

Faculty Peer Review Guide for Online Courses at Rowan University

Guidelines for Where to Look for Information and What Types of Evidence to Look for

The peer observation report form will ask you to provide feedback and rate the Instructor in these 4 areas:

Syllabus, Communication & Interaction, Course Content & Knowledge, Assessment

(Note: Please contact the Faculty Center if you need any extra guidance with this procedure.)

Syllabus

Where to look: Introduction Module	Examples of evidence to look for:
Instructor information	<ul style="list-style-type: none"> Provides contact information Provides virtual office hour information Expected response time
Schedule	<ul style="list-style-type: none"> Schedule is complete Correct dates

Communication & Interaction (Teaching Presence)

Where to look:	Examples of evidence to look for:
Communicates a sense of enthusiasm & excitement with a positive tone <ul style="list-style-type: none"> Instructor welcome message & biography Announcements Office hours (virtual or live) Recorded conferences Discussion Boards Emails 	<ul style="list-style-type: none"> Shows enthusiasm for subject matter and teaching Creates a positive online climate Provides opportunities for consultation Uses students' names
Uses non-verbal communication <ul style="list-style-type: none"> Instructor welcome message & biography Announcements Office hours (virtual or live) Recorded conferences Discussion Boards Chat area Emails 	<ul style="list-style-type: none"> Fonts: CAPITALs, Bold/<i>Italic</i>/<u>Underlined</u>, Colors for Fonts Emoticons Short cuts and online language forms (np, cu, 2go...) Sound and action words (LOL, arrgh...) Avatars can reveal things about the personality of the respondent Profile pages with detailed respondent description Voice recordings Uploaded photos and videos Webcam

<p>Creates a sense of community and promotes interaction</p> <ul style="list-style-type: none"> • Welcome message • Announcements • Office hours (virtual or live) • Discussions • Email • Chat area • Student interaction reports (People menu in Canvas) • Recorded conferences • Wiki pages • Non-graded discussions 	<ul style="list-style-type: none"> • Encourages student-to-instructor contact for course related concerns • Fosters student-to-student interaction • Encourages mutual respect • Provides a “Meet one another” or ice breaker activity(s) • Encourages group work/collaboration • Provides a student chat area • Addresses students by name • Holds virtual or live office hours • Maintains a positive online climate • Shows flexibility, responsiveness, and personalization when interacting with students • Respects various viewpoints presented • Motivates and encourages students
<p>Communicates course and lesson goals</p> <ul style="list-style-type: none"> • Weekly Overview (<i>if instructor created</i>) • Discussion boards • Announcements • Email 	<ul style="list-style-type: none"> • Clearly written and understandable • Clarifies goals when needed • Restates goals through email or announcements
<p>Actively engages students</p> <ul style="list-style-type: none"> • Discussion boards • Journals • Activities • Projects • Assignments • Group Work • Live conferences and/or Office Hours • Student interaction reports (People menu in Canvas) • Teacher interaction report (People menu in Canvas) 	<ul style="list-style-type: none"> • Facilitating discussions and asking questions to further understanding (According to research an instructor should participate 10-15% in discussions) • Instructor logged in time (should be more time than the average student) • Interaction between student-student, student-content, & student-instructor <p>Student activities that involve:</p> <ul style="list-style-type: none"> • Active use of writing, speaking, and other forms of self-expression • Opportunities to gather, synthesize and analyze information • Collaborative learning • Use of simulations • Allowing students to customize their learning by adapting assignments to their personal & professional interests
<p>Explains clearly</p> <ul style="list-style-type: none"> • Weekly Overview (<i>if instructor created</i>) • Syllabus • Announcements • Office hours (virtual or live) • Email 	<ul style="list-style-type: none"> • Clearly written and understandable • Clarifies directions when needed through announcements and email • Provides outside materials beyond what is part of course content - videos, how-to-documents when needed, real world examples
<p>Promotes thinking</p> <ul style="list-style-type: none"> • Discussion boards • Journals • Activities 	<ul style="list-style-type: none"> • Facilitates class discussions by encouraging, probing, questioning, summarizing, etc • Asks critical and probing questions • Annotates student work

<ul style="list-style-type: none"> • Assignments • Grade Book 	<ul style="list-style-type: none"> • Provides feedback promoting critical thinking
<p>Encourages students to express ideas & opinions while respecting others</p> <ul style="list-style-type: none"> • Discussion boards • Journals • Email • Grade book 	<ul style="list-style-type: none"> • Facilitates class discussions by encouraging, probing, questioning, summarizing, etc • Asks critical and probing questions • Provides examples of student work • Provides feedback encouraging students to express their ideas and opinions
<p>Recognizes & responds when students do not understand</p> <ul style="list-style-type: none"> • Office Hours • Announcements • Discussion boards • Email • Interaction reports (People menu in Canvas) 	<ul style="list-style-type: none"> • Clarifies directions when needed • Provides outside materials - videos, how-to-documents when needed • Contacts students if students are not on track
<p>Responds to students within time period stated in syllabus</p> <ul style="list-style-type: none"> • Announcements • Office Hours • Email • Interaction reports (People menu in Canvas) 	<ul style="list-style-type: none"> • Responds to students' inquiries in timely manner according to time period stated in syllabus • Informs students if unavailable for time period • Holds regular office hours or by appointment
<p>Provides opportunities for students to contribute to course materials</p> <ul style="list-style-type: none"> • Wiki pages • Discussion boards • Announcements 	<ul style="list-style-type: none"> • Provides Wiki pages • Encourages students to contribute • Recognizes students for sharing information from outside of course

Course Content Knowledge

Where to look:	Examples of evidence to look for:
<p>Demonstrates knowledge of course subject</p> <ul style="list-style-type: none"> • Biography • Discussions • Journal • Emails • Assignments 	<ul style="list-style-type: none"> • Provides information on qualifications to teach course • Uses key concepts when interacting with students • Questions to students demonstrate content knowledge • Guides students to answer accurately • Answers student questions thoroughly with reference to discipline related content • Provides feedback appropriate to content
<p>Explains difficult terms, concepts or problems in multiple ways</p> <ul style="list-style-type: none"> • Email • Announcements • Discussions • Office Hours • Recorded conferences 	<ul style="list-style-type: none"> • Provides explanations as necessary • Guides students to resources that may clarify • Provides several representations of course material when needed

Helps students see relevance of course content <ul style="list-style-type: none"> • Announcements • Discussions • Email • Office Hours • Recorded conferences 	<ul style="list-style-type: none"> • Includes relevant, real world examples • Provides opportunities for students to apply content • Relates content to future career paths through discussion
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Assessment

Where to look:	Examples of evidence to look for:
Provides feedback in a timely manner as stated in syllabus <ul style="list-style-type: none"> • Discussion boards • Journals • Assignments • Grade Book • Grading comments • Student interaction reports (People menu in Canvas) 	<ul style="list-style-type: none"> • Appropriate time lapse between posting from a student and response by faculty member • Information from the instructor that indicates turnaround time • Maintains an up-to-date grade book • Provides feedback in rubric • Annotates student work
Provides useful feedback <ul style="list-style-type: none"> • Discussion boards • Journals • Assignments • Grade Book • Grading comments • Student interaction reports (People menu in Canvas) 	<ul style="list-style-type: none"> • Provides option for students to submit drafts of assignments • Gives feedback that is clear, positive, specific and focused on observable behavior that can be changed in a timely manner • Maintains an up-to-date grade book • Provides feedback in rubric • Annotates student work
Grades according to grading criteria and scales provide in syllabus <ul style="list-style-type: none"> • Syllabus • Assignments • Grade Book • Rubrics 	<ul style="list-style-type: none"> • Uses rubrics created for assignments leaving comments in rubrics • Matches grading information in syllabus
Solicits student feedback <ul style="list-style-type: none"> • Office Hours • Announcements • Survey • Polls 	<ul style="list-style-type: none"> • Surveys students to provide feedback on course • Asks students to reply to comments

References:

- "Online Course Evaluation Tool" <http://web1.desales.edu/assets/desales/Technology/InstructionalTechnologu/QRubric.pdf>
- Draft Department of Educational Services & Leadership Online Peer Observations Process & Protocol 4/13/2016
- A Peer Review Guide for Online Courses at Penn State
- Rowan University, Department of Language, Literacy, and Sociocultural Education Faculty Observation Report
- 1.12. Characteristics of excellence in teaching at Rowan
- "A Peer Review Guide for Online Courses," Ann H. Taylor, Dutton e-Education Institute, College of Earth and Mineral Sciences, The Pennsylvania State University
- OCAT (Online Course Assessment Tool) and Peer Assessment Process. Version 2.0; 25 April 2007; eLearning Faculty Fellows, CFC © 2007 Western Carolina University. https://www.wcu.edu/WebFiles/PDFs/facultycenter_OCAT_v2.0_25apr07.pdf