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**Summative Peer Review of Teaching-Online**

**Course & Instructor Overview Form[[1]](#footnote-1)**

(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?

When did this course last undergo a major revision?

In relation to this course, are you a:

* Course content author?
* Course designer?
* Course instructor?

### About the Course

1. *Please describe your role, if any, in design and/or content authorship of this course. This is particularly important if somebody else has authored content for your course, or if someone else had primary responsibility for course design. Describe any aspects of the course that you have modified, as well as any constraints you feel the existing course design has placed on your teaching practice. Indicate if the course addresses controversial or sensitive topics.*
2. *If there are components of the course that are not available within the Canvas course shell, please explain what these are, and provide the relevant URL(s) or other way to access these components. This may include other online workspaces (like Google docs), communication venues for students and instructors (like blogs or wikis), or supplementary materials such as textbooks or software.*
3. *Please describe any* ***other kinds of communication that may occur between students, or between students and instructors in this course*** *outside of Canvas and not described in #2 above.*
4. *Please describe your previous experience with online teaching, as well as how long you have been involved with the current course (e.g., is this your first time teaching it)?*

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## Summative Peer Review of Teaching

# Form for Reviewing Online Teaching

(To be completed by peer reviewer)

Name of instructor:

Name, number and section(s) of course:

Term offered:

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** | ***Comments:*** |
| * *Is the content significant, accurate, relevant, coherent, and complete?* * *Is the course scholarly and engaging?* * *Are the readings and instructional material appropriate, credible, and current?* * *Are all resources and materials used in the course appropriately cited and referenced?* |  |
| 1= Needs Improvement  2= Approaches Expectations  3= Meets Expectations  4= Exceeds Expectations  5= Outstanding  **Overall rating on this dimension:** | |

|  |  |
| --- | --- |
| **2. Course Structure & Layout** | ***Comments:*** |
| * *Does the syllabus/course overview provide a clear description of the course, including its objectives and structure?* * *Is the role of the instructor clearly outlined?* * *Are the expectations for student participation clearly outlined?* * *Is the content format consistent throughout the course, and is navigation in Canvas logical and efficient?* * *Are the readings easily accessible and available online when possible?* * *Where appropriate, are exemplar assignments or rubrics made available?* |  |
| 1= Needs Improvement  2= Approaches Expectations  3= Meets Expectations  4= Exceeds Expectations  5= Outstanding  **Overall rating on this dimension:** | |

|  |  |
| --- | --- |
| **3. Pedagogical Strengths of Course Design** | ***Comments:*** |
| * *Do the course activities engage students in active learning (e.g., beyond simple remembering and understanding)?* * *Is technology used effectively and efficiently to ensure the advancement of the learning goals for the course?* * *Are there a variety of assignments, are they spaced appropriately through the course, and are they relevant to the learning objectives?* * *Is there sufficient flexibility that students can customize their learning?* |  |
| 1= Needs Improvement  2= Approaches Expectations  3= Meets Expectations  4= Exceeds Expectations  5= Outstanding  **Overall rating on this dimension:** | |

|  |  |
| --- | --- |
| **4. Role of Instructor** | ***Comments:*** |
| * *Is there a welcome message and/or biographical statement from the instructor available?* * *Are the instructor’s availability and contact information readily available, ideally with multiple options for contact (email, phone, office hours, etc.)?* * *Is the course structured such that the instructor’s regular presence in the course is evident?* * *Are announcements and/or Q & A forums utilized by the instructor to communicate important course information?* |  |
| 1= Needs Improvement  2= Approaches Expectations  3= Meets Expectations  4= Exceeds Expectations  5= Outstanding  **Overall rating on this dimension:** | |

|  |  |
| --- | --- |
| **5. Course Community** | ***Comments:*** |
| * *Does a ‘get to know each other’ activity exist at the beginning of the course so students can make personal connections?* * *Do students have opportunities to collaborate with peers?* * *Are there opportunities for students to form study or project groups?* |  |
| 1= Needs Improvement  2= Approaches Expectations  3= Meets Expectations  4= Exceeds Expectations  5= Outstanding  **Overall rating on this dimension:** | |

|  |  |
| --- | --- |
| **6. Overall Quality of Course Content & Design** | ***Comments:*** |
| * *Additional comments on the overall quality of the course content and design?* |  |
| 1= Needs Improvement  2= Approaches Expectations  3= Meets Expectations  4= Exceeds Expectations  5= Outstanding  **Overall rating on course content & design:** | |

**Part B: Instructor’s Approach and Pedagogy**

|  |  |
| --- | --- |
| **1. Teaching Presence** | ***Comments:*** |
| * *Does the instructor participate in ‘get to know each other’ activities and/or utilize a welcome message?* * *Has the instructor clearly explained their availability and how to contact them?* * *Does the instructor respond to questions and queries in a timely and respectful manner?* * *Does the instructor take advantage of all available tools and affordances to most effectively engage with students?* |  |
| 1= Needs Improvement  2= Approaches Expectations  3= Meets Expectations  4= Exceeds Expectations  5= Outstanding  **Overall rating on this dimension:** | |

|  |  |
| --- | --- |
| **2. Instructor Facilitation of Community** | ***Comments:*** |
| * *Is a good rapport with and among students evident?* * *Does the instructor treat students with respect?* * *Does the instructor create a positive environment in which students are encouraged to seek assistance from each other regarding the assignments and learning activities?* * *Does the instructor help students feel that they are part of a learning community?* |  |
| 1= Needs Improvement  2= Approaches Expectations  3= Meets Expectations  4= Exceeds Expectations  5= Outstanding  **Overall rating on this dimension:** | |

|  |  |
| --- | --- |
| **3. Instructor Facilitation of Learning** | ***Comments:*** |
| * *Does the instructor provide motivation and encouragement to students to engage with the course content more deeply?* * *Is the instructor highly engaged and do they have expertise in the course content?* * *Does the instructor encourage, foster, and model a healthy exchange of course-related ideas and experiences among students?* * *Does the instructor provide clarifications and elaborations, as necessary?* * *Does the instructor facilitate discussions by encouraging, probing, questioning, or summarizing?* |  |
| 1= Needs Improvement  2= Approaches Expectations  3= Meets Expectations  4= Exceeds Expectations  5= Outstanding  **Overall rating on this dimension:** | |

|  |  |
| --- | --- |
| **4. Provision of Feedback** | ***Comments:*** |
| * *Does the instructor provide timely, meaningful, and constructive feedback on course activities and assignments that are relevant to the course objectives and content?* * *Where possible, does the instructor create opportunities to provide students with formative feedback?* * *Does the instructor clearly communicate course and individual assignment evaluation criteria?* * *Where appropriate, does the instructor provide exemplar assignments to students?* |  |
| 1= Needs Improvement  2= Approaches Expectations  3= Meets Expectations  4= Exceeds Expectations  5= Outstanding  **Overall rating on this dimension:** | |

|  |  |
| --- | --- |
| **5. Overall Quality of Instructor’s Approach & Pedagogy** | ***Comments:*** |
| * *Any additional comments on the overall quality of the instructors approach and pedagogy?* |  |
| 1= Needs Improvement  2= Approaches Expectations  3= Meets Expectations  4= Exceeds Expectations  5= Outstanding  **Overall rating on instructor’s approach and pedagogy:** | |

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## 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 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.”*

1. These forms have been adapted, with thanks, from a set of materials developed under the guidance of Dr. Jenna Shapka, Director of Graduate Programs in the UBC Faculty of Education, for use in Peer Reviews of online courses. [↑](#footnote-ref-1)