Peer Review of Educational Practice (PREP)

Report and Action Plan – Learning and Teaching Pathway

This form can be used by the reviewer to provide a final Formative or Summative Report on their assessment of the educational practice of the person being reviewed.

All completed reviews must be lodged with Learning Innovations & Teaching Excellence Centre, [teachingexcellence@curtin.edu.au](mailto:teachingexcellence@curtin.edu.au)

Click the check-box to check/uncheck

***Formative Review*** *OR* ***Summative Review***

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| --- | --- | --- | --- |
| **REVIEWEE** | **Title and Name of REVIEWEE** | **Dr Rodrigo Carlessi** | |
| **Staff ID** | **263199j** | |
| **Faculty** | **Faculty of Health Sciences** | |
| **School / Department / Area** | **Curtin Medical School** | |
| **Campus** | **Bentley** | |
| **Academic Level** | ALA or Clinical Professional Associate  ALB  ALC  ALD  ALE | |
| **Role/s** | Unit Coordinator  Unit Campus Lead | Course Coordinator  HDR Supervisor |
| Current Director of Learning and Teaching  Previous Director of Learning and Teaching | |
| HEA Category: | Other: **Research Academic** |

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| **REVIEWER\*** | **Title and Name of REVIEWER\*** | **Associate Professor Lisa Tee** | |
| **Staff ID** |  | |
| **Faculty** | **Faculty of Health Sciences** | |
| **School / Department / Area** | **Curtin Medical School** | |
| **Campus** | **Bentley** | |
| **Academic Level** | ALA or Clinical Professional Associate  ALB  ALC  ALD  ALE | |
| **Role/s** | Unit Coordinator  Unit Campus Lead | Course Coordinator  HDR Supervisor |
| Current Director of Learning and Teaching  Previous Director of Learning and Teaching | |
| HEA Category: | Other: |

* ***Please Note:*** *A Summative Reviewer must be an impartial colleague who is able to provide objective, unbiased feedback. This is especially important when used for promotions, to ensure confidence of the assessment of excellence for the individual. It is required that the reviewer be independent and not part of the school and be at a higher academic level or the same academic level with a higher HEA Fellowship category (with the exception of the current or previous Director of Learning and Teaching).*
* ***PREP Reviewer Training*** *must be undertaken before reviewing and is required every three years.*

***Areas for educational practice review*** *(click the check-box to check/uncheck)*

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| 1. | Observation of teaching practice |  |
| 2. | Course and unit content |  |
| 3. | Learning and teaching strategies |  |
| 4. | Learning materials and resources |  |
| 5. | Assessment practices |  |
| 6. | Management |  |
| 7. | Leadership roles |  |
| 8. | Evaluation of teaching |  |
| 9. | Scholarship related to educational practice |  |
| 10. | HDR Supervision |  |

*(Adapted from Chalmers & Hunt, 2016:35)*

## Performance assessment against the Academic Capability Framework

The [Academic Capability Framework](https://staffportal.curtin.edu.au/employment/career-development/academic-capability-framework/) outlines Curtin’s expectations for the capabilities and achievements of its academic staff. It serves as the University’s guide to attaining excellence in different academic roles, and is to be used for reviewing performance, supporting career development, and for making decisions in respect of appointments, confirmation, promotion and recognition.

The Framework provides over-arching guidance for the types of skills and capabilities required to succeed in an academic career at Curtin. It recognises the diversity of academic careers, and is designed to accommodate differences in academic role, stage of career, discipline area and achievement relative to opportunity.

<https://staffportal.curtin.edu.au/employment/career-development/academic-capability-framework/>

**Reference**

Chalmers, Denise, & Hunt, Lynne 2016, “Evaluation of Teaching.” Paper presented at HERDSA Review of Higher Education, July, Vol. 3. <https://www.herdsa.org.au/herdsa-review-higher-education-vol-3/25-55>

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| Applying for Academic Level | ALC |

| ***Reviewer’s summary of the quantity and quality of evidence and outcomes observed*** | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Build teaching capability** | **Oriented towards excellence benchmarks** | **Progressing towards excellence benchmarks** | **Approaching and meeting excellence benchmarks** | **Meeting excellence benchmarks** | **Meeting and exceeding excellence benchmarks** |
| *Excellence in teaching is achieved through a continued personal focus on skill development and building capacity for continuous improvement in educational practice, leadership and innovation* | ⧫---------------------------------------------------------X--------------------------------------⧫  (Please place an X on the line to indicate the reviewee’s level)  Comments:  My role as a Research Academic at Curtin University is not confined to producing high-quality research. I have always aimed to bridge the gap between my research expertise and teaching practice, and I view the education and mentorship of the next generation of scientists as one of my primary responsibilities.  I constantly focus on my skill development in teaching and supervision, consistently seeking out and leveraging opportunities to further enrich my educational practice. To this end, I have actively pursued avenues for professional development, including attendance at national conferences and research symposiums within my research area. My participation in these events allows me to keep abreast of the latest developments in my field, which I can then integrate into my teaching and supervision.  In these academic forums, I have often been invited to give talks and chair sessions, demonstrating my growing national recognition in my research field and my ability to communicate complex concepts effectively. The preparation required for these presentations has invariably honed my teaching skills, contributing to the enhancement of my lecturing and mentoring skills.  In my educational practice, I continuously focus on skill development, capacity building, and innovation. I strive to bring the most current and relevant knowledge to my classroom teaching and to my research students. I believe that a deep understanding of the field, along with the capacity for critical thinking and innovation are attributes that will serve them well in their future endeavours. | | | | |
| *Excellent teachers facilitate knowledge transfer and skill development in their colleagues through mentoring, supervision and career-enhancing sponsorship of peers and junior staff* | ⧫-------------------------------------------------------------------X----------------------------⧫  (Please place an X on the line to indicate the reviewee’s level)  Comments:  In my role as a Research Academic, I have significantly contributed to building teaching capability by extensively supervising HDR and Honours students. Recognising the crucial role these students play in our university's academic landscape, I have invested significant time and energy into their professional development, encouraging a culture of scholarship, inquiry, and excellence.  My mentoring approach for HDR and Honours students has a strong focus on independent research skills development, critical and innovative thinking, and diligent academic investigation. I have been involved in the supervision of eight PhD students, including four whom have already completed their degrees and four ongoing, being two of these as primary supervisor. I have also supervised three Honours students as primary supervisor. I guide them in mastering research methodologies, data analysis, academic writing, and ethical considerations. My supervision also extends to their communication skills, equipping them to effectively present their research in various forums, from academic conferences to community outreach events.  In addition to individual guidance, I have fostered an environment of peer learning among my students, encouraging them to share their experiences, challenges, and insights with each other. This collaborative approach enhances their learning experience and builds a sense of community and shared purpose.  These practices have yielded tangible results: my students have consistently received positive evaluations for their research output, all of my Honours students have finished their studies in the first class. Many of my PhD students have gone on to successful academic and professional careers.  One of my current PhD students, Anjali Ghimire, has recently been featured on Curtin News, where she provides a testimonial of the high level of supervision and mentoring that I provide to my students.  <https://www.curtin.edu.au/news/oasis-news/making-milestones-a-phd-is-really-you/>  One of my past PhD students, Jordan Rowlands, whom I mentored since his Honours year is now a postdoc at the Van Andel Institute, Michigan, USA.  <https://www.vai.org/research/postdoctoral-programs/?tabUrl=current-postdocs> | | | | |
| *Excellent teachers support enhanced teaching quality across the institution through leading team building and cross-disciplinary and cross-campus collaboration* | ⧫----------------------------------------------------------------------X-------------------------⧫  (Please place an X on the line to indicate the reviewee’s level)  Comments:  In my pursuit of excellence in teaching, I have embraced opportunities for cross-disciplinary and cross-campus collaboration, leading initiatives that foster team-building and enhance teaching quality across the institution. A notable example of this approach is my co-supervision of a PhD student, Mrunmai Tapadia, from 2016 to 2019. This project involved a cross-disciplinary collaboration between the then School of Biomedical Sciences and the Department of Chemical Engineering at Curtin University, enhancing the breadth of research exposure and interdisciplinary understanding for all involved. This collaboration resulted in two research publications and one successful ARC-linkage project grant awarded to the cross-faculty team. | | | | |
| *Additional Comments:* | | | | | |

| **Develop high quality curricula and assessment** | **Oriented towards excellence benchmarks** | **Progressing towards excellence benchmarks** | **Approaching and meeting excellence benchmarks** | **Meeting excellence benchmarks** | **Meeting and exceeding excellence benchmarks** |
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| *Excellence in teaching is demonstrated by purposeful, evidence based design of courses and learning activities that achieve outcomes that meet the needs and expectations of a diverse student body, industry, the professions and governments* | ⧫-----------------------------------------------X------------------------------------------------⧫  (Please place an X on the line to indicate the reviewee’s level)  Comments:  I strive for teaching excellence by purposefully designing lectures and learning activities based both on seminal as well as recent research in the field of interest. This approach not only ensures that students are equipped with the most up-to-date knowledge, but also instils a culture of lifelong learning, critical inquiry, and evidence-based practice (teaching observation form appended).  Understanding the diversity of student backgrounds, learning styles, and career goals, I endeavour to make my teaching inclusive and responsive. Moreover, recognising the importance of aligning academic learning with industry and professional requirements, I incorporate practical, real-world examples into my teaching.  My involvement in community teaching sessions, such as those sponsored by the Cancer Council of Western Australia and WA Country Health Service, allows me to bring first-hand research developments in my area of expertise, liver cancer research, to the broader community. These community sessions also reflect my commitment to serving societal needs and informing the public about vital health issues.  In conclusion, my approach to teaching integrates scholarly research, evidence-based practice, and societal engagement, all of which serve to enhance student learning experiences and outcomes. As I aspire to the role of Senior Research Fellow, I will continue to refine and expand these practices in pursuit of teaching excellence. | | | | |
| *Excellent teachers apply discipline expertise, knowledge of student learning in their discipline and scholarship to select and orchestrate contemporary teaching strategies, learning activities and technologies and assessment strategies that align with intended course learning outcomes and the Curtin Graduate Capabilities* | ⧫----------------------------------------------------------X-------------------------------------⧫  (Please place an X on the line to indicate the reviewee’s level)  Comments:  As part of my Research Focused role, I frequently accept invitations to provide guest lectures to various Biomedical Sciences cohorts. My approach is always centred on presenting the most current and innovative developments in my field of expertise. This commitment to contemporaneity ensures that students are equipped with up-to-date knowledge, preparing them for the dynamic landscape of biomedical research and practice.  Moreover, I consistently leverage technology to enhance learning outcomes. For instance, I incorporate digital resources, such as online databases and genomics software, into my lectures. These tools not only expose students to technologies they will use in their professional lives but also enable them to apply theoretical knowledge to practical scenarios.  In conclusion, my teaching is characterised by the application of disciplinary expertise, an understanding of student learning, and a commitment to innovative, evidence-based strategies. | | | | |
| *Excellent teachers demonstrate evidence leadership of course, unit and teaching quality through peer review, quality assurance, stakeholder consultation and benchmarking strategies* | ⧫----------------------------------------------------X-------------------------------------------⧫  (Please place an X on the line to indicate the reviewee’s level)  Comments:  My growing national recognition in the field of Liver Cancer Genomics not only attests to my research leadership but also greatly enriches my teaching, particularly in the guest lectures I frequently deliver. This research leadership directly informs and enhances my teaching, bridging the gap between academic research and undergraduate learning.  In the classroom, my research achievements translate into up-to-date and original content for my students. By referring to my own work and the latest developments in the field, I am able to bring the most cutting-edge knowledge directly to my students. This approach ensures students are not only abreast of the current state of the field but also gain insights into the research process, potential challenges, and recent breakthroughs. It provides them with a firsthand look into the world of academic research.  In conclusion, my leadership in research and the growing national recognition it has garnered significantly enhances my teaching, infusing it with real-world relevance, rigorous standards, and an authentic look into the world of academic research. As I aspire to the role of Senior Research Fellow, I will continue to leverage my research leadership to create an enriching learning environment for my students. | | | | |
| *Additional Comments:* | | | | | |

| **Provide excellent teaching and student support** | **Oriented towards excellence benchmarks** | **Progressing towards excellence benchmarks** | **Approaching and meeting excellence benchmarks** | **Meeting excellence benchmarks** | **Meeting and exceeding excellence benchmarks** |
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| *Excellence in teaching is underpinned by application of a thorough understanding of effective and inclusive learning and teaching strategies across delivery modes that achieve high quality student learning outcomes* | ⧫------------------------------------------------X-----------------------------------------------⧫  (Please place an X on the line to indicate the reviewee’s level)  Comments:  My teaching practice, as evidenced by the external review of one of my recorded lectures, exemplifies excellence by demonstrating a comprehensive understanding of effective and inclusive learning and teaching strategies across delivery modes, which ultimately achieves high-quality student learning outcomes. (teaching observation form appended).  To start with, the learning outcomes and planning for my lectures are always clearly defined and communicated to students, both for the specific session and in a broader sense. This not only helps students understand what they should take away from each session but also how this fits into their overall learning journey. This clear communication establishes a roadmap for students, enabling them to learn effectively.  In addition to well-crafted lesson planning, I employ teaching strategies that foster effective learning within the discipline. My lectures, even when recorded, are designed to be interactive, encouraging students to engage with the subject matter and develop critical thinking skills. By prompting students with questions and involving them in the learning process, I promote a more profound understanding of the topic.  Finally, the resources I choose are well-prepared, up-to-date, and of high quality. These resources not only support my teaching but also enhance student learning, offering them a comprehensive understanding of the topic at hand. The lecture slides incorporate a range of visual aids and appropriate external references, facilitating students' understanding and knowledge development.  In summary, my teaching approach, grounded in a thorough understanding of effective and inclusive learning strategies, ensures a high standard of learning outcomes for students. | | | | |
| *The excellent teacher’s commitment to professional values* [*Curtin Values*](file:///\\staff.ad.curtin.edu.au\common\PER\VC\Shared\CLT\CourseTeachingQuality\PREP\PREP%202020\1Final%20docs%20-%20ready%20to%20go\Curtin_Values_Matrix.pdf) *is exemplified by their knowledge and use of a range of strategies and digital technologies to create an effective learning environment inclusive of student diversity* | ⧫-----------------------------------------------------------------------------------------------⧫  (Please place an X on the line to indicate the reviewee’s level)  Comments:  My commitment to professional values and the embodiment of Curtin Values is evident in my teaching, as affirmed by the review of one of my recorded lectures. A range of strategies and digital technologies are utilised to cultivate an effective and inclusive learning environment that accommodates student diversity.  By setting appropriately challenging expectations for all students, I ensure a rigorous learning environment that encourages critical thinking. The course material, particularly in a complex subject like Cancer Genetics, demands the application of theoretical concepts to practical scenarios. Instead of covering every genetic alteration, I present well-considered theoretical frameworks that allow students to understand and apply fundamental principles broadly. This approach not only challenges students but also rewards them with a deeper understanding of the subject.  Moreover, my discipline knowledge is apparent throughout my teaching. I effectively communicate intricate concepts and theories, reinforced with relevant and contemporary examples from current research, including my own work in the field. This application of my expertise and knowledge enhances the authenticity of my teaching and enriches the learning experience for the students.  Further, my teaching prioritises respect for individuals, groups, and communities. A welcoming environment is promoted in each lecture, encouraging inclusivity and openness. I make a conscious effort to be approachable, inviting students to reach out via email or in-person for discussions, fostering a culture of openness and respect.  My presentations utilise appropriate verbal and non-verbal methods to support learning. A variety of teaching strategies, including visual aids such as diagrams and models, complement verbal explanations, accommodating different learning styles. My clear and concise delivery style enhances the accessibility of the material.  Lastly, I employ questioning as a teaching strategy to promote active engagement and critical thinking among students. While the reviewed lecture didn't involve tasks or activities, I ensure to offer guidance on additional resources for further study, thus catering to a range of student needs.  In conclusion, my teaching embodies a deep commitment to Curtin's values, utilising a variety of strategies and technologies to create an inclusive, effective, and diverse learning environment. | | | | |
| *Excellence teachers support student learning through transitional activities, the provision of appropriate and timely feedback and consistency of the learning experience across staff and location* | ⧫-----------------------------------------------------------------------------------------------⧫  (Please place an X on the line to indicate the reviewee’s level)  Comments:  I believe the above answers already cover this item, by explaining how this is best approached in a recorded lecture. | | | | |

| **Engage in scholarship and innovation** | **Oriented towards excellence benchmarks** | **Progressing towards excellence benchmarks** | **Approaching and meeting excellence benchmarks** | **Meeting excellence benchmarks** | **Meeting and exceeding excellence benchmarks** |
| --- | --- | --- | --- | --- | --- |
| *Excellence in teaching is underpinned by a commitment to continuous improvement in educational practice and outcomes driven by reflective, evidence-based practice* | ⧫---------------------------------------------------X--------------------------------------------⧫  (Please place an X on the line to indicate the reviewee’s level)  Comments:  As a Research Academic, my contribution to formal unit teaching is limited to guest lectures and a few niche content lectures in courses coordinated by other academics. However, my overall contribution to teaching also includes supervision of Honours and HDR students, and the assessment of work of students outside my direct supervision, such as research proposals, seminars, literature reviews, and final papers and theses.    A critical aspect of my approach is the commitment to gathering feedback from various stakeholders, showcasing my intent to continually evaluate and improve my teaching practices. After each guest lecture, I actively seek feedback from the unit coordinators, ensuring I gain insight into the effectiveness of my delivery, the relevance of the content, and the impact on student learning. This feedback provides me with a different perspective on my teaching and allows me to adjust my approach accordingly to enhance future sessions.  My role in supervising PhD and Honours students also allows for continuous evaluation of my teaching. By maintaining regular consultation with the Director of Graduate Studies, I ensure that I am up to date with course requirements and expectations. This allows me to tailor my supervision and guidance in a way that aligns with the objectives of the course and enhances the learning outcomes of the students.  Finally, in my role of assessing research students outputs, I engage in a broader evaluative strategy that strengthens the overall quality of our academic programs. My input serves to standardise and enhance the academic rigour across the cohorts and provides students with valuable perspectives grounded in my research expertise and experience.  In conclusion, my approach to teaching involves purposeful selection of evaluative strategies engaging multiple stakeholders. This enables me to assess the effectiveness of my teaching and learning, thereby continually enhancing my practice, improving course quality, and ultimately, fostering optimal student learning outcomes. | | | | |
| *Excellent teachers select evaluative strategies that engage multiple stakeholders to assess the effectiveness of teaching and learning to enhance theirracticee, course quality and student learning outcomes* | ⧫-----------------------------------------------------------------------------------------------⧫  (Please place an X on the line to indicate the reviewee’s level)  Comments:  Detailed above. | | | | |
| *Through reflection and evidence based practice they design and implement innovative approaches to learning and teaching and contribute to the Scholarship of Learning and Teaching* | ⧫--------------------------------------------------------X---------------------------------------⧫  (Please place an X on the line to indicate the reviewee’s level)  Comments:  My approach to teaching is rooted in continuous improvement, and I actively seek opportunities to reflect, innovate, and contribute to the scholarship of learning and teaching. The cornerstone of this approach is evidence-based practice, where I incorporate the latest research findings in education to optimise my teaching strategies. This is a dynamic process where I continually assess and refine my approach to better serve my students and meet their diverse needs.  One of the ways I enhance my teaching is through regular reflection on my practice. I actively seek feedback from my colleagues and mentors, and use this feedback to identify areas for growth. Reflection also allows me to recognise successful strategies that I can further build on. These insights guide the development of my teaching philosophy and inform my pedagogical decisions.  Furthermore, my commitment to innovation is demonstrated in my incorporation of a variety of teaching methods in my instruction, catering to different learning styles. I constantly adapt and update my materials to stay relevant and engage with my students effectively. This includes the use of digital technologies and real-world applications to make learning more immersive and meaningful.  The pursuit of a Higher Education Academy (HEA) Fellowship is a crucial step in my continued professional development. This fellowship will provide me with an invaluable platform to engage with like-minded professionals, participate in cutting-edge workshops and seminars, and gain access to a wealth of resources on learning and teaching. By pursuing the HEA Fellowship, I aim to further improve my teaching skills, broaden my pedagogical understanding, and make a more significant contribution to the Scholarship of Learning and Teaching.  My ultimate goal is to equip my students with the necessary skills and knowledge to thrive in their future endeavours, and to contribute to the ongoing evolution of teaching practices in higher education. | | | | |
| *Additional Comments:* | | | | | |

Compelling evidence of teaching excellence against ACF:

Please refer to the Academic Capability Framework: <https://staffportal.curtin.edu.au/employment/career-development/academic-capability-framework/>

**Action Plan for Scholarly Improvement**

Collaboratively agree on the main issues to be addressed by the person being reviewed in order to further develop their practice.

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| **Actions** | **What and How** | **Timeframe (When)** |
| 1. | **Expand Guest Lectures**: Expand my contribution to guest lectures to include a variety of disciplines, not just in courses closely related to my research. By doing this, I will be able to increase the interdisciplinary nature of my teaching and broaden students’ understanding of how my field of study applies to other areas. **Action**: Reach out to colleagues in related disciplines to offer guest lectures, indicating how my research can be applied to their courses. | Within the next academic semester |
| 2. | **Develop my Teaching Philosophy - LITEC Development Workshops**: Attend faculty and LITEC teaching development workshops focused on contemporary teaching strategies, especially those that cater to a diverse student body. These workshops can provide me with new tools and approaches to further enrich my teaching.  **Action**: Identify and register for relevant workshops or seminars. | Within the next 6 months |
| 3. | **Improve Feedback Process**: Currently, I solicit feedback from the coordinators of the units where I deliver guest lectures. In the future, I will include feedback from students as well. They are the primary beneficiaries of my teaching and may offer valuable insights.  **Action**: Implement a strategy to use eValuate to obtain student feedback from my guest lectures. | Within the next academic semester |
| 4. | **Pursue and apply for a Higher Education Academy (HEA) Fellowship.** | 2024 |

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| **Reviewee’s signature** | **Date** |
|  | 14/06/2023 |
| **Reviewer’s signature** | **Date** |
|  |  |
| **Date of Review** |
|  |

**Please submit ALL Peer Review Reports to** [**teachingexcellence@curtin.edu.au**](mailto:teachingexcellence@curtin.edu.au) **once the Action Plan has been completed and signed.**

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| **THIS SECTION OF THE REPORT IS ONLY TO BE COMPLETED 6 TO 9 MONTHS AFTER YOUR ACTION PLAN HAS BEEN SUBMITTED.** |

# Implementation of Action Plan: Professional Conversations

Once you have had time to implement your Action Plan you should meet with your reviewer in the following teaching period to review progress and outcomes achieved.

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