

# ASCILITE 2018

**Australasian Society for Computers in  
Learning in Tertiary Education**

**Deakin University, Geelong, Australia**  
25-28 NOVEMBER 2018

## Conference Proceedings

### **OPEN OCEANS: LEARNING WITHOUT BORDERS**

35TH INTERNATIONAL CONFERENCE OF INNOVATION, PRACTICE  
AND RESEARCH IN THE USE OF EDUCATIONAL TECHNOLOGIES IN  
TERTIARY EDUCATION

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## TABLE OF CONTENTS

### FULL PAPERS

1.	<a href="#">Designing personalised, automated feedback to develop students' research writing skills</a> Sophie Abel, Kirsty Kitto, Simon Knight and Simon Buckingham Shum.....	15
2.	<a href="#">Digital identity and e-reputation: Showcasing an adaptive eLearning module to develop students' digital literacies</a> Reem Al-Mahmood, Jenny Corbin, Logan Balavijendran and Caroline Ondracek .....	25
3.	<a href="#">Ready to Study: an online tool to measure learning and align expectations via reflection and personalisation.</a> Logan Balavijendran and Morag Burnie .....	35
4.	<a href="#">The Momentum Program: digital badges for law students</a> Scott Beattie and Wayne Jones .....	45
5.	<a href="#">Using continuous assessment with feedback loops to generate useful data for learning analytics</a> Ole Eggers Bjælde and Annika Büchert Lindberg .....	53
6.	<a href="#">Developing collegial cultures of teaching innovation: Motivating influences and impact of university colleagues sharing digital stories of learning and teaching</a> Heidi Blair, Louise Maddock and Simone Poulsen .....	63
7.	<a href="#">‘Everything is connected’: Exploring the intersections between life, work, play and education through student use of technology in self-directed learning</a> Peter Bryant .....	73
8.	<a href="#">Designing a Virtual Health Faculty Hub</a> Thomas Cochrane, Stephen Aiello, Stuart Cook, Todd Stretton, Sally Britnell, Vickel Narayan and Claudio Aguayo .....	82
9.	<a href="#">Comparing spaced repetition algorithms for legal digital flashcards</a> Stephen Colbran, Wayne Jones and John Milburn .....	92
10.	<a href="#">Digital Literacy Expectations in Higher Education</a> Jo Coldwell-Neilson .....	103
11.	<a href="#">Technology-enabled feedback: It's time for a critical review of research and practice</a> Christopher Deneen and Cassim Munshi .....	113
12.	<a href="#">Do-it-yourself e-Exams</a> Mathew Hillier and Scott Grant .....	121
13.	<a href="#">Towards authentic e-Exams at scale: robust networked Moodle</a> Mathew Hillier, Scott Grant and Martin Coleman .....	131
14.	<a href="#">Change is difficult: Making it happen and making it stick</a> Josephine Hook, Barbara Macfarlan and Tammy Smith .....	142
15.	<a href="#">Surveying the digital literacy landscape for academic and professional staff in higher education</a> Elaine Huber and Courtney Shalavin .....	151
16.	<a href="#">Digital disruption meets the academic timetable: start learning anytime</a> Trina Jorre de St Jorre, Beverley Oliver and Jeff Chamberlain .....	159
17.	<a href="#">University-run learning and teaching blogs: a benchmarking study</a> Olga Kozar, Lucy Arthur, Rhiannon Hall and Danny Liu .....	166
18.	<a href="#">New E-learning 3.0 platform proposal and evaluation</a> Yifei Liang, Tian Liang and Pedro Isaias .....	175
19.	<a href="#">Keeping everyone OnTask: Gauging the impact of personalised feedback through academic case studies</a> Lisa Lim, Sandy Barker, Anthea Fudge and Steve Kelly .....	184

20.	<a href="#">Visualizing Learner Behaviour in MOOCs using Sankey Diagrams</a> Karsten Lundqvist, Michael Godinez and Steven Warburton .....	194
21.	<a href="#">Typed versus handwritten essay exams: is there a need to recalibrate the gauges for digital assessment?</a> Elizabeth Masterman .....	204
22.	<a href="#">Designing for learning with mobile and social media tools—A pragmatic approach</a> Vickel Narayan, Jan Herrington and Thom Cochrane .....	214
23.	<a href="#">Struggle town? Developing profiles of student confusion in simulation-based learning environments</a> Sadia Nawaz, Gregor Kennedy, James Bailey, Chris Mead and Lev Horodyskyj .....	224
24.	<a href="#">Re-thinking LMS change: Designing authentic learning environments to improve lecturers' digital literacy</a> Ekaterina Pechenkina and Elizabeth Branigan .....	234
25.	<a href="#">Actionable recommendations for redesigning a pre-clinical dental course: Students' perceptions of epistemic setting</a> Punyanit Rungrana, Lina Markauskaite and Peter Goodyear .....	243
26.	<a href="#">Inclusive design in a virtual world serious game to improve adult literacy: Problems, possibilities and tensions</a> Erica Southgate, Shamus P Smith, Richard Langridge and Maree Gruppetta .....	253
27.	<a href="#">Extending video interactions to support self-regulated learning in an online course</a> Ysabella Van Sebille, Srecko Joksimovic, Vitomir Kovanovic, Negin Mirriahi, Romany Stansborough and Shane Dawson .....	262
28.	<a href="#">The potential for artificial intelligence in the educational sector: Service automation of assessment at Copenhagen Business School</a> Peter Vitartas, Amanda Smit and Candida Gravili .....	273
29.	<a href="#">PASS Online assisting first year psychology and social science students in statistics: A 360 degree view</a> Tracey Woolrych, Melissa Zaccagninni, Moira Stephens, Murray Stace, Melissa Stephen, Sian O'Sullivan, Rebekha Middleton and Reetu Verma .....	283

## CONCISE PAPERS

1.	<a href="#">Exploring digital literacy as a graduate learning outcome in higher education – an analysis of online survey</a> Chie Adachi, Damian Blake and Katrin Riisla .....	292
2.	<a href="#">Designing a video playing interface for second language learners</a> Emad A. Alghamdi, Fahad Otaif and Paul Gruba .....	298
3.	<a href="#">Interdisciplinary Open Science: What are the implications for educational technology research?</a> Sakinah Alhadad, Rachel Searston and Jason Lodge .....	303
4.	<a href="#">New shores: Preliminary observations from a pilot project to define and design a student-centred approach to study mode selection</a> John Bevacqua and Meg Colasante .....	309
5.	<a href="#">Engaging millennials with online content delivery through a discourse community understanding of learning</a> Christopher Bridge .....	314
6.	<a href="#">Towards understanding of student engagement in a blended learning: A contextual conceptualization</a> Cheryl Brown, William Vidal, Valerie Sotardi and Niki Davis .....	318
7.	<a href="#">Striving for authentic social constructivism in online learning; Examples from postgraduate Law &amp; Humanities</a> Meg Colasante, Andre Oboler, Louisa Walsh and Mark Civitella .....	324

8. <a href="#">Integrating mixed reality spatial learning analytics into secure electronic exams</a> Michael Cowling, Mathew Hillier and James Birt .....	330
9. <a href="#">Designing online delivery through educational design research</a> Andrew Cram .....	335
10. <a href="#">Procedural and conceptual confusion in a discovery-based digital learning environment</a> Paula de Barba, Gregor Kennedy and Kelly Trezise .....	340
11. <a href="#">Technology for the scalability of co-creation with students</a> Mollie Dollinger .....	346
12. <a href="#">Preparing to Succeed: an online orientation resource designed for postgraduate study success</a> Joanne Elliott and Bianca Frost .....	351
13. <a href="#">Advancing cultures of innovation: the change laboratory as an intervention to facilitate agency and collaborative sustainable development among teachers in higher education</a> Claire Englund and Linda Price .....	356
14. <a href="#">Use of interactive video for teaching and learning</a> Dilani Gedera and Arezou Zalipour .....	362
15. <a href="#">Paper versus e-assessment: Biomedical students see advantages in moving away from traditional paper based in-semester assessments</a> Jessica Gibbons and Ingrid D'Souza .....	368
16. <a href="#">Return on investment in higher education retention: systematic focus on actionable information from data analytics</a> David Gibson, Simon Huband, Dirk Ifenthaler and Eric Parkin .....	374
17. <a href="#">The voices of autism: Using MOOC technologies to meet the needs of vulnerable communities</a> Michael Grimley, Timothy Moss, Emma Donaldson and Eoghan Hogan .....	380
18. <a href="#">Fostering teamwork skills across the School of Engineering using online self and peer assessment</a> Tiffany Gunning and Paul Collins .....	385
19. <a href="#">Digital badges - what is the state of play within the New Zealand Higher Education sector</a> Maggie Hartnett .....	390
20. <a href="#">Back to old-fashioned conversations</a> Eva Heinrich and Jenny McDonald .....	396
21. <a href="#">Developing a design-based research methodology for designing MR technologies for mountain safety</a> Jin Hong, Thomas Cochrane and Andrew Withell .....	401
22. <a href="#">Utilising learning analytics for study success in higher education: a systematic review</a> Dirk Ifenthaler and Jane Yau .....	406
23. <a href="#">Building institutional cultures of innovation in technology enhanced learning: UCISA findings on current challenges and developments in UK higher education</a> Martin Jenkins, Richard Walker and Julie Voce .....	412
24. <a href="#">Mining digital reality: exploring the virtual activities of undergraduate students</a> Senorita John, Russell Butson and Rachel Spronken-Smith .....	418
25. <a href="#">Designing online orientations for higher education music students: A proposed framework</a> Carol Johnson and Georgina Binns .....	423
26. <a href="#">Dipping our toes into the open seas: Introducing a renewable assignment to improve authenticity and student learning</a> Hazel Jones and Carolyn Brown .....	429
27. <a href="#">Towards the use of cognitive load theory as a diagnostic tool in online learning</a> Benjamin Kehrwald and Brendan Bentley .....	434

28. 'From [virtual] classroom to boardroom': Coaching students to use a research approach to address contemporary issues in their workplace Anthony Kerr, Diane Kalendra, Julien Marchand, Aaron Wijeratne and Danilo Wegner .....	440
29. Can an adaptive lesson really make fundamental chemistry interactive & flexible? Kelly Linden, Louise Pemberton and Lucy Webster .....	446
30. Can we calm first-year student's "neuroscience anxiety" with adaptive learning resources? A pilot study Kelly Linden, Lucy Webster, Louise Pemberton and Wendy Rose Davison .....	451
31. Reclaiming the field of Educational Technology: Seeds for discussion Larry McNutt .....	456
32. The role of expectations and engagement in online students' experiences of transition Timothy Moss and Sharon Pittaway .....	460
33. Embedding digital literacy: towards transforming business education Leanne Ngo, Simone Tyrell, Michael Volkov and Kerrie Bridson .....	466
34. Swimming in uncharted waters: A case for developing lecturers of English in Vietnam Higher Education Hang Nguyen, Kristine Elliott and Heather Davis .....	472
35. Changing technologies and assessment redesign: factors impacting implementation and participation Mark O'Rourke .....	478
36. Group work in IT: Investigating the student learning experience Joanne Parker and Chris Campbell .....	483
37. Lessons learnt from a university LMS transformation: the good, the bad and the ugly Suneeti Rekhari and Lisa Curran .....	488
38. Smooth sailing - designing effective online learning spaces Nauman Saeed and Ying Yu .....	493
39. Reducing the confusion and clicks and its impact on learning Rebecca Scriven and Carol Crevacore .....	499
40. Don't just stay in your lane: Developing staff digital literacies freestyle Courtney Shalavin .....	505
41. From digital natives to digital literacy: Anchoring digital practices through learning design Erika E. Smith, Renate Kahlke and Terry Judd .....	510
42. Evaluative judgement and peer assessment: promoting a beneficial reciprocal relationship Joanna Tai .....	516
43. Thinking out-of-the-box: Slow as a panacea for creating democratic education in Australian schools Miriam Tanti .....	522
44. Parts of Speech in Bloom's Taxonomy Classification Brian R. von Kinsky, Longwei Zheng, Eric Parkin, Simon Huband and David Gibson .....	527
45. Investigating MOOC users' persistence in completing MOOCs from network externalities and human motivation Xinghua Wang .....	533
46. Peer review of learning designs: interdisciplinary SoTEL Penny Wheeler, Mary Jarrott and Angela Daddow .....	538
47. Considerations for designing H5P online interactive activities Sonia Wilkie and Ghaith Zakaria .....	543

**SYMPOSIA/PANELS**

1. [Beyond constructive alignment: A debate](#)  
Craig Bellamy..... 550
2. [The dimensions of being open: What does open educational practices look like in Australia?](#)  
Carina Bossu, Adrian Stagg, Michael Cowling, Valerie Peachey and Julie Lindsay ..... 552
3. [Redefining close quarters: Discussing transitioning business academics from traditional to blended delivery](#)  
Camille Dickson-Deane, Jagjit Kaur, Matt Dyki and Miriam Edwards ..... 555
4. [Everyone on board: Creating accessible online learning through universal design](#)  
Miriam Edwards and Sandra Boyd ..... 557
5. [Learning analytics in the classroom](#)  
Jason Lodge, Kate Thompson, Jared Horvath, Paula de Barba and Marion Blumenstein..... 559
6. [Shifting our focus: moving from discouraging online student dishonesty to encouraging authentic assessment of student work](#)  
Carol Miles and Keith Foggett ..... 562
7. [Digital Equity: Not just an ‘add on’ but business as usual](#)  
Julie Willems and Helen Farley ..... 565

**WORKSHOPS**

[A list of pre-conference workshop titles presented at the conference](#) ..... 568

**POSTERS**

[A list of poster titles displayed at the conference](#) ..... 569

## Peer review of learning designs: interdisciplinary SoTEL

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For academics participating in graduate certificates of higher education, the advice and feedback of their teacher peers is a potentially powerful resource. This paper reports on an evaluation-in-progress of one subject in a graduate certificate for university teaching, a fully online unit on the scholarship of technology-enhanced learning (SoTEL). Two demands are made of participants in this unit: that they should develop a prototype activity using technology for learning and teaching, and that they should review and receive a review from a class peer to enhance these individual prototypes. The assumption at the heart of this unit design is that, by undertaking a review of a colleague's learning design, the teacher learns from these additional perspectives and can then improve their own designs for learning. Challenging this assumption are multiple aspects of the context, including the relative value of design reviews from academic developers versus less experienced peers; the multiple criteria by which a design might be evaluated; and interdisciplinary work between peers. Artefacts from participants and the academic developers teaching them are analysed to probe this underlying assumption, and to consider the value of peer review in SoTEL.

Keywords: academic development; interdisciplinarity; learning design; peer review; SoTEL

### Background: peer review in teaching with technology

In launching her concept of “SoTEL” (scholarship of technology-enhanced learning), Wickens (2006) identifies peer review of teaching as one of the practices that technology ought to enable, and one that would bring teaching into a more public discourse, approaching the status of scholarly research. Peer review of different dimensions of teaching is recognized in institutional and government policy documents (for example, Chalmers et al., 2014; Tertiary Education Quality and Standards Agency, 2016) as an indicator of quality teaching, and peer advice and feedback is one of Brookfield's four lenses for critical reflection on teaching (Brookfield, 2017). Peer-to-peer feedback, effectively implemented, is strongly supported by Nicol and Macfarlane (2006, quoted in Gikandi and Morrow, 2015); the implementation of technology-enhanced learning in particular can benefit substantially from scaffolded peer review, as, for example, in the 2007-10 “Peer Review of Online Learning and Teaching” project led by the University of South Australia (Wood & Friedel, 2009).

These factors advocate for the use of peer review of technology-enhanced learning, but there are conflicting signals from the higher education context. While classroom teaching is provided with peer review processes via institutional guidance and established projects, the procedures for providing peer review of blended and online teaching in Australian and New Zealand universities are not as well developed. The contributions of peers in professional development events, including in certificate courses such as a graduate program in higher education, are often informal and incidental. While the “study buddy” is a serviceable social structure within formal courses (for example, Madland & Richards, 2016), often, rather than structured interactions, a higher goal is set for these academics: the establishment of a community of practice or a goal of lifelong learning (Kukulska-Hulme, 2012). It is not clear how well the review of the online design work of a class peer will be received, and whether there is a perceived difference in the value of design reviews from academic developers versus less experienced peers. Lelis (2017) documented the doubts that Masters students had of the expertise of their peers, but Delahunty, Verenikina and Jones (2014) show that, with some qualification, peer review may be welcomed and used.

One further complicating factor is disciplinary knowledge, given that professional development for academics can be conducted within a faculty or across an institution. How transferable is design and practice in one discipline to the teaching of another? How useful can a review from someone in a different discipline be? Are there discipline-specific qualities in learning design (Cameron, 2009, 2017) and in academic development as a whole (Quinn & Vorster, 2014; Rienties, Brouwer, & Lygo-Baker, 2013) and might they invalidate cross-disciplinary peer review?



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With some trepidation, then, given these uncertainties, we chose, in teaching a fully online unit on technology-enhanced learning as part of our institution's graduate certificate in higher education, to centre the assessment in the unit on a peer review of a class colleague's learning design. The assumption at the heart of this unit design is that, by undertaking a review of a colleague's learning design, the teacher learns from other perspectives and can then improve their own designs for learning. The perspectives taken can differ widely, given, as a starting point, the disparate goals of designs, their different target student groups, and the range of skills and knowledge being dealt with, but then differentiating further with each design decision taken. Teachers taking on the role of peer reviewers are directed in the learning materials to examine these decisions, their links to theory and scholarship of technology-enhanced learning, and the functionality of the technology.

## Methodology

### Participants and data collection

Human Research Ethics Clearance was sought and approved (2017-332E) and all academics were invited to make available to the researchers the peer review which they submitted as one of the assignments for the unit. Six academics enrolled in the Semester 1 unit agreed to make their reviews available for analysis, and these pilot participants (Table 1) exemplify the cross-disciplinary pairings made by many of the enrolled academics.

**Table 1: Demographics and disciplines of pilot participants**

Reviewer			Designer		Topic match?	Co-located?
Pseudonym	Faculty	School	Faculty	School		
Faith	FHS	Occupational therapy	FEA	Religion	no	no
Evan	FHS	Physiotherapy	FHS	Exercise-Science	near	no
Burton	FHS	Physics	FHS	Biology	near	yes
Bridget	FHS	Nursing	FHS	Bioscience	no	yes
Kate	FEA	Education	FEA	Education	yes	no
Milton	FEA	Education	FHS	Exercise-Science	no	no

In designing the assessment, we chose not to blind the name of the reviewer to their reviewee, but to encourage conversations. The peer reviewers may be on a different campus to the designers that they are working with, and in only half of these pairs are the disciplines of the teachers close or matching. In Semester 2 further participants will be sought from the enrolled academics, with the aim of obtaining the same range of artefacts as data (Table 2).

**Table 2: Artefacts collected as data for pilot analysis (Semester 1)**

Artefact	Author	Description	Items
Peer review on design	Reviewer	Usually written responses and annotations on design document (combined word count approximately 2300 words per review); occasionally provided as video feedback	6
Tutor feedback on design	Academic developer	Feedback to the designer from one of the academic developers teaching the unit, subsequent to the peer review and commenting on the peer review as well as the features of the draft design (around 370 words each)	6
Marking the peer review	Academic developer	Feedback to the peer reviewer as part of the marking of the assignment 2 submission.	6

### Data analysis

Using QSR NVivo 11 to develop a database of these documents, an initial set of codes was derived from the text of the artefacts but informed by terms from the literature used in the design of the Graduate Certificate unit. In the next phase of analysis, after sourcing additional artefacts, any connections between the recommendations of the peer reviewer, the academic developer, and the designer will be identified.

## Preliminary results and discussion

### Structuring the peer review

There are multiple criteria by which a design might be evaluated, including its quality, effectiveness, efficiency, appropriate match of technology and desired learning outcomes. For the taught unit, enrolled academics taking the role of reviewers were directed to look for and provide feedback on:

1. the theoretical rationale of the learning sequence: how the choice of activity matches or does not match with the intended learning outcome of the sequence
2. the design rationale (why this technology might work to support the chosen activity).

In the assignment specifications, reviewers were able to choose the form that their review took. They were able to develop their own structure, or they could choose between two peer review formats which were provided in the learning materials to encourage a systematic review of the design. These two peer review formats were derived from different sources, one from the program *Teaching Online* (Epigeum, 2014) and the other based on the activity-centred analysis and design format (“ACAD”) presented by Carvalho and Goodyear (2014, 2017; Goodyear & Carvalho, 2016) as extended by Thompson, Gouvea and Habron (2016).

Of the peer reviews analysed, half used one of these structured review formats, one review using the *Teaching Online* template, one using the ACAD framework, and one combining both. (One of the design-review pairs who were co-located went beyond the review template and process to meet face-to-face for mutual critique and enhancement of the design.) Our hypothesis, that a structured template or peer review sheet would assist the reviewer to provide useful and actionable recommendations, is not contradicted by this initial sample. Mention of the two rationales requested (that is, 1. and 2. above) were only found in the reviews of enrolled academics who used the suggested templates.

### Types of contributions

The usefulness of the review was increased by the provision of recommendations for the designer. Clear recommendations, labelled as such, were ideal, but statements which were phrased (and therefore coded) as “reviewer suggestions” and “reviewer hints” were also identified as actionable feedback.

Comments from reviewers indicated gaps in the design; urged designers to follow through on the design; extended activities described in the design; and noted additional phases and activities to achieve the stated teaching goals more thoroughly. It was often the reviewer’s role to note what was *not* present in the design, particularly links to institutional policy. Reviewers suggested technologies other than those in the design, or in addition to the design elements, and occasionally disagreed with the technologies chosen.

In several cases the reviewers expressed gratitude for the opportunity to evaluate and learn from their colleagues’ work, and noted the mutual learning that the review activity provided.

### Tone and purpose

Any criticism in the reviews was coupled with positive appreciation of strengths elsewhere in the design. The most useful reviews were also marked by highly encouraging remarks and strong praise of the designer’s achievement. The tone was warm and personal, even where the reviewer and designers had never met face-to-face.

### Scholarly discussion and extension

Sections of the review that offered additional literature on technology-enhanced learning to extend the design were important components of the peer reviews. Recommendations for design improvements coupled with SoTEL support were valued highly by the markers of the reviews.

### Sensitivity to context

The references to “students” in the reviews do not discuss the implications of any special needs or characteristics of the students, even though some contextual information forms a required section of the design

document. The students' mode of engagement and their level of motivation are assumed by the reviewers as generic, that is, as interchangeable with students of their own experience.

### Disciplinary constraints

The designer-reviewer pairs seem to exaggerate in their reviews and discussions the differences in knowledge bases between what seem, at least institutionally and from the external vantage point of the academic developers in the Learning and Teaching Centre, to be closely related disciplines. What we as generalists class as "sciences", for example, chemistry and physics, are seen by the academics in the Schools as very different disciplines. The response rate so far has been too low to decide whether, for optimum peer review, reviewer and designer should share a disciplinary background. It could be noted in passing, however, that the review rated highest by the academic developers involved interactions between rather remote disciplines.

### Conclusions

Looking intensively at this small collection of data has been unexpectedly rewarding. Productive points for revision of the learning design of the Graduate Certificate of Higher Education (GCHE) unit are evident, with the justification for using a structured review template being the most significant.

The core task of peer review, however, seems from these participants' self-reports to be a deep learning experience. Effortful and at times confusing, giving feedback to a colleague on any learning design is a complex task exercising multiple professional skills for the teaching academic, particularly from a remote discipline. The value of a class colleague as a peer reviewer is different from that of an academic developer, particularly when the latter has the role of arbiter and bestower of marks in a formal course. The colleague's feedback can be just as relevant to the enhancement of the design.

The aims of this ongoing investigation are to improve the operation of this GCHE unit on technology-enhanced learning and to test tools to help academic staff share and learn from each other's work in higher education. Each iteration of the unit design has trialled auxiliary tools within the learning management system, most recently an eportfolio (in our case, this is Mahara). In the next minor redesign of the unit, we expect to use Moodle's Workshop activity to manage the workflow of design submission, peer review using a structured format, feedback and self-reflection.

Our goals in offering the unit are not to seek high levels of innovation in the use of technology to enhance learning and teaching (although these are welcome and some exemplars are evident from past offerings of the unit). Instead, we wish to find practical support for all academics in developing technology-enhanced learning sequences, including, where possible, the confidence to re-use and adapt existing, trialled designs for learning. We therefore intend to continue to trial a modified ACAD/*Teaching Online* framework as a means of making the scholarship of technology-enhanced learning more useful and accessible to the academic practitioner, and perhaps contribute to a community, or, rather, a "college of practice".

### Acknowledgment

Penny Wheeler's work has in part been supported by an Australian Government Research Training Program (RTP) Scholarship.

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**Please cite as:** Wheeler, P., Jarrott, M. and Daddow, A. (2018). Peer review of learning designs: interdisciplinary SoTEL. In M. Campbell, J. Willems, C. Adachi, D. Blake, I. Doherty, S. Krishnan, S. Macfarlane, L. Ngo, M. O'Donnell, S. Palmer, L. Riddell, I. Story, H. Suri & J. Tai (Eds.), *Open Oceans: Learning without borders*. Proceedings ASCILITE 2018 Geelong (pp. 538-542).