



Peer review of co-coordinated subjects in the first year of Engineering course at WSU

Ali Hellany; Surendra Shrestha

Western Sydney University

Corresponding Author Email: a.hellany@westernsydney.edu.au

ABSTRACT

CONTEXT

Peer review of Teaching PRoT is a valuable tool that can be used by academics to develop their teaching practices and enhance the student experience. Yet there is a cultural barrier related to how PRoT is still regarded as an evaluative instrument that can be used to judge the performance of academics. There is a growing interest in a new trend in PRoT that focuses on creating reflective and formative practice and where all participants learn from each other.

PURPOSE

There are many PRoT models and forms that claim to facilitate the successful engagement of academics in the process of peer review. However, whether it makes a positive difference in university education is yet to be determined. This study aims to provide a showcase that proves that a particular approach can attain this goal.

METHOD

A brief background about classical teaching squares will be given. Then an explanation of a modified Teaching squares approach will be provided as a result of a training process. Then a special case of applying the modified teaching squares to four first-year co-coordinated engineering subjects is discussed.

OUTCOMES

The PRoT using a modified has produced a series of recommendations that highlights the importance of such practices in collectively developing the teaching strategies of eight academics and will lead to an enhanced student experience in the followings semesters. In addition, the discussion has highlighted some advantages and disadvantages of co-coordinating subjects in Engineering

CONCLUSION

The findings of this study highlight two points. First, given the varied understanding of PRoT, there is an opportunity to focus on practice that encourages the engagement of academics in this process. Second, the showcase highlighted many benefits and challenges associated with the co-coordination of subjects in engineering courses

KEYWORDS

Peer Review of Teaching; Teaching Squares; co-coordination of teaching in Engineering