Online Course Peer Review

This form is part of a pilot through the Office of Academic Affairs and the Office of Distance Education and eLearning (ODEE) to provide tools for colleges and departments for instructor peer review of teaching in fully online courses. For information or consultation, or to provide feedback on this form, please contact ODEE teaching support (go.osu.edu/odee-consult).

Instructor's email:

Course abbreviation and name:

Term reviewed:

Date of review:

Reviewer's email:

Course Setup

Course materials are presented in a logical, easy-to-follow format within the learning management system (CarmenCanvas).

Please consider the following items and select a rating from the drop-down form field associated with each item.

Ease of Navigation

The course is arranged in a way that students can find what they need to complete each task efficiently. Students are able to find their way around the course easily.

Rating:

Organization

The course materials are organized into modules that make logical sense to students. It is clear where to find files, activities, resources, contacts, and other course information.

Rating:

Syllabus

The course syllabus is available in the course and can be downloaded or printed. The syllabus follows best practices by addressing all necessary policies.

Rating:

Consistency

The terminology used throughout the course is consistent. There is a consistent schedule for course activities. Instructor behavior is consistent with communication and grade policies stated in syllabus.

Rating:

Student Support Resources

Students can easily access support resources, including technical support, for each application and software used in the course. University resources are referenced in syllabus and/or students are given direct links to the resources.

Rating:

Accessibility

Course materials are accessible for students with disabilities. Captions and/or transcripts are available for all video content. Handouts have been made accessible.

Rating:

Course Setup Comments

Learning Outcomes

Outcomes are the course foundation and should drive decisions concerning course content, assessment, format, and technology. All course elements should be aligned to allow student achievement of the course outcomes.

Please consider the following items and select a rating from the drop-down form field associated with each item.

Measurable Learning Outcomes

Measurable outcomes are specific and incorporate action words such as *list, identify, apply, compare, create, interpret,* etc.

Rating:

Learning Outcomes Appropriate to Course Level

All outcomes are designed and incorporated at an appropriate level based upon the course placement in a student's sequence of learning.

Rating:

Learning Outcomes Comments

Content and Subject Matter Expertise

The content of the course encompasses all learning materials in the course including, but not limited to, textbooks, websites, and multimedia presentations.

Please consider the following items and select a rating from the drop-down form field associated with each item.

Context for Course Content

Students are given context around the course content, allowing them to make the connection between how it fits into the current topic and how it aligns with the assessments and activities.

Rating:

Current and Reliable Content

The content that is used in the course is considered up-to-date and shows current trends in the discipline. The sources of content are credible and reliable, especially when sending students to an external resource.

Rating:

Content Reflects Multiple Perspectives

The content includes materials from multiple perspectives, creating a more globally aware student.

Rating:

Content Fosters Cultural Inclusiveness

Diversity and inclusion are valued and encouraged in the course.

Rating:

Content Presented in Multiple Formats

The content is presented in multiple formats as part of the best practices for Universal Design for Learning, adhering to the idea that everyone learns differently and has differing preferences and needs for how they intake and process information.

Rating:

Open Educational or Low-Cost Resources

A typical Ohio State student spends an average of $1,000 on course materials each year. Use of open source, low cost, creative commons, or free content can help reduce the financial burden on students enrolled in the course.

Rating:

Comments about Content

Instructor Presence

Instructor presence includes the impact of instructor interactions on student learning as the course unfolds. Students may encounter this before a course launches via recorded introductions to materials. In general, it refers to interactions that happen while students are actively participating in the course and should be frequent, timely, and positive.

Please consider the following items and select a rating from the drop-down form field associated with each item.

Presentation of Material

Whether course material is created by this instructor or drawn from other sources, the instructor plays a clear role in mediating the content for students.

Rating:

Course Communications

The instructor maintains regular and substantive contact with students through some manner of communication.

Rating:

Engagement with Students

The instructor interacts with students and adds their own flair beyond the originally developed course to engage the students with the content and each other.

Rating:

Catalyst for Student-Student Interaction

To whatever extent the course requires or allows students to interact with other students, the instructor takes an active role in maximizing the impact of these interactions on student learning and engagement with the course.

Rating:

Comments about Instructor Presence

Assessment

Assessment is the process of gathering information to determine what students understand and can do as a result of their interaction with course content. Information can be collected from typical assessment formats such as essays and exams as well as from formative assessments such as problem sets, practice activities, discussions, and individual reflections.

Please consider the following items and select a rating from the drop-down form field associated with each item.

Frequency

Multiple opportunities exist to track student progress, ideally on a weekly basis.

Rating:

Variety

Assessments take a variety of formats to provide students with multiple means of expressing their knowledge.

Rating:

Active Learning

Authentic and active learning assessments are included where students demonstrate their ability to apply course knowledge and skills to real-world tasks.

Rating:

Academic Integrity

Assessments are designed to encourage academic integrity by clarifying what behaviors are acceptable, such as working with other students, asking for help, consulting the internet, or reusing previous work, and provide resources to students to prevent them from committing infractions.

Rating:

Readily Available Grading Criteria

Syllabus and/or CarmenCanvas assignment page contains rubrics and/or standalone text containing clear explanations of requirements students must fulfill on the assessment.

Rating:

Clear and Concise Assessment Prompts

Students can easily understand what is required to complete the assignment.

Rating:

Assessments Appropriate to the Course Level

Assessments are neither too difficult (requiring skills and knowledge that students at this course level do not yet possess) nor too simple (asking students to demonstrate skills and knowledge that they have already mastered).

Rating:

Assessments Aligned with Course Learning Outcomes

There is explicit mapping of course learning outcomes to assessments that is provided to students.

Rating:

Assessment Comments

Additional Comments

Reviewer's Signature