Guide to Peer Evaluation Form for Online Courses

General Standard 1: Course Goals and Materials

Specific Review Standards	Where to Find Evidence
1.1 The goals and objectives of the class are easily identifiable.	• Syllabus • Course Home page • Course Overview page • Course goals/objectives matrix
1.2 The instructor's development and presentation of material is consistent with the objectives.	• Agendas in module pages • Purpose statement in module page • Instructional materials • Assignment instructions with direct connection to objectives • List of materials with corresponding assignments noted in the syllabus
1.3 The instructional materials are appropriate for the identified goals.	• Module overview pages • Course files • Materials list page • Syllabus • Course schedule
1.4 The instructional materials communicate ideas effectively.	• Videos • Lectures/Presentations (audio or video) • Readings
1.5 The course uses a variety of online tools to facilitate student comprehension and engagement.	• Discussion board assignments • Synchronous communication tools • Software tools and applications • Social media applications • Assignments • Quizzes

General Standard 2: Communication and Instructor Presence

Specific Review Standards	Where to Find Evidence
2.1 The instructor is visibly present in the course via frequent text, audio and/or visual communications.	• Instructions for contacting instructor • Feedback provided to students via the Speedgrader • Announcement tool • Synchronous meetings (Zoom, Teams)
2.2 The instructor creates a sense of community in the online course.	• Discussion board assignments • Explanation of netiquette rules • Synchronous meetings • Expectations for student interactions • Group assignments
2.3 The instructor encourages students to interact with one another and with the instructor.	• Students are expected to contribute to an introductory discussion. • Frequent opportunities for students to collaborate and interact with each other • Group assignments • Netiquette rules • Discussion board assignments • Social media applications • Synchronous meetings (Zoom, Teams)
2.4 The instructor treats class members equitably and respectfully.	• Grading rubrics • Feedback guidelines • Grades section
2.5 The instructor responds constructively to student questions, opinions, and other input.	• Announcements • Discussion board • Commenting in the Canvas Speedgrader • Grades section

General Standard 3: Method of Instruction

Specific Review Standards	Where to Find Evidence
3.1 The course material is presented in an organized manner.	- Module overview pages - Agendas in module pages - Folders in the course files - Assignment list - Course schedule - Syllabus with list of course materials
3.2 The course content is appropriate to course level	- Syllabus - Home page - Course overview page - Module overview pages - Agendas in module pages - Assessments and quizzes - Course materials
3.3 The instructor's explanations are clear.	- Syllabus - Home page - Start Here module - Module overview pages - Detailed assignment instructions - Rubrics - Examples exemplary work
3.4 The instructor demonstrates appropriate depth of knowledge of course subject.	- Syllabus - Home page - Module overview pages - Agendas in module pages - Assessments and quizzes - Feedback provided to students via the Canvas Speedgrader - Course materials (presentations, lectures, readings, videos)
3.5 The instructor makes the subject matter meaningful through the use of examples and applications.	- Module overview pages - Agendas in module pages - Case studies - Assessments that engage students in "doing" something such as discovering, processing, or applying concepts and information - Course files

3.6 The instructor includes examples relevant to student experiences and course content.	• Course materials (presentations, lectures, readings, videos) • Case studies
3.7 The instructor explains difficult terms, concepts or problems in more than one way.	• Instructional video lectures/presentations • Readings • Multiple means of representing content and information • Graphic organizers • Note-taking devices • Examples and non-examples
3.8 The instructor relates the subject of the class to previous and future topics.	• Case studies • Discussion board assignments • Announcements
3.9 The instructor relates assignments to course content.	• Assignment and module purpose statements • Assessment instructions • Syllabus • Course schedule

General Standard 4: Feedback

Specific Review Standards	Where to Find Evidence
4.1 The instructor provides feedback insufficient time for students to progress.	• Instructor feedback policy • Speedgrader • Course due dates
4.2 The instructor provides constructive and balanced feedback that acknowledges strengths as well as areas for improvement.	• Speedgrader • Rubrics • Discussion board
4.3 The instructor requests student feedback on the course (assignments, materials and/ or presentations).	• Speedgrader • Course Survey • Discussion board

General Standard 5: Promotes Active Learning

Specific Review Standards	Where to Find Evidence
5.1 The instructor provides opportunities for students to engage in active learning (i.e., peer review, interactive simulations, web research, experience-based projects, and multimedia presentations).	- Assignments - Discussion board - Quizzes - Software applications and tools
5.2 The instructor provides opportunities to engage meaningfully with other students.	- Assignments - Discussion board - Group work - Social media - Synchronous meetings (Zoom, Teams) - Clinical or practical assignments - Submission of draft assessments with instructor or peer feedback
5.3 The instructor provides opportunities for learning via self-assessment.	- Practice quizzes - Surveys - Assignments that require students to reflect on their experiences, knowledge, or skills