



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

Environment	Elements
Work-integrated learning supervision (i.e. 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 (i.e. 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)