Curriculum Design Pattern

Global Learning by Design

Name of Pattern	**Global Peer Review**
Date	27 November 2014
Author/s	Dr Marion Steel, Caroline Nguyen, Neha Munshaw-Bajaj and Kathleen Griffiths
Abstract	RMIT University is a global university of technology and design, with three campuses in Australia, two Vietnam and as well as worldwide partnerships.

Currently, there is little interaction between teaching staff/students in Australia and those in Vietnam. Peer review has been promoted for use among teaching staff; however it has not used as a tool among students, especially across campuses. Timetable and semester timing, different numbers of students across campuses, plus the variances in technology can lead to significant issues in sharing materials. This can have an impact on the students' learning, the alignment with curriculum requirements and teaching delivery schedules.

Rationale

This pattern aims to encourage cooperation between students from different campuses to support global collaboration through collection and sharing of primary data and peer assessment of each other's work. Specifically:

— Engaging students in the assessment process to help review and consolidate ideas using higher order thinking.

— Working with video also enables students to engage with digital literacies which prepare them to work as global digital citizens in business.

— Increase the use of digital channels in the Global Marketing course as currently it is limited.

Learners/Context

The pattern can have wide application in regard to subject area and level.

— It is most valuable for courses where the assessments across campuses are similar.

— It can be implemented with a variety of online tools and digital channel.

— It is most suitable for courses with small to medium size tutorials.

Related patterns

Global guest lecture

Category

Online collaboration, peer review, global engagement

Outcome/impact

The students' experience will be enhanced through:

— A global digital channel that will enable them to provide and receive peer support.

— A piece of work that requires primary data collection and analysis, and that is assessed via online tools and posted for peer comments.

— The design is based on technologies that are available in multiple locations and easy to use.

Challenges

The major challenges are:

— The differences in timetables and semesters between Australia and Vietnam.

— The different number of students in each campus

— The use of (and access to) the same digital tools in each campus

— The cultural and communication barriers between students of different background

Instructions/process

The pattern involves the following steps:

— Check when the semesters start on each campus. Semester 1 of each year is the most suitable semester as Melbourne and Vietnam campuses share a similar academic calendar.

— Ensure that course offerings are scheduled for each location, and that student numbers are of sufficient size to facilitate a peer review activity.

— Construct an assessment that is aligned with the learning outcomes and suitable for multiple locations (**one semester before**).

— Update the Course Guide (Part B).

— Teaching staff design the instructional videos in using technologies (e.g. for producing videos, uploading files, communicating online) if assistance with technologies is required by students (**before the semester starts**)

— A **peer review process** and **marking rubric** are to be made and uploaded by the teaching staff, in order to support and guide the students (**week 1**).

— Teaching staff finalise student teams and appoint a leader in each team. A shared document with the contact details is to be uploaded on Blackboard and Google Drive (**week 2-3**).

— Teaching staff inform students of the tools that can be used for communication. Tutors encourage their students to write questions relevant to the research topic, to be directed to the international cohort each week (**week 2-3**).

— Tutors facilitate communication between different cohorts and respond to questions received, as students work on their assessment (**week 3-10**).

— Students submit their assessment via Blackboard (**week 10**).

— Tutors review student assessments, and make appropriate submissions available for peer review process via Blackboard or Google Drive, dependant on location (**week 11**).

— Students start peer review process using marking rubric.

Global Peer Review

Vision Setting
- **Vision** acknowledged by all staff
- **Resources** are available to support coordination
- **Outcomes** are identified
- **Coordinate** across each location

Alignment
- **Assessment** is aligned with the learning outcomes and is suitable for multiple locations

Support the student
- **Design** instructional videos to support technologies being used to assist students
- **Create** peer review process and marking rubric to support and guide the students
- **Finalise** student teams and team leaders including contact lists

Communication
- **Inform** students of the tools that can be used to communicate
- **Questions** drafted by students to be directed to the international cohort each week
- **Respond** to additional student questions

Submission
- **Submission** of student assessment via Blackboard

Peer Review
- **Review** student assessments, and enable peer review process via selected technology
- **Students** start review process

Conditions

Successful implementation of the pattern assumes that :

— Each campus has access to the same digital technologies

— Each campus share the same or similar curriculum, especially the assessment

— Each location shares a similar academic calendar.

— Depending on the number of students, peer reviews can be done individually or by groups.

Resources

Support resources can be accessed via the Google site: https://sites.google.com/a/rmit.edu.au/global-virtual-classroom-global-peer-review/

They include:

— Peer review process for teaching staff

— Peer review process for students

— Uploading student videos to Blackboard via Google Drive guide

— Marking rubric for students

Reflection

The effectiveness of the pattern can be evaluated by:

— Qualitative feedback from students via tutors

— Course Experience Survey (CES) data

— Qualitative feedback from the tutors to the lecturers

— Qualitative feedback between lecturers from each campus

Acknowledgements

The project team comprised:

— Dr Marion Steel, *Project Leader*

— Kathleen Griffiths, *Course Coordinator—Melbourne*

— Caroline Nguyen, *Course Coordinator—Vietnam*

— Neha Bajaj, *Project Research Assistant*

— Dr Steve Kates, *Team member*

— Andrew Buntine, *Project Manager, Office of the Dean, Learning and Teaching*

— Susan Trigg, Senior Education Developer, *Academic Development Group*

— Amber Lochland, Senior Educational Developer, *Academic Development Group*

— Eloise Acuna, *Office of the Dean Learning and Teaching*

— Zennie McLoughlin, *Office of the Dean Learning and Teaching*

References

F. Dochy , M. Segers & D. Sluijsmans (1999). *The use of self-, peer and coassessment in higher education: A review, Studies in Higher Education*, 24:3, 331-350, DOI:10.1080/03075079912331379935

Roberts, T.S. (2003). *Online Collaborative Learning: Theory and Practice.* Hershey, PA: Information Science Publishing.

SUEN, Hoi K. (2014). *Peer assessment for massive open online courses (MOOCs).* The International Review of Research in Open and Distributed Learning, [S.l.], v. 15, n. 3, jun. 2014. ISSN 1492-3831.

Transforming Assessment—Teachers Handbook on e-Assessment (http://www.transformingassessment.com/moodle/file.php/84/Handbook_for_teachers.pdf)