

## Overview

The Mapping Tectonic Faults from Geomorphology course sets out to teach students the best practices for mapping active faults utilizing various tools and datasets. The main mapping assignments (March - April) in this course involve independent work creating fault maps.

Sessions where structured lectures were given in the first half of the semester will be replaced with required office hours and meeting times with instructors and peers to periodically check-in on the progress of student work. These sessions are meant to provide a time to ask questions and collaborate with peers on the main assignments.

## Context

Arizona State University and the University of Nevada-Reno seek to ensure a high-quality learning environment that benefits the students with engagement and activity from all participants. The objective of peer-review sessions is to promote an inclusive experience, targeted instruction based on individual student needs, and to also mirror experiences that will occur in employment.

Instructor and peer feedback serves to improve and enhance student learning and comprehension of the educational materials. The instructors pride themselves in providing a professional and encouraging environment for feedback that is often found in many other academic settings. Learning how to give and receive constructive feedback is an important skill.

## Code of Conduct for Peer-review Feedback

- Editorial comments provided by the instructors and students should be appropriate, relevant, and constructive.
- Students will ideally feel comfortable presenting where they believed they have mapped well and where they are having difficulty. Students will offer constructive feedback to help improve mapping skill.
- Presenting challenging area is likely to offer the best opportunity for learning. Do not shy away from this.
- Qualifying questions on student work can help illuminate areas of uncertainty for the mapper.

- Although not required, we suggest that students have their camera on during the sessions. We hope that this will create a more friendly and inclusive environment in this virtual world.

*If there is a serious concern regarding the participation in peer-review sessions, reach out to all the instructors via email outlining specific issues. We aim to provide a flexible and innovative approach to learning in a respectful environment for all parties.*