

Supplementary resource

Peer Review of Synchronous Online Teaching



In response to the outbreak of COVID-19, all teaching at UNSW is conducted remotely until further notice. This affects any Summative Peer Reviews of Teaching conducted during this time. This document is intended to support you in preparing for summative peer review of your remote teaching.

To support academics during this time, UNSW has decided that Summative Peer Review of Teaching is not mandated for academic promotion in 2020. However, if you wish to be reviewed nevertheless or if you are preparing for academic promotion in 2021, the Office of the PVCE is committed to supporting you in this endeavour.

Please refer to the [Summative Peer Review of Teaching](#) website for information about the requirements and processes of Summative Peer Review of Teaching. Alternatively, you can [register for one of our monthly information sessions](#), which are conducted on Teams.

To assist you with adapting the [Dimensions of Teaching](#) to your remote teaching practice, we have compiled suggestions in the table below.

The Office of the PVCE offers resources and guides on the [Teaching Remotely](#) SharePoint site. For additional information and resources, please refer to the “Additional useful resources” at the end of this resource.

Dimension	Relevant indicative teaching strategies (to view all indicative teaching strategies, please go to the Summative Peer Review of Teaching website)	Examples of applying the strategies
Dimension 1: Students are actively engaged in learning	<ul style="list-style-type: none"> fostering a supportive, non-threatening teaching/learning environment encouraging students to express views, ask and answer questions, and allow time and opportunity for this to occur using questioning skills which encourage student engagement providing immediate and constructive feedback where appropriate demonstrating enthusiasm for teaching and learning (for smaller groups) fostering extensive interaction (for very large groups) presenting in such a manner as to achieve maximum engagement 	<ul style="list-style-type: none"> Plan learning experiences for your session around activities and interactions and schedule these at regular intervals Examples include: 10 student engagement tips and Engaging Students Online Pre-load activities and make use of other interactive tools to encourage engagement Examples include: Poll/vote of one solution, use whiteboard to type responses to questions, Encouraging students to ask questions using chat functions, Group work in break-out rooms Use ice-breakers activity to help students get familiar with the software and create a supportive learning environment Examples include: ask students to respond to a picture/question related to the topic using chat tool, ask students to share something interesting they have watched recently
Dimension 2: Students' prior knowledge and experience is built upon	<ul style="list-style-type: none"> being fully aware of and/or determining students' prior knowledge and understanding clearly establishing any expectations related to prior knowledge and class preparation and developing the learning activities from this perspective building on students' current knowledge and understanding, and taking them conceptually beyond this level where appropriate, using and building upon student contributions and preparation. 	<ul style="list-style-type: none"> Customise your session by using a pre-session activity to gather information and address it during the session Examples include: polling, using annotated video in VoiceThread Use poll/quiz/questionnaire type activity as a diagnostic tool and to check understanding and prior knowledge from time to time Examples include: use yes/no, raise hands tool, Multiple Choice Questions in Blackboard Ultra, quiz tool in Moodle, chat tool, Microsoft Forms, Moodle questionnaire tool
Dimension 3: Teaching caters for student diversity	<ul style="list-style-type: none"> demonstrating an appreciation of the different levels of knowledge and understanding in a group focussing on building confidence, enthusiasm and intrinsic motivation fostering students' responsibility for their own learning, encouraging them towards being self-directed learners (as distinct from teacher-directed learners) 	<ul style="list-style-type: none"> Integrate check-point quizzes or polls to gather diverse ideas and perspectives to adapt your session Allow students to choose topics/problems to explore to cater to individual interest Share discussion notes after the session (and informing students about this during the session) Record your live session and make this available preferably with a transcript Cater for students with limited bandwidth or limited access to Internet and online programs by optimising teaching resources and video conferencing

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	<ul style="list-style-type: none"> • using appropriate strategies for different needs, balancing discursive interactive strategies with those that are more didactic (where simple transmission of knowledge is needed) • providing examples or opportunities for discussion that cater for cultural diversity 	
Dimension 4: Students are encouraged to develop/expand their conceptual understanding	<ul style="list-style-type: none"> • helping students bridge the gap between their current conceptual understanding and the next “level” • helping students become aware of what the next levels are • encouraging students to become self- directed learners by using the session as the stimulus for individual study/learning • challenging students intellectually, for example, by extending them with question/ answer/ discussion components where students’ conclusions must be justified to the teacher and peers. This usually involves questions such as “What do you think is going on”; “Why”; “What if ...? etc. 	<ul style="list-style-type: none"> • Integrate previously recorded session materials of a micro-lecture, podcast or demonstration to scaffold learning <i>Examples include: repurpose a short video recording, use PowerPoint slides, use a screenshot of annotated whiteboard drawing, use whiteboard function and concept mapping tools to develop concepts.</i> • Utilise collaborative activities in groups to allow teams to work and/or co-author documents to apply concepts, co-construct meaning and report back <i>Examples include: use breakout rooms in Blackboard Ultra, Microsoft Team Channel for role plays, scenario based learning, problem based learning, or evaluating a report</i>
Dimension 5: Students are aware of key learning outcomes	<ul style="list-style-type: none"> • ensuring students are progressively aware of key learning outcomes • focussing on learning outcomes at key points in the presentation • ensuring a synthesis of key learning outcomes is emphasised towards the conclusion of the session so that individual student follow-up work is well focussed • encouraging students to accept responsibility for their learning and to consolidate their learning • ensuring students are aware of the link between key learning outcomes and assessment (formative and summative), as appropriate. 	<ul style="list-style-type: none"> • Integrate and highlight the key learning outcomes at the start, during and end of your session <i>Examples include: ask students to review what they have learnt and map this back to the learning outcome using whiteboard, polling tools, make use of a simple hand raise tool in Blackboard tool to check awareness</i> • Use a word cloud slide to recap or focus on the main outcome

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Dimension 6: Actively links theory and practice through research, industry, professional or discipline examples	<ul style="list-style-type: none"> emphasising, where appropriate, links between research, industry or professional examples and learning using research, industry or professional links appropriately, given the level of student conceptual development raising students' awareness of what constitutes the needs or priorities of research or industry or the relevant profession. 	<ul style="list-style-type: none"> Use an image with a concept map and tools to highlight or draw one as a framework for key concepts <i>Examples include: use whiteboard, annotate PowerPoint slides, use concept mapping tools</i> Sharing a real example through video of guest speaker from industry, text passage, working through a challenging real problem or asking students to generate examples <i>Examples include: use the screen sharing function and annotation tools</i> Create opportunities for reflection by using online reflection questions to help students integrate and apply knowledge and see connection to real-world experience <i>Examples include: use Moodle questionnaire tool for Minute paper or Muddiest point type of reflective activities</i>
Dimension 7: Uses learning environments, education resources and techniques appropriately	<ul style="list-style-type: none"> using IT techniques effectively (e.g. presentation or multimedia of a professional standard) using, as appropriate, a balance of IT and other strategies using the available learning spaces to support student learning effectively supplying resources, materials and literature to support student learning. 	<ul style="list-style-type: none"> Effective use of a variety of interactive functions of the selected software during the session as appropriate to the task <i>Examples include: whiteboard, share screen, poll, survey, Microsoft form, chat, twitter feeds etc</i> Integrate other external tools and ensure students are able to use as relevant to the learning outcome <i>Examples include: Google, Microsoft Teams, Blackboard Ultra, Moodle, VoiceThread</i>
Dimension 8: Seeks feedback on students' understanding and acts on this accordingly	<ul style="list-style-type: none"> seeking feedback progressively during the session, for example, through constant observation of interest level and engagement and by using specific questions to test understanding modifying the activity to accommodate feedback messages seeking feedback towards the conclusion of the session to assist student to determine individual work to be consolidated. 	<ul style="list-style-type: none"> Provide opportunities for students to give feedback through a Q and A chat session during and end of session <i>Examples include: use external tools such as sli.do, chat function to answer live questions, Open Forum in Moodle or run polls</i> Encourage students to ask questions and/or other non-verbal strategies <i>Examples include: use raise hand function, yes/no function of the software, collect and share feedback through internal or external polls or Moodle feedback tool and share results via screen sharing function</i>

Useful technology

- [Blackboard Ultra](#)
- [Microsoft Teams for Education](#) (Office 365)
- [Moodle](#)
- [Zoom](#) ([screen sharing](#), [annotation](#), [polling](#), [Q/A](#), [chat](#), [attention indicator](#), hand raise, [video breakout sessions](#))

Additional useful resources

Resource	Brief description
PVCE Teaching Remotely resources	Designed as a one-stop-shop with resources and support available from the PVCE Portfolio. Covering tools such as Lecture Recordings+, Echo360 Universal Capture and Blackboard Collaborate Ultra, an infographic and specific how-to videos have been created.
Teach Remotely (Dartmouth University)	This guide is intended to help teach in accessible ways and using multiple ways to represent the information and check understanding during remote teaching situations.
Teaching an Online Synchronous Session (Centre for Teaching Excellence)	Some ideas of good practice in engagement, online discussions, building and sustaining a community and assessment.
Guidelines for Accessible Blended and Online Courses	These guidelines have been written to support you in designing and developing accessible online content.
Increasing universal access by developing educational resources (The National Centre for Disability and Access to Education)	Accessibility resources, or cheat sheets, have been developed to assist anyone who is creating accessible content.
Learning to Teach Online (University of New South Wales)	Resource to gain a working understanding of successful online teaching strategies.
Teams Live Events and Meetings (UNSW, Faculty of Engineering)	Four videos on how to use live events and meetings in Microsoft Teams to help teach remotely.
Workshops to support online teaching and learning (UNSW)	Additional resources by UNSW Education Focused academics on online teaching.
Higher Education Remote Learning Support Centre	Four academic videos on approach of how to create an engaged online learning community using Microsoft Teams.
mediaUcreate (UNSW)	Online Moodle site designed to assist staff in developing educational media. The resources have been curated to allow both experts and novices to begin exploring the possibilities of including media in the learning experience. Self-enrolment key: unsw