Review environments and elements

The following table outlines a range of teaching **Environments** that reviewees can nominate as 'sites' for peer review. It is expected that most peer reviews will only focus on one environment each time a review is carried out. There may be occasions, however, when environments overlap and it is appropriate for the reviewers to take this into account.

The **Elements** column provides examples of typical key aspects of teaching that apply to particular environments. Reviewees may choose to have one or more elements reviewed in a peer review session. They can also nominate 'Other' and list additional element(s) to be reviewed. Reviewees should stipulate specific details of the chosen element(s) for the reviewers to focus on.

Environment	Elements
Lectures or seminars (face-to-face and/or online delivery)	Engagement
	Content delivery
	Resources
	Audio visual
	Other (please nominate)
Flipped classroom (Face-to-face meeting)	Engagement
	Content delivery
	Resources
	Audio-visual
	Other (please nominate)
Laboratory practical classes	Explanation of procedures
	Safety
	Engagement
	Other (please nominate)
Fieldwork	Explanation of procedures
	Safety
	Engagement
	Other (please nominate)
Discussion-based tutorials	Engagement
	Content delivery
	Resources
	Audio-visual
	Other (please nominate)

Environment	Elements
Studio	Engagement
	Content delivery
	Formative assistance to students
	Resources
	Other (please nominate)
Written instructions to students (e.g., manuals)	Content
	Presentation/format/structure
	Clarity
	Other (please nominate)
Resources (e.g., readings; online support sites)	Content
	Structure
	Aim/objectives
	Clearly written
	Other (please nominate)
Online learning design	Instructional design
	Interface design
	Use of media
	Technical aspects
	Other (please nominate)
Online delivery	Expectations
	Contact
	Reciprocity
	Active learning
	Prompt feedback
	Time on task
	Inclusive
	Other (please nominate)

Environment	Elements
Learning analytics for the digital strategy	Use reported data to form insights into the learner dynamic within learnonline
	Use the knowledge garnered from the analytics data to inform future course and program design
	Identify individual and student group engagement patterns
	Identify resource usage patterns
	Clarify access patterns, both timing and duration, for individual students
	Share the outcomes from using learning analytics with other members of the teaching team to assist with refining curriculum design.
	Other (please nominate)
Blended learning	Explanation of blended learning approach for the course
	Classroom teaching/performance
	Online teaching/performance
	Engagement
	Learning materials
	Web applications
	Other (please nominate)
Placement supervision	Preparation of students for placement
	Assignment of specific work responsibilities
	Reflection and debriefing for students on learning in practice
	Fostering the development of students' leadership
	Other (please nominate)
Teaching team communication (e.g., topic coordination, supporting sessional staff)	Communication between leader and team
	Moderation of assessment
	Support for sessional staff
	Other (please nominate)

Environment	Elements
Work-integrated learning supervision (e.g., the supervision provided by the host)	Agreement on the conditions for WIL placement
	Management/supervision of the flow of work (encourage, support and motivate)
	Communication with stakeholders during WIL activities
	Other (please nominate)
Work-integrated learning management (e.g., the coordination of a WIL program)	Collaboration with WIL partners
	Curriculum design for WIL
	Assessment for WIL
	Administration of WIL program
	Managing students in situ
	Other (please nominate)
Other (negotiated)	Elements (negotiated)