At the University of Cincinnati Clermont College we have an evaluative tool for students to evaluate their satisfaction with a course and the instructor (both f2f and online). We also have a voluntary process for faculty to have their online courses internally QM reviewed. The peer evaluation is required for the RPT process for full-time faculty and for promotions of part-time faculty. The missing piece is a standard evaluative tool for peer evaluations of full- and part-time faculty teaching online. We currently have faculty completing peer reviews who have not taught online and/or do not understand how online classes are delivered. To help facilitate the peer review of online classes, we recommend the following process:

1. The faculty member requests a peer review by peer reviewer that has taught for a minimum of one year online
2. The faculty member completes the faculty request form and shares the form with the peer reviewer
3. After reviewing the faculty request form, the peer reviewer meets with the faculty member
4. Then the peer reviewer is granted access to the faculty member’s course
5. The peer reviewer notes the faculty members strengths and areas for improvement
6. The peer reviewer summarizes the feedback in a form of a letter to the faculty member. The letter as well as a copy of the peer review form is shared with the instructor.

Peer Review Request Form

|  |  |
| --- | --- |
| Faculty being assessed (Name, Rank, Department) |  |
| Course Reviewed (Course Name, Discipline Code, Course Number) |  |
| Peer Assessor (Name, Rank Department) |  |
| Number of students enrolled in the course |  |
| Date of request |  |
| Date assessment begins |  |
| Date assessment completed |  |

Peer Assessor to Faculty Member, Pre-Assessment Meeting

1. Is this course fully online? Hybrid?
2. Describe the course and delivery method.
3. How many students are enrolled?
4. Is this an elective or general education requirement?
5. Are there any external tools used in the course (e.g., Adobe Connect, VoiceThread). Are links embedded within the course?
6. Is this course part of a fully online program?
7. Have students had previous experience with online courses?
8. What is primary method of communicating with students?
9. Describe how you engage students through the online class.

**Peer Review Form**

|  |  |
| --- | --- |
| **Content**The instructor demonstrates knowledge of discipline**Examples of evidence to review in the course:*** Delivery of content
* Tools used to deliver content
* Example of content to facilitate information to students

**Review course for evidence:*** Lecture material (audio and/or video)
* Use of additional materials
* Links to websites, articles, other supplemental material
 | **Feedback for Faculty Member****Evidence****Strengths****Areas for improvement** |
| **Contact**The faculty member participates in frequent and timely faculty-student interaction. This is an important factor in student involvement in an online course. Knowing a faculty member is engaged and committed to their learning will encourage students to be successful in the course.**Examples of evidence to review in the course**:* A welcome message or video is provided on the first day of the course to encourage the faculty-student relationship
* The faculty member initiates contact and respond to students within 24 hours
* The faculty member uses announcements in Blackboard to communicate important up-to-date course information such as module overviews, upcoming test, and content changes
* The faculty member holds regular office hours that are facilitated online using Skype, Adobe Connect, Join.Me or other technology
* The faculty member provides students with an area in the course where they are able to interact with each other

**Review course for evidence**:* Course Syllabus
* Attend office hours
* Discussion boards
* Announcements
* Emails
 | **Feedback for Faculty Member****Evidence****Strengths****Areas for improvement** |
| **Collaboration**In an online environment, collaboration is important to build among the students. Effective learning is collaborative and social, rather than isolated. Providing learning opportunities for students to engage with each provides an opportunity for students to deepen their learning. **Examples of evidence to review in the course:*** An introduction activity at the beginning of the course so students get to know each other
* Learning opportunities for students to engage in discussion boards, team assignments, and breakout study groups.
* Provide a rubric for good discussion to peers
* A student “water cooler” where students can ask/answer questions

**Review course for evidence*** Discussion boards
* Learning opportunities
* Group areas in Blackboard
 | **Feedback for Faculty Member****Evidence****Strengths****Areas for improvement** |
| **Active Learning**Engaging students in active learning methods in an online class provides an environment for student success. An active learning environment encourages students to discover, process, and apply newly acquired content. **Examples of evidence to review in the course**:* Students are actively involved in writing and/or speaking of self-expression
* Engagement of collaborative learning activities
* Learning activities that gather, synthesize and analyze content
* Opportunities for students to customize learning assignments to meet their personal interests
* Student learning activities where students can
	+ Think, talk, write about learning
	+ Reflect, relate, organize, apply, synthesize or evaluate content
	+ Perform research
	+ Participate in creating content

**Review course for evidence*** Course assignments/activities
* Discussion boards
* Syllabus
 | **Feedback for Faculty Member****Evidence****Strengths****Areas for improvement** |
| **Feedback**Faculty are engaged with students in providing opportunities to assess their knowledge and competence of content presented in the course. The course and instructor provides opportunities where the student is able to perform and reflect on their own learning. **Examples of evidence to review in the course:*** Instructors provide information to the students on types of feedback they should expect
* Opportunity for students to submit assignments for feedback
* In the course syllabus, the instructor informs the student of the time frame to receive feedback
* Rubrics provided to students to clearly explain the grading criteria
* Gradebook is kept current
* Surveys are provided to students to receive feedback
* A discussion board for student questions.

**Review course for evidence*** Course syllabus
* Assignment instructions
* Instructional materials
* Course gradebook
* Discussion Board
 | **Feedback for Faculty Member****Evidence****Strengths****Areas for improvemen**t |
| **Course Management**The course provides an effective structure for a student that provides the framework for students to manage and prioritize the completion of the course. The student learns effective time management skills. **Examples of evidence to review in the course**:* The course contains a schedule of activities and assignments with due dates
* The course syllabus contains an explanation of the time required to complete or spend on assignments and the course
* Course specific study strategies
* Feedback to students with suggestions on how to improve grade
* Implement the Retention Center in Blackboard to provide reminders to students

**Review course for evidence*** Course Syllabus
* Retention Center
* Assignment details
 | **Feedback for Faculty Member****Evidence****Strengths****Areas for improvement** |
| **Expectations**An instructor provides clear expectations of course requirements. The course requirements are reasonable for students. The instructor also provides support to the student in order for them to meet the expectations.**Examples of evidence to review in the course**:* Explanation of student learning outcomes and how assignments align with course goals
* Feedback provided to students in various formats such as written, audio or video feedback
* Encourage critical thinking in assignments and course
* Examples of exemplary work as well as non-exemplary

**Review course for evidence*** Course Syllabus
* Assignments
* Retention Center
 | **Feedback for Faculty Member****Evidence****Strengths****Areas for improvement** |
| **Assessment**Students have various learning styles. The instructor has created a variety of learning activities to facilitate learning. In order to assess students, various types of assessments are provided to the students. **Examples of evidence to review in the course**:* Various assessments
* Alternative assessments
* Additional material to supplement course content
* Accommodation policies are offered for students in need

**Review course for evidence*** Syllabus
* Assignments
* Discussion boards
* Supplemental material (transcripts, audio lectures)
 | **Feedback for Faculty Member****Evidence****Strengths****Areas for improvement** |

Works Cited

Pennsylvania State University. (2013). Faculty Peer Review of Online Teaching. Retrieved from <http://facdev.e-education.psu.edu/evaluate-revise/peerreviewonline>