



**PEER COURSE REVIEW  
RUBRIC  
(FY 05/06 – ABBREVIATED & EDITED)**

**I. COURSE OVERVIEW AND INTRODUCTION**

**General Review Standard:** The overall design of the course, navigational information, as well as course, instructor and student information are made transparent to the student at the beginning of the course.

Specific Review Standards:	Points	Yes	No	Notes
I.1 Navigational instructions make the organization of the course easy to understand.	2	2		Folders and links clearly identified and for extra clarity, an intro video reviewing course elements is provided
I.2 A statement introduces the student to the course and to the structure of the student learning.	2	2		Welcome letter introduced not only the course but your teaching philosophy and made students from both campuses feel welcome

**Comments and Recommendations:** The following comments and recommendations by the review team are designed to assist in advancing implementation of the General Standard to the next level or in refining accomplishments

Syllabus, welcome letter, intro video all reinforced how the student best uses the online environment to ensure success. Building in “Remind” for text messages is creative way to reach today’s tech savvy student. The multiple postings of the course calendar (in syllabus, under start here link, and again in another link entitled course calendar) made me nervous—as a student I might worry that not carefully comparing the calendar in all three locations would have me missing a date. I realize the intent is to reinforce and provide several points of access but my heart says “yikes!” You probably already check in with students regarding their impressions of how the course is presented in BB.

**II. LEARNING OBJECTIVES (COMPETENCIES)**

**General Review Standard:** Learning objectives are clearly defined and explained. They assist the student to focus learning activities.

Specific Review Standards:	Points	Yes	No	Notes
II.1 The learning objectives of the course describe outcomes that are measurable.	3	3		Outcomes measureable and linked to three sets of professional standards giving students sense of alignment with professional expectations
II.2 The learning objectives address content mastery, critical thinking skills, and core learning skills.	2	2		Course balances level of mastery to start with lower ordered thinking in modules 1 and 2 and working up to higher level thinking in subsequent modules.
II.3 The learning objectives of the course are clearly stated and understandable to the student.	2	2		Navigation to course outcomes provided in the intro of this syllabus section
II.4 Instructions to students on how to meet the learning objectives are adequate and easy to understand.	1	1		Detailed information provided on how each assignment linked to a particular outcome
II.5 The learning objectives of the course are articulated and specified on the module/unit level.	1	1		Very clearly restated in each module what the student could expect to encounter and achieve for that module and week

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Students should have a clear idea of how each assignment helps them achieve the course outcomes. Standards are nicely set out in the syllabus in a table with an explanation of why such comparison is needed. In my discipline, we discovered that students didn't always transfer what they were learning in the course to skills needed as a professional. So we now engage students in informal discussions (during class) regarding the link between course outcomes and how achieving the skill will benefit them later. Small observation, my download of the syllabus didn't have page numbers –not sure if students look to the document for page numbers or use the Word counter feature...

### III. ASSESSMENT AND MEASUREMENT

**General Review Standard:** Assessment strategies use established ways to measure effective learning, assess student progress by reference to stated learning objectives, and are designed as essential to the learning process.

Specific Review Standards:	Points	Yes	No	Notes
III.1 The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources.	3	3		Assessments are varied from discussion posts, creating lessons and web delivery, drafting a proposal, and application of a topic to fieldwork. Each assignment has a rubric denoting criteria needed to attain a "proficient" rating
III.3 Assessment and measurement strategies provide feedback to the student.	3	3		Feedback built into the rubrics, discussion posts, and even peers were asked to provide feedback

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A variety of assessments of student learning built into this course. Rubrics clearly presenting students with how their progress is measured. I wonder if reversing the rubric so the student views "proficient" (vs. "unacceptable") first makes more sense – confronting student with the highest level of achievement –a stretch goal! Not sure of my navigational skills as I couldn't find "Peer review Board"—is it the same as the discussion board?

### IV. RESOURCES AND MATERIALS

**General Review Standard:** Instructional materials are sufficiently comprehensive to achieve announced objectives and learning outcomes and are prepared by qualified persons competent in their fields. (Materials, other than standard textbooks produced by recognized publishers, are prepared by the instructor or distance educators skilled in preparing materials for distance learning.)

Specific Review Standards:	Points	Yes	No	Notes
IV.1 The instructional materials support the stated learning objectives and have sufficient breadth and depth for the student to learn the subject.	3	3		I smiled at myself at the lack of a textbook—I am so old school! Resources provided are a nice blend of web spaces and videos along with readings and make perfect sense given the nature of change in the virtual space
IV.2 Instructional materials are presented in a format appropriate to the online environment, and are easily accessible to and usable by the student.	2	2		Kudos for maintaining links that work, sites that open, and currency for this semester.
IV.4 The instructional materials are consistent in organization	2	2		Each module was organized in consistent manner allowing student to navigate easily to resources
IV.5 All resources and materials used	1			Citations given to sources and made it

in the online course are appropriately cited.		1		clear what was sources elsewhere and what the professor had created
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I found myself engrossed in the resources, paging through various sites, eyeing the items under copyright with particular interest. Now I want to enroll in this course! You are a wealth of information regarding this topic; clearly an expert in the field

## V. LEARNER INTERACTION

**General Review Standard:** The effective design of instructor-student interaction, meaningful student cooperation, and student-content interaction is essential to student motivation, intellectual commitment and personal development.

Specific Review Standards:	Points	Yes	No	Notes
V.1 The learning activities promote the achievement of stated objectives and learning outcomes.	3	3		Weekly virtual meeting room and weekly class recordings provide learner opportunities to check in on progress towards outcome attainment
V.2 Learning activities foster instructor-student, content-student, and if appropriate to this course, student-student interaction.	2	2		Discussions allow for student-student interaction along with students providing feedback on a project. Special speakers provide needed interaction with professionals in the field and how course skills apply
V.3 Clear standards are set for instructor response and availability (turn-around time for email, grade posting, etc.)	1	1		Statement in syllabus, welcome letter, and video share the expectations around availability. Also made Hammond campus students feel included by offer to come meet with them on that campus

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Clever inclusion of “Remind” to support student motivation and commitment to course objectives. Course provides ample opportunities for student-student, student-professor, and student-“in-the-field” professional interaction

## VI. COURSE TECHNOLOGY

**General Review Standard:** To enhance student learning, course technology enriches instruction and fosters student interactivity.

Specific Review Standards:	Points	Yes	No	Notes
VI.1 The tools and media support the learning objectives of the course and are integrated with texts and lesson assignments.	2	2		Course is the work of a master who knows her way around technology and how to implement for student enrichment

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I do not consider myself an expert in on-line teaching methodology; however, what I’ve seen in this course reflects best “classroom management” practices and clearly gives the viewer a sense of this professor’s commitment to students and their successful completion/attainment of course outcomes.

<b>TOTAL POINTS (out of 35 possible):</b>	35
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