

Unit Design – Peer Review

- Is the unit design based on an understanding of the diversity of students?
- Have issues raised in feedback from UTEI been addressed?
- Are the learning outcomes and assessment alignment clear?
- Do each of the learning and teaching activities link to success in assessment?
- Is there an early formative or low stakes assessment task that provides feedback to students?
- Are the learning resources accessible, authentic and varied?
- Are key (threshold) concepts clearly identified and do learning resources and activities support students' engagement with these?
- Is the workload for the unit achievable?
- Are assessment tasks motivating and engaging (relevant and meaningful to students)?
- Are the assessment task descriptions clear?
- Are marking criteria/rubrics providing clear guidance to students on what is required to succeed?
- Does the Blackboard site meet minimum requirements?
- Are assessment feedback methods and timelines clear to students?

Build a sense of purpose

In the first class do you take time to discuss

- ♦How the unit fits in with the whole course – links to other units?
- ♦How unit is relevant to future career options?
- ♦What successful students in the unit do (come to class, ask questions, etc) – invite a previous student if possible?
- ♦How revisions have been made to unit from feedback of previous years?
- ♦How Blackboard site is set up – model navigation of all aspects?
- ♦How you monitor engagement/ attendance and why it is important?
- In the first weeks do you use a range of techniques to find out if students have questions/concerns they need addressed?

Academic Preparedness

- Do you limit your assumptions about prior knowledge and skills and provide resources for key concept revision?
- Have you actively promoted learning support– including learning advisers, library sessions for all students?
- Are underpinning skills for assessment tasks scaffolded i.e. - introduced in stages?
- Are the requirements for each assessment task modelled?
- Do you explain/check understanding of the discipline jargon you are using at the start of each class?
- Have you incorporated the SLIDE modules to assist students navigate the digital learning environment?

Build a sense of belonging

- Do you include an activity in the first week to ensure students meet their peers?
- Do you provide an 'acknowledgement' of country?
- Do you explain/demonstrate how email/discussion board works to communicate?
- Do you outline teaching staff contact details and times and provide models of ways to communicate that are effective?
- Do you set up your Blackboard site to monitor engagement?

Support individual needs

- Do you remind students that commencing university is exciting but challenging and ECU has many support services?