



## The SPRT Reviewee

### Having a summative peer review of your teaching

UniSA has established the Summative Peer Review of Teaching (SPRT) process to provide individuals with additional evidence and feedback about their teaching. This includes academics who are:

- Applying for promotion, either on a Teaching Academic or a Teaching and Research pathway – to develop an additional evidence-base to support their application.
- New to UniSA – all continuing and fixed-term academic staff appointed from 1 July 2016 with teaching responsibilities will undertake a SPRT as part of their probationary period.
- Identified by their line manager (through the performance development and management process) as likely to benefit from a SPRT to enhance elements of their teaching practice.

The SPRT process supplements other forms of teaching and learning data, e.g. myCourse Experience, student feedback, learning analytics, grade distributions, progression rates, etc., that collectively can be used to inform activities such as probation, promotion and performance development.

Trained UniSA staff are central to the Summative Peer Review of Teaching process in the role of Reviewers. The SPRT activity consists of three steps (pre-review organisation, the observation, and reporting), requiring a 3 hour workload for the person whose teaching is being reviewed (the **Reviewee**) and each of the two Reviewers. The Peer Review Manager (Dean of Programs or equivalent, or delegate) is responsible for initiating and closing each SPRT. Each step is facilitated by UniSA's Summative Peer Review of Teaching (SPRT) software.

#### *Topics covered in this guide*

This document outlines the following information to support the SPRT **Reviewer** role:

- Resources that inform and support the SPRT process
- Introduction to the SPRT software
- Initiating the review
- Pre-review organisation
- The observation and the reviewer's reports
- Entering a rejoinder and closing the review

#### *Resources that inform and support the SPRT process*

The following documents are available from the TIU's [Summative Peer Review](#) webpage:

- *The SPRT process* (an outline of the SPRT process)
- *SPRT Dimensions of Teaching to be observed* (the dimensions against which teaching can be reviewed)
- *Review environments and elements* (examples of teaching environments and aspects for review)
- *Example SPRT form* (an annotated copy of the report template provided in the SPRT software)

Additional resources:

- *9 Dimensions of Teaching Pre Review Worksheet* (to assist reviewees with planning for their review)
- *Trained reviewers by UniSA Units* (a list of trained SPRT Reviewers at UniSA).

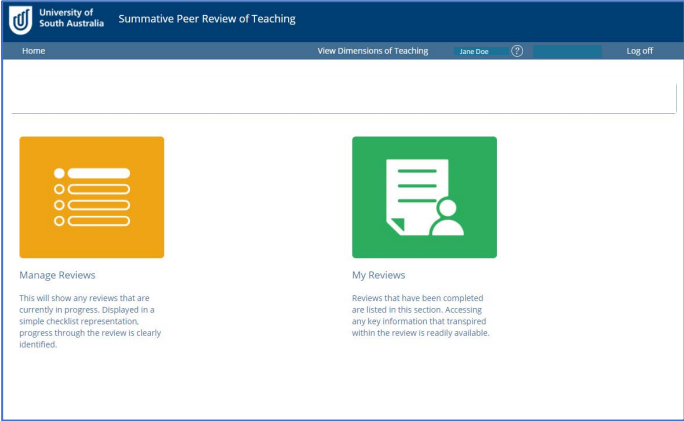
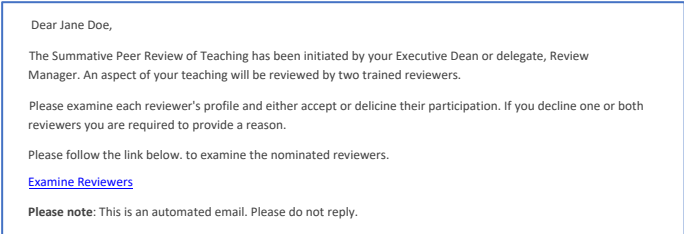
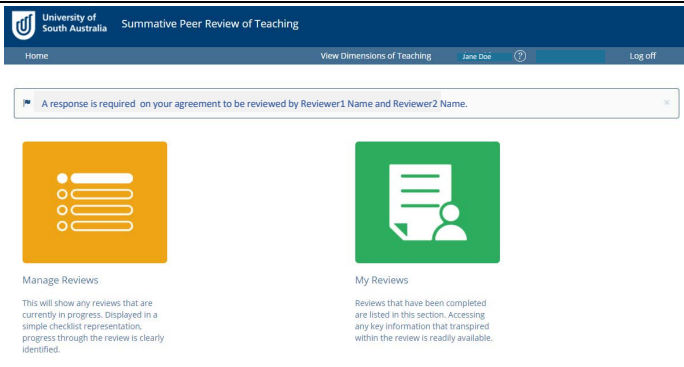
## Introduction to the SPRT software

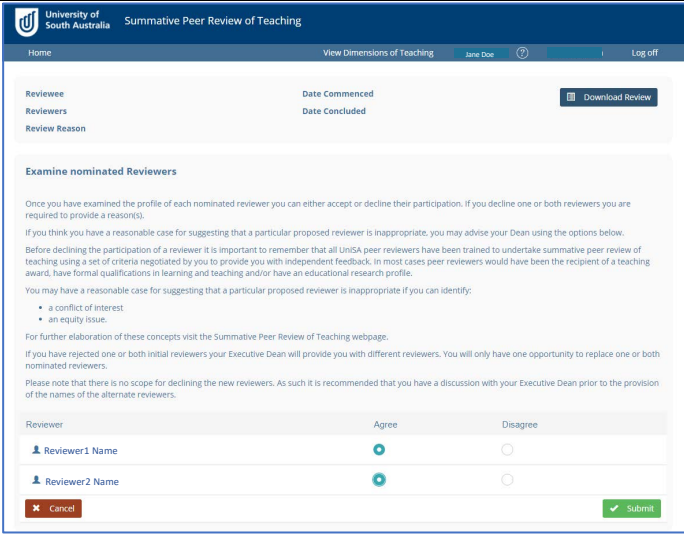
The SPRT process at UniSA is supported by specially designed software. Access to the [SPRT online tool](#) is available only to Peer Review Managers (Deans of Programs or equivalent, or their delegates); trained Peer Reviewers; and anyone who has had a review of their teaching initiated (ie Reviewees).

- The SPRT platform facilitates and documents each stage of the review process.
- The Review Manager can track the progress of the review at each stage.
- A link to SPRT can be found in the Staff Portal under the Online Tools pillar.
- Access requires login.
- [Summative Peer Review of Teaching Help](#) is a learnonline help resource addressing commonly asked questions regarding the use of the online platform.

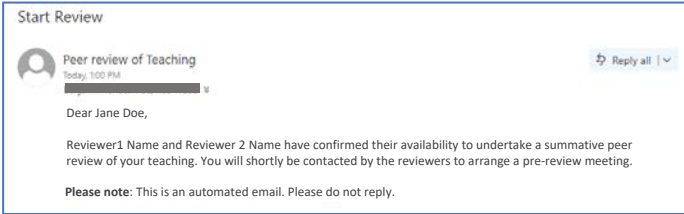
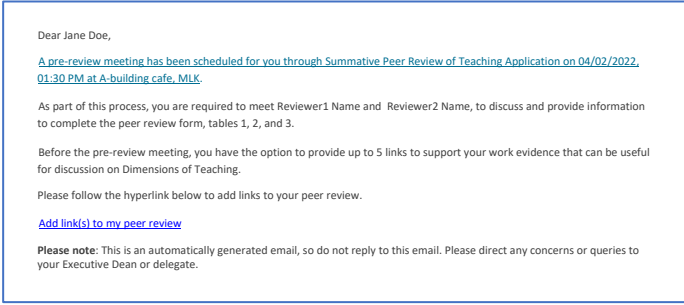
## Initiating the review

Before a review can get underway, the Peer Review Manager (Dean of Programs or equivalent, or their delegate) must initiate the SPRT process using the SPRT online tool.

<p><b>Discussion with Review Manager to initiate</b></p> <p>The SPRT process can only be initiated by the Peer Review Manager using the SPRT online tool. This step typically occurs during a meeting between the Reviewee/applicant at which they agree:</p> <ul style="list-style-type: none"> <li>• the purpose of the review</li> <li>• the course offering to be reviewed</li> <li>• the names of two eligible reviewers (one from the Reviewee’s discipline and the other from a different discipline).</li> </ul> <p>The Review Manager may also independently initiate the SPRT.</p> <p>Once a review is initiated, Reviewees will have login access to the SPRT online tool, where they can access any past and current reviews under <b>My Reviews</b>.</p>	 <p>The screenshot shows the 'Summative Peer Review of Teaching' interface. The top navigation bar includes 'Home', 'View Dimensions of Teaching', 'Jane Doe', and 'Log off'. The main content area features two large icons: an orange 'Manage Reviews' icon and a green 'My Reviews' icon. Below the 'Manage Reviews' icon, text states: 'This will show any reviews that are currently in progress. Displayed in a simple checklist representation, progress through the review is clearly identified.' Below the 'My Reviews' icon, text states: 'Reviews that have been completed are listed in this section. Accessing any key information that transpired within the review is readily available.'</p>
<p><b>Notification of initiation</b></p> <p>Initiation of an SPRT triggers an email to the Reviewee to confirm the review has been initiated and to invite the verification of reviewers.</p>	 <p>The screenshot shows an email notification. The header reads 'Dear Jane Doe,'. The main body text says: 'The Summative Peer Review of Teaching has been initiated by your Executive Dean or delegate, Review Manager. An aspect of your teaching will be reviewed by two trained reviewers. Please examine each reviewer's profile and either accept or decline their participation. If you decline one or both reviewers you are required to provide a reason. Please follow the link below, to examine the nominated reviewers. <a href="#">Examine Reviewers</a> Please note: This is an automated email. Please do not reply.'</p>
<p><b>Examine and accept/decline reviewers</b></p> <p>The Reviewee can click on the URL in the email to navigate to the SPRT software.</p> <p>Click the flagged task notification at the top of the page to <b>Examine Reviewers</b>.</p>	 <p>The screenshot shows the SPRT software interface with a notification banner at the top that reads: 'A response is required on your agreement to be reviewed by Reviewer1 Name and Reviewer2 Name.' Below the banner are the same 'Manage Reviews' and 'My Reviews' sections as seen in the previous screenshot.</p>

<p>Reviewees must accept or decline the participation of each reviewer.</p> <p>If declining a reviewer, the Reviewee must provide a reason why. A reviewer may be inappropriate if you can identify a conflict of interest (such as a close professional or personal relationship) or an equity issue.</p> <p>The Review Manager will be notified of the decision by an automated email and will select an alternative reviewer (or reviewers).</p> <p>There is no further opportunity to decline the new reviewers so it is recommended the Reviewee discuss Reviewers with the Review Manager, prior to selection.</p>	 <p>The screenshot shows the 'Summative Peer Review of Teaching' interface. At the top, there's a navigation bar with 'Home', 'View Dimensions of Teaching', and a user profile 'Jane Doe'. Below this, there are sections for 'Reviewee', 'Reviewers', and 'Review Reason'. The main content area is titled 'Examine nominated Reviewers' and contains instructions on how to accept or decline reviewers. It lists reasons for declining: 'a conflict of interest' and 'an equity issue'. At the bottom, there is a table with columns for 'Reviewer', 'Agree', and 'Disagree'. Two reviewers are listed: 'Reviewer1 Name' and 'Reviewer2 Name', both with 'Agree' buttons selected. There are 'Cancel' and 'Submit' buttons at the bottom of the table.</p>
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## Pre-review organisation

<p><b>Notification to begin</b></p> <p>Once two reviewers have been accepted by the Reviewee, and both reviewers have confirmed their participation, the peer review can begin.</p> <p>All participants are notified by email and advised that a pre-review meeting is ready to be scheduled.</p>	 <p>The screenshot shows an email titled 'Start Review' from 'Peer review of Teaching'. The email is addressed to 'Dear Jane Doe,' and states: 'Reviewer1 Name and Reviewer 2 Name have confirmed their availability to undertake a summative peer review of your teaching. You will shortly be contacted by the reviewers to arrange a pre-review meeting.' It includes a 'Please note: This is an automated email. Please do not reply.'</p>
<p><b>Scheduling the pre-review meeting</b></p> <p>The Reviewers should contact each other and the Reviewee to arrange a mutually agreed day/time/venue for the (up to 1 hour) pre-review meeting.</p> <p>Either of the Reviewers must access the SPRT software to set up the pre-review meeting in the system. (The Reviewee does not have this option.)</p> <p>Once the details are saved, all attendees receive an email and calendar invitation for the pre-review meeting.</p>	 <p>The screenshot shows an email addressed to 'Dear Jane Doe,'. It states: 'A pre-review meeting has been scheduled for you through Summative Peer Review of Teaching Application on 04/02/2022, 01:30 PM at A-building cafe, MLK.' It then explains that as part of the process, the reviewer is required to meet Reviewer1 Name and Reviewer2 Name to discuss and provide information to complete the peer review form, tables 1, 2, and 3. It also mentions that before the pre-review meeting, the reviewer has the option to provide up to 5 links to support their work evidence. There is a link provided: 'Add link(s) to my peer review'. A 'Please note' at the bottom states: 'This is an automatically generated email, so do not reply to this email. Please direct any concerns or queries to your Executive Dean or delegate.'</p>

## Enter URLs – links to supporting resources

The pre-review meeting notification email to the Reviewee includes an invitation to submit up to five links of resources to support the review (eg study guide, video, assessment task, website). These links form part of the record of the review.

These resources should be discussed at the pre-review meeting (why are they relevant, how are they to be used by the reviewers in the 1 hour observation?).

If necessary, in consultation with the reviewers at the pre-review meeting, these may be removed or replaced – up until the scheduled date of the teaching observation.

The screenshot shows the 'Links to Supporting Resources' form. At the top, it displays the University of South Australia logo and the title 'Summative Peer Review of Teaching'. Below this, there is a navigation bar with 'Home', 'View Dimensions of Teaching', 'Jane Doe', and 'Log off'. The main content area includes a summary of the review: Reviewee (Jane Doe), Reviewers (Reviewer1 Name, Reviewer2 Name), Review Reason (Promotion), Date Commenced (01 Feb 2022), and Date Concluded. A 'Download Review' button is visible. The 'Links to Supporting Resources' section contains a heading, a brief instruction, and a table with four rows for adding links. Each row has a 'Link Title' field and a 'Link URL' field. At the bottom, there are 'Back to review' and 'Save' buttons.

## The pre-review meeting – deciding on the observation details

The purpose of the pre-review meeting is to:

- set the date, time and location of the observation (no more than 1 hour duration, whether taking place at a real-time teaching event or examining a course learnonline site, virtual classroom, workbook, study guide, etc);
- discuss the teaching activity to be observed and the context of the teaching activity;
- discuss any relevant components of the supporting documentation; and
- select the dimensions that will be reviewed.

These details are recorded in the **Observation Details** form by either Reviewer. The form should be discussed in the meeting and completed by the Reviewers either during the meeting or soon afterwards.

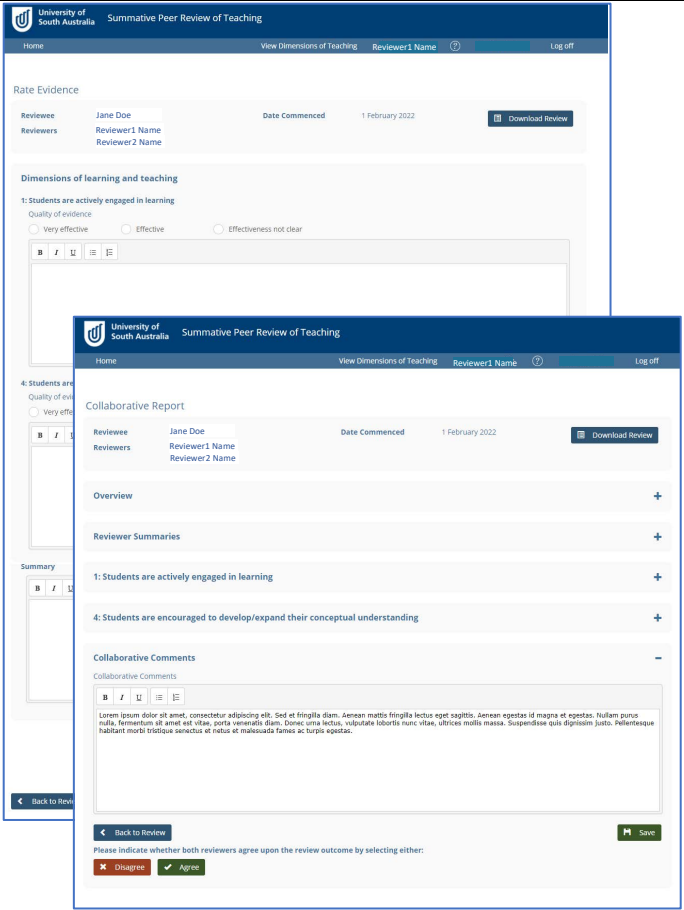
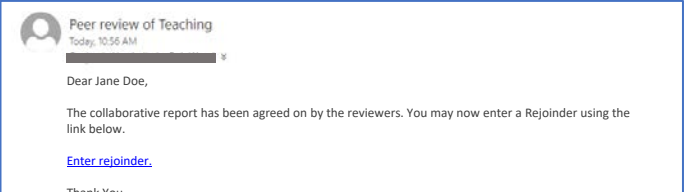
In discussion, alternative resources to those already submitted by the Reviewee may be identified to support the review. In that case, links to those Supporting Resources should be rejected by the Reviewers here. The Reviewee may access the SPRT tool to submit new or replacement links to support the review (up to 5) until the Observation begins.

The Reviewee drives the final selection of dimensions against which some aspect of their teaching will be reviewed. The participants should identify and agree on relevant

The screenshot shows the 'Observation Details' form. It features the same header and navigation as the previous form. The main content area includes a summary of the review (Reviewee: Jane Doe, Reviewers: Reviewer1 Name, Reviewer2 Name, Date Commenced: 01 Feb 2022, Date Concluded). Below this is the 'Enter Observation Details' section with a heading and a brief instruction. The 'Contextual Comments' section contains two rich text editors with formatting tools (bold, italic, underline, link, list, indent). The 'Observation Schedule' section has two date pickers for 'Start Date and Time' and 'End Date and Time', both set to 'dd MMM yyyy'. Below this is a heading 'Please enter the location in which the review will take place' followed by another rich text editor. A note states: 'Please note: Participants (including you) will be sent a meeting request upon completion.' The 'Links to Supporting Resources' section has a heading and a 'Moodle Course' field with 'Accept' and 'Reject' radio buttons. The 'Dimensions' section has a heading, a warning box, and a list of 10 dimensions with checkboxes. The dimensions are: 1: Students are actively engaged in learning; 2: Students prior knowledge and experience is built upon; 3: Teaching caters for student diversity; 4: Students are encouraged to develop/expand their conceptual understanding; 5: Students are aware of key learning outcomes; 6: Actively uses links between research or industry and teaching; 7: Uses educational resources and techniques appropriately; 8: Presents material logically; 9: Seeks feedback on students' understanding and acts on this accordingly; 10: Other areas relevant to your teaching and/or institutional priorities. At the bottom, there are 'Back to Review' and 'Save' buttons.

<p>indicators of the dimension in the context of the teaching activity to be observed.</p> <p>If the incorrect dimensions have been saved, they can be modified in this form by the Reviewers up until the recorded date of the Observation. The dimensions cannot be changed once the review has begun.</p>	
<p><b>Scheduling the observation</b></p> <p>Once the Observation Details form has been completed by the reviewers, a calendar invitation for the observation activity is sent to all participants.</p>	<p>Dear Jane Doe,</p> <p><a href="#">An activity observation has been scheduled for you through Summative Peer Review of Teaching Application on 08/02/2022, 10:00 AM at Zoom meeting.</a></p> <p>Should you need to re-schedule the activity observation meeting, please contact your Reviewers and discuss the situation.</p> <p><b>Please note:</b> This is an automatically generated email, so do not reply to this email. Please direct any concerns or queries to your Executive Dean or delegate.</p>

## The observation and the reviewers' reports

<p><b>The observation session</b></p> <p>The observation activity can take no longer than one hour and is undertaken by both Reviewers at the agreed time.</p> <p><b>Reviewers rate evidence</b></p> <p>Each Reviewer will independently rate the effectiveness of the evidence provided for each selected Dimension of Teaching and provide comments to support their choice of rating.</p> <p><b>Reviewers' collaborative report</b></p> <p>Once the two Reviewers have submitted their independent reports they then collaborate to review each other's ratings and comments, and to prepare a single Collaborative Report.</p>	 <p>The screenshot displays the 'Summative Peer Review of Teaching' web application. The top navigation bar includes 'Home', 'View Dimensions of Teaching', 'Reviewer1 Name', and 'Log off'. The main content area is divided into two sections:</p> <ul style="list-style-type: none"> <li><b>Rate Evidence:</b> Shows a table with columns for 'Reviewer' (Jane Doe), 'Reviewers' (Reviewer1 Name, Reviewer2 Name), and 'Date Commenced' (1 February 2022). A 'Download Review' button is present.</li> <li><b>Dimensions of learning and teaching:</b> A list of dimensions with radio buttons for rating: 'Quality of evidence' (Very effective, Effective, Effectiveness not clear), '4: Students are actively engaged in learning', and '4: Students are encouraged to develop/expand their conceptual understanding'.</li> <li><b>Collaborative Report:</b> A section for 'Collaborative Comments' with a text area and a 'Save' button.</li> </ul> <p>At the bottom, there is a prompt: 'Please indicate whether both reviewers agree upon the review outcome by selecting either: Disagree (marked with a red X) or Agree (marked with a green checkmark).'</p>
<p><b>Notification of collaborative report</b></p> <p>The Reviewee receives an email once the reviewers have agreed upon the Collaborative Report.</p>	 <p>The screenshot shows an email notification titled 'Peer review of Teaching' received 'Today, 10:56 AM'. The body of the email reads:</p> <p>Dear Jane Doe,</p> <p>The collaborative report has been agreed on by the reviewers. You may now enter a Rejoinder using the link below.</p> <p><a href="#">Enter rejoinder.</a></p> <p>Thank You.</p>

## Entering a rejoinder and closing the review

### View report and enter rejoinder

The Reviewee can now view the completed report, including the (de-identified) individual ratings of the reviewers and their final, collaborative summary.

The Reviewee can choose to lodge a short response (the rejoinder), which will form part of the completed SPRT report. The rejoinder will not be visible to the Reviewers.

Note that if the Reviewee doesn't wish to add a rejoinder, they must still complete the **Enter Rejoinder** form (yes/no) and **Save**.

Saving the form will notify the Peer Review Manager that the final report and rejoinder (if any) are available to view and that they must now close the SPRT in the online system to complete the review.

The screenshot displays the 'Summative Peer Review of Teaching' interface. At the top, it shows the University of South Australia logo and the title. Below the title, there is a header bar with 'Home', 'View Dimensions of Teaching', 'Jane Doe', and 'Log off'. The main content area shows the Reviewee's name as 'Jane Doe' and the Date Commenced as '1 February 2022'. There is a 'Download Review' button. The 'Enter Rejoinder' section asks 'Do you wish to submit a rejoinder to the reviewers' comments and ratings?' with radio buttons for 'Yes' (selected) and 'No'. Below this is a text area for the 'Reviewee Rejoinder' with a rich text editor toolbar. Underneath, there are sections for 'Reviewer Summaries' with expandable items: '1: Students are actively engaged in learning' and '4: Students are encouraged to develop/expand their conceptual understanding'. There is also a 'Collaborative Comments' section. At the bottom, there are 'Cancel' and 'Save' buttons, and a 'Back to reviews' link.

For a printable, pdf copy of the full report, click **Download Review**. The Peer Review Manager, Reviewers and Reviewee all have access to a pdf version of the entire report. (The rejoinder will not be included in the Reviewers copy of the report.) The Reviewee can submit the pdf report as evidence for their promotion, probation or performance development. Reviewers can access all the peer reviews they have completed. Peer Review Managers can see all historical and current peer reviews they have initiated.