) Profile, Social Engagement and satisfaction

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Y</th>
<th>N</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Convenor/lecturer profile has been edited with professional photo (no avatars)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Convener and teaching staff contact details present</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence of socialization in the discussion forum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence that the unit is meeting the student LEU results i.e. engagement with media technology (discussion forum participation, videos, reflection blogs, collaborate sessions), progression and graduation statistics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence of access, motivation and online socialization present in the first 2-3 weeks</td>
<td></td>
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</table>
8) **Assessment, Marking and Submissions**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Y</th>
<th>N</th>
<th>N/A</th>
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<tbody>
<tr>
<td>Examples of assessments available (e.g. pass and D/HD level)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Formative and Summative assessments tasks use a variety of appropriate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>technologies to engage students and support diversity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment rubric available to students and used for marking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessments align with Unit Guides and Learning Outcome and use the</td>
<td></td>
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<tr>
<td>suggested taxonomy for the required level</td>
<td></td>
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</tr>
<tr>
<td>Assessment and Activities are constructed with authentic learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>experiences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Automated quiz/short answers working</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grading or Marking using either Turnitin Grademark (Assignment tool),</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Gradebook or both</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Audio feedback (Audacity/GM tool) used for either individual assessments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>or for group reflection</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment feedback provided within the University guidelines or in a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>timely manner</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Self-assessment and Peer review opportunities available</td>
<td></td>
<td></td>
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9) **Data collection**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Y</th>
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<th>N/A</th>
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<tbody>
<tr>
<td>LEU feedback informing the development of the unit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TEDS surveys</td>
<td></td>
<td></td>
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Additional notes and recommendations or concerns