



## **Peer Review/Evaluation Form** **Online/Hybrid Course Development**

<b>COURSE ID AND NAME:</b>
<b>COURSE DESIGNER:</b>
<b><i>COURSE DESIGNER - Completion INSTRUCTIONS For Self-evaluation:</i></b> Check "LTS" ( <i>Less Than Satisfactory</i> ), "S" ( <i>Satisfactory</i> ), or "X" ( <i>Exemplary</i> ) for each topic. Place comments in right hand column. <b>Send self-evaluation to your Online Faculty Mentor (OFM).</b>
<b><i>Online Faculty Mentor - Completion INSTRUCTIONS:</i></b> Check "LTS" ( <i>Less Than Satisfactory</i> ), "S" ( <i>Satisfactory</i> ), or "X" ( <i>Exemplary</i> ) for each topic. Place comments in right hand column. <b><i>Please note: Explanation and suggestion for improvement required for any section receiving "Less Than Satisfactory" Rating.</i></b>
<b>OFM Signature:</b> _____ <b>DATE:</b> _____
<small>OFM - send signed form to Distance Education Faculty Services Office, MTSU Box 54, or, with electronic signature, to <a href="mailto:cladams@mtsu.edu">cladams@mtsu.edu</a>.</small>

## I. LEARNER SUPPORT AND RESOURCES

TOPIC	LTS	S	X	Comments
<b>Contact Information</b>	( ) Syllabus contains limited contact info: i.e. course title, number, instructor name, phone number, and e-mail.	( ) Course contains specific instructor contact information (e.g., email address, fax number, office phone number, secretary /department phone number, virtual office hours, instructor response time, etc.).	( ) Course contains specific instructor contact information and information important to student success in the online environment (e.g., links to FAQ's, the Information Technology Help Desk, Online Course Office, Disabled Student Services, the James E. Walker Library, Distance Learning Librarian, Advising Center, University Writing Center, and the University's policy on academic dishonesty, copyright etc.).	
<b>Resource Support Information</b>	( ) Course provides some resources to support online student learning.	( ) Course provides course-specific resources to support online student learning.	( ) Course replicates or links to a variety of course-specific resources to enhance online student learning; tutorials and/or instructions are given for tools required for viewing course content.	
<b>Media Resources</b>	( ) Course offers access to few or	( ) Course offers access to media	( ) Course offers access to a range of media	

	limited media resources.	resources appropriate to the course.	resources appropriate to course content such as CD-ROM based tutorials and necessary applications.	
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## 2. COURSE DESIGN AND ORGANIZATION

TOPIC	LTS	S	X	Comments
<b>Organization</b>	<p><input type="checkbox"/> The course is under construction, with some key components identified such as the syllabus. Content author and last update date are included. Not all of the course content has been modified for use on the web.</p>	<p><input type="checkbox"/> The course is organized and navigable. Author, credentials and last date modified are easily identified. Students can understand the key components and structure of the course.</p>	<p><input type="checkbox"/> The course is well organized, easy to navigate and logical. Content is delivered in manageable segments and progresses logically. Author and credentials are easily identified. Students can clearly understand all components and structure of the course.</p>	
<b>Syllabus, Course Requirements</b>	<p><input type="checkbox"/> Course syllabus is unclear.</p>	<p><input type="checkbox"/> The syllabus identifies and delineates the role the online environment will play in the total course. Syllabus contains a course description and requirements including hardware and software needs.</p>	<p><input type="checkbox"/> The syllabus clearly identifies and delineates the role the online environment will play in the total course. Syllabus clearly shows all specific course requirements.</p>	
<b>Aesthetic Design</b>	<p><input type="checkbox"/> The aesthetic design does not present and communicate</p>	<p><input type="checkbox"/> The aesthetic design presents and communicates course information.</p>	<p><input type="checkbox"/> The aesthetic design effectively presents and communicates course information clearly.</p>	

	course information clearly.			
<b>Course Structure</b>	<input type="checkbox"/> Web pages are inconsistent both visually and functionally.	<input type="checkbox"/> Most web pages are visually and functionally consistent.	<input type="checkbox"/> All web pages are visually and functionally consistent throughout the course.	
<b>ADA Statement</b>	<input type="checkbox"/> Accessibility issues are not addressed.	<input type="checkbox"/> Accessibility issues are addressed via the MTSU disability statement only.	<input type="checkbox"/> Accessibility issues are addressed throughout the course.	
<b>ADA – Course Design</b>	<input type="checkbox"/> The course is not sensitive to reader issues (most content not in html and no alt. tags included).	<input type="checkbox"/> The course is sensitive to most reader issues (most content in html and some alt. tags included).	<input type="checkbox"/> The course is sensitive to all reader issues (content in html and alt. tags included throughout).	

### 3. INSTRUCTIONAL DESIGN AND DELIVERY

TOPIC	LTS	S	X	Comments
<b>Interaction, Communication, Collaboration</b>	( ) Opportunities for interaction, communication and collaboration are limited.	( ) The course offers some opportunities for interaction, communication and collaboration among students, between students and instructor, and between students and content.	( ) The course offers multiple opportunities for interaction, communication and collaboration among students, between students and instructor, and between students and content.	
<b>Learning Objectives</b>	( ) Learning objectives are vague and may be incomplete. Learning activities are unclear or absent.	( ) Learning objectives are identified and learning activities are implied.	( ) Learning objectives are identified, and learning activities are clearly integrated.	
<b>Learning Styles</b>	( ) Multiple learning styles are not recognized, accommodated, or integrated in the design of the course.	( ) Course addresses and supports individual student needs, skills and knowledge. Strategies for meeting multiple learning styles are recognized. Attempts are made to ensure student understanding of content.	( ) Course addresses and supports individual student needs, skills and knowledge. Strategies for meeting multiple learning styles, promoting critical reflection, thinking skills and analysis of content are clearly implemented.	

#### **4. ASSESSMENT AND EVALUATION OF STUDENT LEARNING**

<b>TOPIC</b>	<b>LTS</b>	<b>S</b>	<b>X</b>	<b>Comments</b>
<b>Student Readiness</b>	( ) Course assumes student's readiness for online learning.	( ) Course provides some activities to assess student readiness for the online components /course.	( ) Course requires students to self-assess their readiness for the online components/ course prior to or at the beginning of the class.	
<b>Assessment Techniques</b>	( ) Some course and learning objectives, instructional strategies and assessment techniques may be aligned.	( ) Course objectives, instructional strategies and assessment techniques are somewhat aligned.	( ) Course objectives, instructional strategies and assessment techniques are closely aligned.	
<b>Assessment Strategies</b>	( ) Assessment strategies are not comprehensive, measuring only the most basic level of student knowledge.	( ) Assessment strategies are used to measure content knowledge, skills and performance standards.	( ) Ongoing, multiple assessment strategies are used to measure content knowledge, skills and performance standards.	

## 5. APPROPRIATE & EFFECTIVE USE OF TECHNOLOGY

TOPIC	LTS	S	X	Comments
<b>Technological Requirements and Student Access</b>	( ) Minimal technological requirements for student access are documented.	( ) Technical requirements for student access are clearly documented, and student connectivity issues are considered.	( ) Technical requirements for student access are clearly explained; student connectivity issues are considered, and content is made available in a variety of formats for students with different systems to access.	
<b>Technological Tools</b>	( ) Course uses limited technology tools to facilitate communication and learning.	( ) Course uses some technology tools to facilitate communication and learning. Exchange of files is clearly explained.	( ) Course uses a variety of technology tools to appropriately and effectively facilitate communication and learning (i.e. discussion boards, group activities, chat, file exchange, etc.) Exchange of files is clearly explained.	
<b>Use of Multimedia</b>	( ) Multimedia and learning objects are largely absent.	( ) Multimedia elements and/or learning objects relevant to student learning may be used.	( ) A variety of multimedia elements and/or learning objects are used to optimize student learning throughout the course.	

## **6. OPPORTUNITIES FOR AND USE OF STUDENT FEEDBACK**

<b>TOPIC</b>	<b>LTS</b>	<b>S</b>	<b>X</b>	<b>Comments</b>
<b>Course Design And Navigability</b>	( ) Opportunities for student input and feedback about course design and navigability are limited and inconsistent.	( ) Opportunities exist for student feedback regarding course design and navigability which can be used to assess course delivery.	( ) Multiple opportunities for student feedback about course design and navigability are integrated throughout the course and can be used to continually make course improvements.	
<b>Feedback Integrated Into Course Design and Instruction</b>	( ) Opportunities for student feedback about instructional design are limited.	( ) Student feedback about instructional design is regularly collected.	( ) Student feedback is regularly integrated into the instructional design and is used to inform decisions about instructional strategies.	
<b>Self-assessment, Peer and Performance Feedback</b>	( ) Opportunities for students to receive feedback about their performance are infrequent and sporadic.	( ) Opportunities for students to receive feedback about their performance are provided.	( ) Student self-assessment and/or peer feedback opportunities exist. Regular feedback about student performance is provided in a timely manner.	

<b>SUMMARY</b>	Overall, is this course ready for delivery?  <input type="checkbox"/> Yes <input type="checkbox"/> Yes - with minor modification (additional review not required) <input type="checkbox"/> <b>No</b> - major modification, clarification, etc., are recommended (requires additional review prior to delivery)
<input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>	Please confirm that all course materials are within the learning environment system (D2L) supported by MTSU. If <u>not</u> , please provide a description of the course design.
<b>Comments</b>	

*Rubric Adapted from: Rubric for Online Instruction, CSU, Chico, Copyright 2003 / Revised 2009*

*Work done by the MTSU Online Course Evaluation Committee  
 Regents Online Degree Program Course Requirements  
 SREB Criteria for Evaluation Online Courses  
 Revised 10.24.08*