



Faculty of Education: Peer Review of ONLINE Teaching

➤ For reviews involving online teaching:

- The Peer Review of Teaching Committee should discuss and agree upon the criteria to be used during the review of online teaching and communicate these to—and discuss them with—the person being reviewed.
- It is critical to learn at the outset of the review, the Instructor's role in relation to a particular online course and its design. Is the faculty instructor teaching a course that they created or was the course created by someone else? What was their role in the course design, if any?
- The instructor should inform students that colleagues will be observing teaching/learning activities during the course as part of UBC's regular Peer Review of Teaching process.
- Observations or time spent in the online course should normally occur around the mid-point in the course.
- Committee members should sign on to the course(s) in Canvas and make initial observations about the organization, content, assignments, forms of student engagement, instructor presence and guidance practices, etc., and make notes and record questions to discuss with the person being reviewed.
- The Committee meets with the person being reviewed to discuss initial observations of the course and raise any questions about the course and the role of the instructor.
- The Committee members visit the online course again to make any final observations.
- As soon as a reviewer has completed their observation they should request their access to Canvas be terminated and should notify the instructor when it has

Forms for Reviewing Online Teaching

(To be completed by course instructor)

Instructor's name:

Course number: Course title & section:

Term offered (Winter 1, Winter 2, or Summer): Month/year of review:

Required or elective course?

Please indicate below any information about this course, and your role in teaching it, that may be especially relevant to the peer review. For example, is this your first time teaching a course online? Did you or someone else develop the online course? Is this one of several sections of a course that others are also teaching? Have you made recent changes in the online course that the reviewers should know about?

(To be completed by peer reviewer)

Date form completed:

Name of reviewer:

This Peer Review Form has two sections. Part A focuses on course content and design; Part B focuses on course instruction. For some reviews, only Part B will be relevant because the instructor may have little or no role in course content and design. The *Course and Instructor Overview* form completed by the instructor, as well as conversation with the instructor, will guide which sections are completed.

The criteria indicated in each section below are intended as guides for reviewers. Committees may decide to add or remove criteria following discussions with the instructor. Please provide any relevant comments in the space provided, as well as an overall rating for each aspect of the course, using the following scale:

- 1= Needs Improvement
- 2= Approaches Expectations
- 3= Meets Expectations
- 4= Exceeds Expectations
- 5= Outstanding

Part A: Course Content and Design

| 1. Intellectual Integrity | <i>Comments:</i> |
|---|------------------|
| <ul style="list-style-type: none"> • <i>Is the content significant, accurate, relevant, coherent, and complete?</i> • <i>Is the course scholarly and engaging?</i> • <i>Are the readings and instructional material appropriate, credible, and current?</i> • <i>Are all resources and materials used in the course appropriately cited and referenced?</i> | |
| <p>1= Needs Improvement 2= Approaches Expectations 3= Meets Expectations 4= Exceeds Expectations 5= Outstanding</p> <p>Overall rating on this dimension:</p> | |

| 2. Course Structure & Layout | Comments: |
|---|-----------|
| <ul style="list-style-type: none"> • <i>Does the syllabus/course overview provide a clear description of the course, including its objectives and structure?</i> • <i>Is the role of the instructor clearly outlined?</i> • <i>Are the expectations for student participation clearly outlined?</i> • <i>Is the content format consistent throughout the course, and is navigation in Canvas logical and efficient?</i> • <i>Are the readings easily accessible and available online when possible?</i> • <i>Where appropriate, are exemplar assignments or rubrics made available?</i> | |
| <p>1= Needs Improvement 2= Approaches Expectations 3= Meets Expectations 4= Exceeds Expectations 5= Outstanding</p> <p>Overall rating on this dimension:</p> | |

| 3. Pedagogical Strengths of Course Design | <i>Comments:</i> |
|--|------------------|
| <ul style="list-style-type: none"> • <i>Do the course activities engage students in active learning (e.g., beyond simple remembering and understanding)?</i> • <i>Is technology used effectively and efficiently to ensure the advancement of the learning goals for the course?</i> • <i>Are there a variety of assignments, are they spaced appropriately through the course, and are they relevant to the learning objectives?</i> • <i>Is there sufficient flexibility that students can customize their learning?</i> | |
| <p>1= Needs Improvement 2= Approaches Expectations 3= Meets Expectations 4= Exceeds Expectations 5= Outstanding</p> <p>Overall rating on this dimension:</p> | |

| 4. Role of Instructor | Comments: |
|--|-----------|
| <ul style="list-style-type: none"> • <i>Is there a welcome message and/or biographical statement from the instructor available?</i> • <i>Are the instructor's availability and contact information readily available, ideally with multiple options for contact (email, phone, office hours, etc.)?</i> • <i>Is the course structured such that the instructor's regular presence in the course is evident?</i> • <i>Are announcements and/or Q & A forums utilized by the instructor to communicate important course information?</i> | |
| <p>1= Needs Improvement 2= Approaches Expectations 3= Meets Expectations 4= Exceeds Expectations 5= Outstanding</p> <p>Overall rating on this dimension:</p> | |

| 5. Course Community | Comments: |
|---|-----------|
| <ul style="list-style-type: none"> • <i>Does a 'get to know each other' activity exist at the beginning of the course so students can make personal connections?</i> • <i>Do students have opportunities to collaborate with peers?</i> • <i>Are there opportunities for students to form study or project groups?</i> | |
| <p>1= Needs Improvement 2= Approaches Expectations 3= Meets Expectations 4= Exceeds Expectations 5= Outstanding</p> <p>Overall rating on this dimension:</p> | |

| 6. Overall Quality of Course Content & Design | <i>Comments:</i> |
|--|------------------|
| <ul style="list-style-type: none"><i>Additional comments on the overall quality of the course content and design?</i> | |
| <p>1= Needs Improvement 2= Approaches Expectations 3= Meets Expectations 4= Exceeds Expectations 5= Outstanding</p> <p>Overall rating on course content & design:</p> | |

Part B: Instructor's Approach and Pedagogy

| 1. Teaching Presence | <i>Comments:</i> |
|--|------------------|
| <ul style="list-style-type: none"> • <i>Does the instructor participate in 'get to know each other' activities and/or utilize a welcome message?</i> • <i>Has the instructor clearly explained their availability and how to contact them?</i> • <i>Does the instructor respond to questions and queries in a timely and respectful manner?</i> • <i>Does the instructor take advantage of all available tools and affordances to most effectively engage with students?</i> | |
| <p>1= Needs Improvement 2= Approaches Expectations 3= Meets Expectations 4= Exceeds Expectations 5= Outstanding</p> <p>Overall rating on this dimension:</p> | |

| 2. Instructor Facilitation of Community | Comments: |
|--|-----------|
| <ul style="list-style-type: none"> • <i>Is a good rapport with and among students evident?</i> • <i>Does the instructor treat students with respect?</i> • <i>Does the instructor create a positive environment in which students are encouraged to seek assistance from each other regarding the assignments and learning activities?</i> • <i>Does the instructor help students feel that they are part of a learning community?</i> | |
| <p>1= Needs Improvement 2= Approaches Expectations 3= Meets Expectations 4= Exceeds Expectations 5= Outstanding</p> <p>Overall rating on this dimension:</p> | |

| 3. Instructor Facilitation of Learning | Comments: |
|---|-----------|
| <ul style="list-style-type: none"> • <i>Does the instructor provide motivation and encouragement to students to engage with the course content more deeply?</i> • <i>Is the instructor highly engaged and do they have expertise in the course content?</i> • <i>Does the instructor encourage, foster, and model a healthy exchange of course-related ideas and experiences among students?</i> • <i>Does the instructor provide clarifications and elaborations, as necessary?</i> • <i>Does the instructor facilitate discussions by encouraging, probing, questioning, or summarizing?</i> | |
| <p>1= Needs Improvement 2= Approaches Expectations 3= Meets Expectations 4= Exceeds Expectations 5= Outstanding</p> <p>Overall rating on this dimension:</p> | |

| 4. Provision of Feedback | Comments: |
|--|-----------|
| <ul style="list-style-type: none"> • <i>Does the instructor provide timely, meaningful, and constructive feedback on course activities and assignments that are relevant to the course objectives and content?</i> • <i>Where possible, does the instructor create opportunities to provide students with formative feedback?</i> • <i>Does the instructor clearly communicate course and individual assignment evaluation criteria?</i> • <i>Where appropriate, does the instructor provide exemplar assignments to students?</i> | |
| <p>1= Needs Improvement 2= Approaches Expectations 3= Meets Expectations 4= Exceeds Expectations 5= Outstanding</p> <p>Overall rating on this dimension:</p> | |

| 5. Overall Quality of Instructor's Approach & Pedagogy | Comments: |
|---|-----------|
| <ul style="list-style-type: none"> <i>Any additional comments on the overall quality of the instructors approach and pedagogy?</i> | |
| <p>1= Needs Improvement 2= Approaches Expectations 3= Meets Expectations 4= Exceeds Expectations 5= Outstanding</p> <p>Overall rating on instructor's approach and pedagogy:</p> | |

Attachment 3—Sample Scripts for Notifying Students

Note: Suitably modified versions of the scripts below should be provided by the instructor to students prior to the first visits—face-to-face or virtual—of peer reviewers.

For online courses; to be posted as an Announcement in Canvas:

“One part of UBC’s regular process for assessing the teaching of all instructors is called a ‘Peer Review of Teaching.’ A peer review of my teaching is being conducted this term. Two colleagues will be observing our online activities during part of this term. They will not be actively participating in any aspects of the course but will be observing our postings and online interactions.

In addition to observing my online teaching, they will be reviewing the course outline and instructional materials, meeting with me several times, and offering advice about any improvements I can make in my teaching.

If you have any questions or concerns about the review process, please let me know.”