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# STAT Online Peer Observations

**Observer [you]:**

**Course/Section [being observed]:**

**Instructor’s name [being observed]:**

## Process Overview

The peer observation of online teaching provides an opportunity for you to receive feedback on your own online teaching and to also share/learn teaching ideas from one of your online peers.

## Steps for the Peer Review Process

### STEP 1: Instructor Input Form

### STEP 2: Peer Review Rubric

### STEP 3: Meeting

### STEP 4: Final Submission

# STEP 1: Instructor input form

The purpose of the instructor input form is to provide more information to your observer about how your course works. You should receive an email from me with a subject of ‘Instructor Input Form’. In that email you’ll see a link to ‘take the survey’. Complete the survey. You can stop and return to it through the link in that email. Your progress will save. When you are finished hit ‘**submit**’ on the last page of the survey. This will send 3 emails.

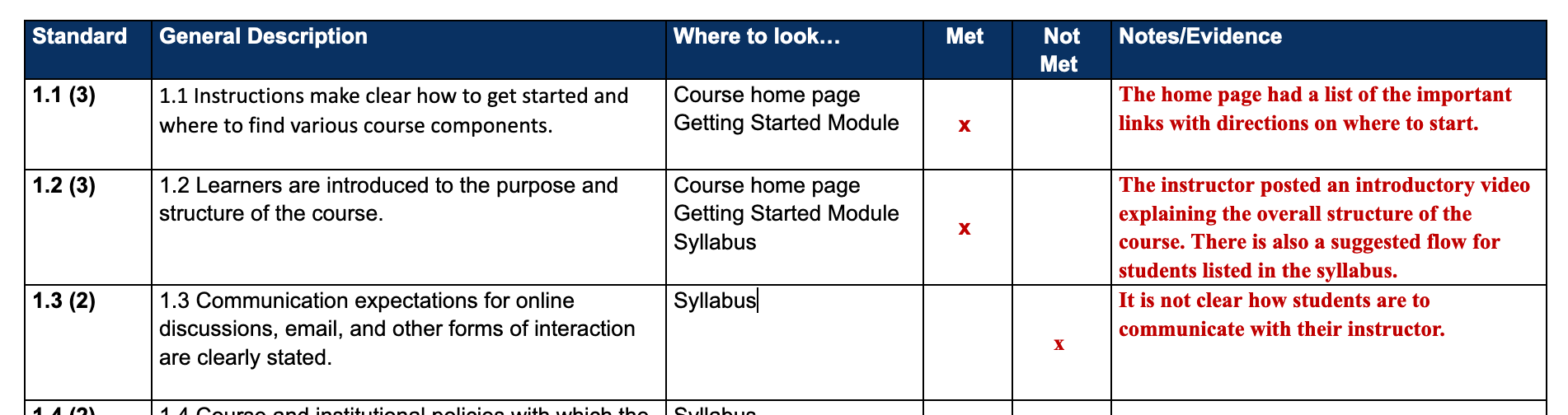
1. One is a confirmation sent to you.
2. The second is a summary of your responses.
3. A third email will be sent out to your peer reviewer with a summary of your responses.

# STEP 2: Peer Observation Rubric – Statistics Online

Prior to the face-to-face meeting, review the instructor input form you received in an email from your observer. Access their course in Canvas using the link in the email. Complete the following rubric. Once you complete the rubric, the next step is to set up a Zoom meeting with the instructor of the course.

### This rubric is based on the Quality Matters Rubric for online course reviews. Find out more about [Quality Matters](https://www.qualitymatters.org/).

Completed Example:



### General Standard 1: Course Overview and Introduction: The overall design of the course is made clear to the learner at the beginning of the course.

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| **Standard** | **General Description** | **Where to look…** | **Met** | **Not Met** | **Notes/Evidence/Recommendation** |
| **1.1 (3)** | 1.1 Instructions make clear how to get started and where to find various course components. | Course home page Getting Started Module |  |  |  |
| **1.2 (3)** | 1.2 Learners are introduced to the purpose and structure of the course. | Course home page Getting Started Module Syllabus |  |  |  |
| **1.3 (2)** | 1.3 Communication expectations for online discussions, email, and other forms of interaction are clearly stated. | Syllabus |  |  |  |
| **1.4 (2)** | 1.4 Course and institutional policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided. | Syllabus |  |  |  |
| **1.5 (2)** | 1.5 Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided. | Syllabus |  |  |  |
| **1.7 (1)** | 1.7 Expectations for prerequisite knowledge in the discipline and/or any required competencies are clearly stated. | Syllabus |  |  |  |
| **1.8 (1)** | 1.8 The self-introduction by the instructor is professional and is available online. | Course Home Page Getting Started Module |  |  |  |
| **1.9 (1)** | 1.9 Learners are asked to introduce themselves to the class. | One of the first modules |  |  |  |

Please make any additional comments on General Standard 1: Course Overview and Introduction:

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### General Standard 3: Assessment and Measurement: Assessments are integral to the learning process and are designed to evaluate learner progress in achieving the stated learning objectives or mastering the competencies.

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| **Standard** | **General Description** | **Where to look…** | **Met** | **Not Met** | **Notes/Evidence/Recommendation** |
| **3.2 (3)** | 3.2 The course grading policy is stated clearly at the beginning of the course. | Syllabus |  |  |  |
| **3.4 (2)** | 3.4 The assessments used are sequenced, varied, and suited to the level of the course. | Modules Assignments Syllabus |  |  |  |
| **3.5 (2)** | 3.5 The course provides learners with multiple opportunities to track their learning progress with timely feedback | Modules Assignments Syllabus |  |  |  |

Please make any additional comments on General Standard 3: Assessment and Measurement:

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### General Standard 4: Instructional Materials: Instructional materials enable learners to achieve stated learning objectives or competencies.

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| **Standard** | **General Description** | **Where to look…** | **Met** | **Not Met** | **Notes/Evidence/Recommendation** |
| **4.4 (2)** | 4.4 The instructional materials represent up-to-date theory and practice in the discipline. | Modules Assignments Syllabus |  |  |  |
| **4.5 (2)** | 4.5 A variety of instructional materials are used in the course. | Modules Assignments Syllabus |  |  |  |

Please make any additional comments on General Standard 4: Instructional Materials:

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### General Standard 5: Learning Activities and Learner Interaction: Learning activities facilitate and support learner interaction and engagement.

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| **Standard** | **General Description** | **Where to look…** | **Met** | **Not Met** | **Notes/Evidence/Recommendation** |
| **5.2 (3)** | 5.2 Learning activities provide opportunities for interaction that support active learning. | Modules Assignments Syllabus |  |  |  |
| **5.3 (3)** | 5.3 The instructor’s plan for interacting with learners during the course is clearly stated. | Course Home Page Syllabus Getting Started Module |  |  |  |
| **5.4 (2)** | 5.4 The requirements for learner interaction are clearly stated. | Course Home Page Syllabus Getting Started Module |  |  |  |

Please make any additional comments on General Standard 5: Learning Activities and Learner Interaction:

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### General Standard 7: Learner Support: The course facilitates learner access to institutional support services essential to learner success.

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| **Standard** | **General Description** | **Where to look…** | **Met** | **Not Met** | **Notes/Evidence/Recommendation** |
| **7.1 (3)** | 7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it. | Syllabus |  |  |  |
| **7.2 (3)** | 7.2 Course instructions articulate or link to the institution’s accessibility policies and services. | Syllabus |  |  |  |
| **7.3 (3)** | 7.3 Course instructions articulate or link to the institution’s academic support services and resources that can help learners succeed in the course. | Syllabus |  |  |  |

Please make any additional comments on General Standard 7: Learner Support:

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### General Standard 8: Accessibility and Usability: The course design reflects a commitment to accessibility and usability for all learners.

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| **Standard** | **General Description** | **Where to look…** | **Met** | **Not Met** | **Notes/Evidence/Recommendation** |
| **8.1 (3)** | 8.1 Course navigation facilitates ease of use. | The whole Canvas space |  |  |  |
| **8.2 (3)** | 8.2 The course design facilitates readability. | The whole Canvas space |  |  |  |

Please make any additional comments on General Standard 8: Accessibility and Usability:

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| **STAT Dept** | |  |  |  | **Notes/Evidence/Recommendation** |
| **1** | Mid Course Survey: The mid-course survey is provided to gather input from students on an on-going basis in order to inform course improvements. | Modules |  |  |  |
| **2** | Syllabus and course schedule are clearly posted for students to access. | Syllabus Course Home Page |  |  |  |
| **3** | If proctoring is required, the Examity link is located in the course menu. The Examity info page is located in one of the first modules. | Modules |  |  |  |

# STEP 3: Peer to Peer Meeting

### Presence and Innovation/Risk-Taking

Once you complete the rubric you then set up a Zoom meeting with your peer. Both the peer reviewer and the reviewee discuss the instructor’s involvement in the course, using the discussion questions in the meeting agenda below as the basis for this conversation. A Zoom room could be used for the meeting.

Discuss and complete during the peer to peer meeting.

#### Meeting Agenda

1. Review the rubric with each other and clarify any questions.

##### Discussion: Instructor Presence

One way to think about ‘presence’ online is through the Community of Inquiry framework (Garrison, Anderson, & Archer, 2000). The framework is built upon three dimensions: 1) Teaching Presence, 2) Social Presence, and 3) Cognitive Presence.

###### **Teaching**

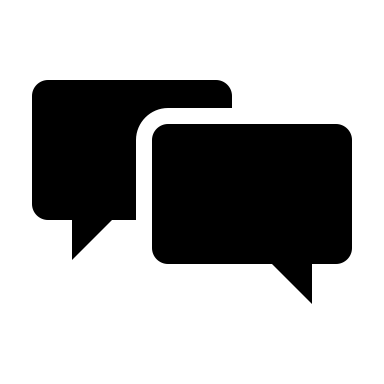
Teaching presence is the design of the course and materials as well as the mentoring, guiding and directing the students during the course. The rubric primarily addresses the teaching presence in the course.

###### **Social**

Connects with learners as people with lives and work. Instructor establishes they are ‘real people’. Standards 1.8 and 1.9 in the rubric address this type of presence.

###### **Cognitive**

Connects the core concepts and questions, challenges and encourages the analysis of the content.



***Discussion****: Share with your peer how you establish these three types of presence in your course.*

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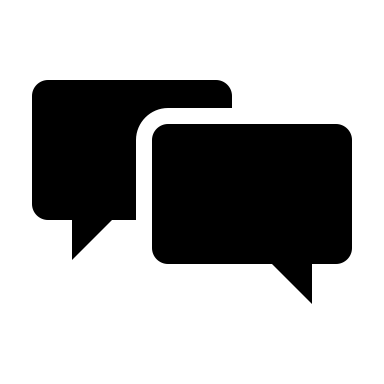
***Notes****:* *How does your peer establish these three types of presence in their course?*

##### Discussion: Innovation & Risk Taking

When teaching courses that were designed by other faculty or are based off of a master course it’s important that we still continue to make improvements in areas such as content, design, teaching methods. The changes do not have to be big, for example…

* Making an intro video
* Trying a new late policy
* Sending more frequent announcements to the course

We want to use the peer review as a platform to talk about the innovative work you’re doing and socialize new approaches to teaching our courses.



***Discussion****: Share with your peer if you are trying anything new this semester (or year)?*

If yes, share your innovation or change you’ve made this semester (or year).

* Has the innovation or change been successful?
* What challenges have you had to work through?
* How could others benefit from what you’ve learned?
* What advice would you share with a colleague who is interested in trying this or something similar?

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***Notes:*** *What has your peer done this semester (or year) that is innovative or new for them?*

*Comments: Please list any additional comments, recommendations or feedback for your peer.*

# STEP 4: Final Submission

1. Save this document and title it ‘STAT Online Peer Review Guide [last name of instructor reviewed].
2. Submit the completeddocument to the Peer Review dropbox: <https://sites.psu.edu/statsdesign/fa19-peer-review-drop-box/> where the Director and Assistant Director of Online programs can access these.