

# Peer Online Review Form

Course Prefix #:

Course Title:

Term:

Date:

Instructor:

Reviewer:

School:

## Section 1: Course Design

Guidelines	Comments	Exemplary
<b>A. Learning Styles</b>		
Course design and materials are presented to accommodate multiple learning styles.		Course uses powerful visuals and well-organized print, direct, vicarious, and virtual experiences. Applications to real-life situations are presented where appropriate. Student tasks require application.
<b>B. Syllabus</b>		
<b>1. Course Information</b>		
<ul style="list-style-type: none"> <li>• Title, course name, including ACC, section, credits, instructor name and contact information including office hours</li> <li>• Course description, objectives and/or competencies</li> <li>• Pre-/Co-requisites</li> <li>• Materials (required &amp; recommended)</li> <li>• Equipment requirements (hardware &amp; software)</li> <li>• Assignment/Project Schedule</li> </ul>		<p>Syllabus contains all course information (listed left) clearly stated.</p> <p>Syllabus is clearly marked within the course shell and accessible through various means to assist students.</p> <p>Syllabus is embedded within the shell and does not require loading by another program.</p> <p>Syllabus is formatted for easy printing.</p>
<b>2. Policies</b>		
<ul style="list-style-type: none"> <li>• Academic integrity</li> <li>• ADA/Disability Statement</li> <li>• Drop/Withdrawal dates</li> <li>• Netiquette</li> <li>• Instructor response time, expectations of students</li> <li>• Assignment descriptions (papers, projects)</li> <li>• Grading policy</li> <li>• Late work (time zone; Bb clock)</li> </ul>		<p>All policies (listed left) are clearly stated for students.</p> <p>Policies are clearly stated either in the course syllabus or as a separate document.</p> <p>Policies are easily located within the course shell and accessible through various means to assist students.</p> <p>Policies are embedded within the shell and the document does not require another program to load.</p> <p>Policies are formatted for easy printing.</p>

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<b>C. Layout</b>		
<b>1. Student Welcome</b>		<p>Instructor provides a welcome message (email &amp;/or announcement) to students.</p> <p>Statement provides information for students to follow to get started, especially if they are new to the online or hybrid format.</p> <p>The message includes early distribution of the syllabus (and schedule).</p> <p>The tone/voice of the message is friendly and inviting.</p>
<b>2. Course Content (home page)</b>		<p>The home page contains the syllabus and schedule.</p> <p>The home page includes frequently used web links, if applicable.</p>
<b>3. Menu Buttons</b>		<p>The course layout displays only the menu buttons actively used by the instructor.</p> <p>Buttons for 'Bb Tech Questions', '24x7 Help Desk' and 'ACC eLearning Help' have not been hidden.</p>
<b>4. Accessing Material</b>		<p>The instructor integrates the course material throughout the active displayed menu buttons.</p> <p>Students can use a variety of methods for accessing information throughout the course shell.</p> <p>The instructor integrates the course calendar to help students track course work.</p> <p>The documentation within the course shell provides a simple, clear and consistent naming convention.</p>
<b>5. Webpage Links</b>		<p>The instructor provides students with website/web links for students to use as needed.</p> <p>The links are current, active websites or publisher assets.</p> <p>The instructor provides a link to the ACC Learning Resource Center and/or the password information for electronic research.</p> <p>The instructor provides a link to the Online Learning webpage as a resource for students.</p>

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## Section 2: Content Delivery

<p>Course materials are organized into logical units that combine course content with related activities and assessments</p>		<p>Course content is complete and organized into learning modules with content associated with related activities and assessments. Personalized guidance through the course content is provided by the instructor.</p>
<p>Presentation of content fosters active learning opportunities.</p>		<p>Material is appropriately chunked with frequent required practices and learning strategies that involve both recall and application.</p>
<p>Course interaction requirements are clearly stated (student-content, student-student, and student-instructor)</p>		<p>Course requirements clearly state how students are required to interact with each other and with the instructor. A designated time frame for the interaction is stated as well as instructions for how the interaction will take place. Standards for the quality of interaction are specified and the outcomes of these interactions are noted (i.e. students will receive a certain amount of points for interactions).</p>
<p>A variety of opportunities are designed for interaction between instructor and students.</p>		<p>Course is designed so that students are required to answer questions about or apply what was learned for all learning objectives. Multiple methods of interaction are available for the most important learning objectives. The amount and timeliness of feedback are enhanced through automation (such as an auto-graded assessment), where appropriate.</p>
<p>Learning activities are developed to foster instructor-student, student-content and, where appropriate, student-student interaction.</p>		<p>Learning activities foster instructor-student interaction as well as student-content interaction (through methods such as discussion boards or chat rooms). Student-student interaction may be encouraged or required. If required, collaboration is built into the process through group assignments, discussion board point systems, and/or chat assignments.</p>

Guidelines	Comments	Exemplary
Technologies employed are appropriate for the course outcomes.		A variety of technologies are evident and appropriate for the specified course outcomes. Additional technologies may include CD-ROM, chat and IM, learning objectives/goals, course packs and course cartridges, PDF, PowerPoint, Real Audio, QuickTime, Flash, etc. Required plug-ins are identified and links to developers are supplied.
Course resources are accessible to learners with different technological capabilities.		The instructor has tailored resources to meet the capabilities of all students in the class. Capacity exists to place these resources in secondary locations such as the resource center (library), computer labs, or on CD-ROMs.
Course resources are in accordance with the Americans with Disabilities Act (ADA).		Course resources are in full accordance with the ADA and are completely accessible to all students. Instructions are available on the site instructing those with disabilities on how to access all course resources.
Course design includes the necessary components of successful instruction at the module/lesson level. These items include motivational techniques, instructor guidance, objectives, overview, demonstration or information, practice or exploration with feedback, a summary/transfer, and assessment.		Course design includes all elements for each lesson.

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### Section 3: Communication

<b>A. Announcements</b>		
Announcements are a means of contacting all students as soon as they log in to the course. Frequent announcements indicate the instructor's presence in the course.		Announcement tool used throughout the course; Announcement Archive is used to store announcements for student reference.
<b>B. Discussions</b>		
Threaded Discussions in an online course are analogous to discussions in the classroom. This is a place for students to share their knowledge with each other, apply concepts, and practice critical thinking.		Discussion appears in most/all Units or Modules and is part of course grade. Clear criteria exist for how Discussions are graded; Instructor presence is extensive; Q & A and Student Introduction Discussions are present; Discussion questions clearly advance student interaction with course content and critical thinking; Discussion Groups are utilized.
<b>C. Mail</b>		
E-mail is an alternative communication to Announcements, and can be used for individual as well as group communication.		Course mail is responded to within 24-48 hours (during scheduled school days); instructor provides alternate e-mail address; Group e-mails are used to communicate in addition to Announcements.
<b>D. Netiquette</b>		
Netiquette expectations are clearly stated, inclusive of all communication modes, examples of expected communication shown, and consequences are explained.		Guidelines to the left are met.
<b>E. Instructor Self-Introduction</b>		
An instructor self-introduction allows students to start getting to know their instructor, as both an instructor and a personality.		The instructor self-introduction is appropriate and includes teaching philosophy, previous online teaching experience, personal information, and photograph.
<b>F. Student Introduction Discussion</b>		
A student introduction Discussion establishes commonalities between students and allows students to feel connected. This is a start to creating learning communities.		Student introductions are required and specific instructions are provided. Replies to other students and the instructor are requested. Instructor provides sample introduction and guidance; instructor replies to most or all of student introductions.

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### Section 4: Assessment

Assessment methods are clearly explained and appropriate to the outcomes and activities.		Assessment methods are designed to include the appropriate measurements for stated outcomes to reinforce the learning activities and make use of the available technologies.
The “My Grades” (Grade book) area is designed so that it displays students’ grades, is up-to-date, is organized, and matches the syllabus.		Guidelines to the left are met.
Student assessment of course.		This instructor has asked for formative and summative feedback from the students regarding course materials and/or presentation.

**Online Course Shell Design Tips:**

There are many “tips and tricks” sites available on the Web for improving online shell design. One resource you can refer to is the consolidated “Online Tips” listing available on the CCCS link in ACC’s faculty wiki.

*It is the instructor’s responsibility to ensure his/her course is accessible to students with disabilities. Failure to do so may subject the instructor to civil liability. To the extent this evaluation tool addresses ADA compliance, these statements are not intended to provide legal advice. For information about compliance, please contact Disability Services at 5937.*