**Online Course Peer Evaluation Form**

1. **Course Checklist**

\_\_\_\_\_ Syllabus contains all required sections including:

* Contact information
* Text/Resource Information
* Link to Academic Affairs for Standard Fairmont State Syllabus Statements
* Hardware/Software requirements and information on how to obtain necessary software
* Student Learning Outcomes
* Grading Criteria
* Grading Scale
* Instructor Bio
* Time Requirements
* Instructor Policies and Procedures
* Other departmental requirements (NCATE, ABET, etc.)

\_\_\_\_\_ Calendar available and up-to-date.

\_\_\_\_\_ Course orientation

\_\_\_\_\_ Course organized in modules that include content, assessments, assignments, discussions, etc.

1. **Course Criteria**

Please rate your peer on the following criteria using the following scale.

**4 =** Exceptional performance; exceeds performance expectations.

***\* Note: Those elements checked as “Exceptional” require comments.***

**3 =** Consistently meets and at times exceeds performance expectations.

**2=** Consistently meets performance expectations.

**1 =** Needs Improvement

***\* Note: Those elements checked as “Needs Improvement” require comments.***

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| **1. Technology** | **4** | **3** | **2** | **1** | **Comments** |
| Operates smoothly; instructor uses standard technologies, makes appropriate use of available course management tools and other technologies. |  |  |  |  |  |
| **2. Content** | **4** | **3** | **2** | **1** | **Comments** |
| Clear presentation of principles and concepts, incorporation of real world examples and applications, and a variety of information types. Learning outcomes reflect knowledge, reinforcement, or application levels. Writing style is clear. |  |  |  |  |  |
| **3. Media** | **4** | **3** | **2** | **1** | **Comments** |
| Multiple media types are used to present content and to provide activities and interactions among peers and with instructor. Provisions are made for varied learning styles. Learner navigation and controls are available and consistent. |  |  |  |  |  |
| **4. Instructional Design** | **4** | **3** | **2** | **1** | **Comments** |
| Course construction, content presentation, features, and navigation are logical and support the learner. Content is relevant to the course and free of unnecessary links and information. |  |  |  |  |  |
| **5. Pedagogy** | **4** | **3** | **2** | **1** | **Comments** |
| Course is learner-centered; teacher serves as facilitator, guide, or mentor. Sound pedagogy is evident. Multiple types of interactions are possible; environment is safe and encouraging. |  |  |  |  |  |
| **6. Interaction** | **4** | **3** | **2** | **1** | **Comments** |
| Learning activities provide multiple opportunities for reflection and critical thinking. Communication tools are used to create activities and for interactions. Performance expectations and instructor availability are explicit. |  |  |  |  |  |
| **7. Assignments** | **4** | **3** | **2** | **1** | **Comments** |
| A variety of active learning opportunities are available. Assignments are consistent with content presentation and learning objectives. Assignments are appropriate to course level and subject. |  |  |  |  |  |

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| **8. Assessment** | **4** | **3** | **2** | **1** | **Comments** |
| Assessment strategies are varied and consistent with content presentation, learning objectives and assigned activities. Formative and summative assessments are used; instructions are clear; feedback is provided to the student. |  |  |  |  |  |
| **9. Access** | **4** | **3** | **2** | **1** | **Comments** |
| Course content was provided in a variety of accessible modalities and formats to accommodate a broad range of student learning needs. |  |  |  |  |  |
| **Total Score:** | | | | | |

Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_