

Montclair State University
Online Teaching Peer Evaluation

Overview: The Online Teaching Peer Evaluation form, developed by the Technology Training and Integration group (TT&I) at Montclair State University provides faculty with a starting point to evaluate the effectiveness of online/hybrid teaching. Use the following criteria to provide feedback on the online/hybrid course you are reviewing or customize this form to meet the needs of your respective department. This form can be used by faculty to review their peers or to self-assess online teaching practice. The criteria in this form was developed based on the Quality Matters' rubric and Montclair State University's OCIA course design model (Orientation, Content, Interaction, Assessment).

It includes the following categories:

- I. Course Overall
- II. Instructional Materials
- III. Learning Activities and Interaction
- IV. Learning Assessment

Review Details: Include relevant reviewer and course details below.

Faculty Name: _____

Course ID: _____

Semester/Term: _____

Course Title: _____

Reviewer Name: _____

Review Date: _____

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Instructions: Use the following checklist to assess whether or not the course contains each particular element. Check the item if the statements have been met. Space for comments and suggestions are provided for each category.

I. Course Overall

- The course navigation is intuitive and easy to understand.
- The instructor information is complete, and includes office hours and contact information.
- The course goals and learning objectives are provided.
- The syllabus provides helpful information pertaining to the course.
- The course is delivered in a logically sequenced set of modules.
- A “welcome message” is provided at the beginning of the course that helps students.
- The course expectations for students are clearly defined (e.g., participation requirements, online assignments, collaboration).
- Appropriate technologies are well integrated into the course to enhance teaching and learning.

Feedback - Course Overall
Comments:
Suggestions:

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II. Instructional Materials

- The instructional materials support the stated course goals and have sufficient breadth and depth for the student to learn the subject.
- The instructor uses various instructional strategies to engage students.
- The amount of instructional materials is appropriate to the course.
- The instructional materials are easily accessible to students.
- The materials are presented in various formats which address diverse learning styles and preferences (e.g., multimedia, text, images, performance activities).
- The instructor makes the distinction between required and optional materials.
- All links in the course are active and up-to-date.

Feedback - Instructional Materials
Comments:
Suggestions:

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III. Learning Activities and Interaction

- The instructor interacts with students on a regular basis to establish a consistent online teaching presence.
- The instructions for student interaction (discussions, group work, collaborative projects, etc.) are clearly stated.
- The learning activities are well designed to facilitate interaction between: student - instructor, student - student, and student - content.
- Announcements and emails are timely and communicate effectively to students.
- The instructor is available for office hours or by appointment.
- The instructor encourages vibrant class discussions by asking probing, open-ended questions and providing constructive feedback.
- The instructor employs a variety of learning activities, including, but not limited to: class discussions, group discussions, group projects, case analyses, peer review activities, presentations, wikis, blogs, e-portfolios, etc.

Feedback - Learning Activities and Interaction
Comments:
Suggestions:

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IV. Learning Assessment

- The course grading policy/scheme is clear.
- The instructor uses a variety of assessment strategies to gauge student progress and achievement.
- The assessments are well designed to measure the stated learning objectives.
- The instructor provides constructive feedback for students in a timely manner.
- Sample assignments are provided to illustrate instructor expectations.
- The instructor leverages plagiarism-detection software, such as Turnitin, for written assignments.
- Rubrics, or other criteria, are provided to help students understand the instructor's expectations for assignments.

Feedback - Learning Assessment
Comments:
Suggestions:

Overall Comments: