



## Peer Review of Online Teaching Protocol Guidelines for Reviewer

Thank you for agreeing to take the time to complete a peer review of your colleague's online teaching. This is a valuable learning experience for both of you, and is likely to spark some productive conversations about teaching. The steps in the process are:

1. a pre-review meeting with your colleague to discuss the target course and goals for the review,
2. your review of the course site (e.g., D2L or website), and
3. a post-review meeting to discuss the review.

### Pre-Review Meeting (~ one hour)

Before the pre-review meeting, your colleague will prepare a written reflection on the target course and provide you access to the course site. The goal of the pre-review meeting is to discuss the written reflection, as well as to prepare for the course review. (If your colleague chose not to do the written reflection in advance of this meeting, please ask her/him to share verbal responses to some of the questions for reflection.) The questions below can be used to structure this conversation<sup>1</sup>:

- What aspects of your written reflection were the most valuable in helping you think about this course?
- What aspects of your written reflection strike you as the most important for me to know before reviewing your course?
- What are your goals for the course? What are the expected learning outcomes for this course?
- What do you ask students to do to attain the learning outcomes?
- How do you assess whether they have met these outcomes?
- What role do you take in the class? What instructional methods do you use?
- Is this course typical of your teaching? If not, what is different?
- Is this course part of a fully online program? If so, have the students already had experience with other online courses in the program?
- Is there anything in particular that you would like me to focus on during the review?

### Accessing the Course

You will need to obtain access to the course from your colleague. Because departments and colleges use a variety of course management systems, you may be using a system that is different from one you use. Please remember that you are reviewing the design and delivery of the course and not the functions of the course management system.

<sup>1</sup>Questions adapted from: Weimer, M. (1990). *Improving college teaching: Strategies for developing instructional effectiveness*. Jossey-Bass: San Francisco.  
© Arizona Board of Regents, 2020



### Course Review (~ two hours)

The Online Course Review Tool includes items in four major areas: Course Design, Course Implementation, Interactions, and Assessment. These areas represent best practices in online instruction. During the course site review, you will look for evidence of each of the aspects in the tool. If you do not find evidence of an aspect during the review, you will have an opportunity to discuss this during the post-observation meeting.

### Post-Review Meeting (~ one hour)

The post-review meeting is most useful if it occurs within a few days of the course review, while the course site is still fresh in your mind. The questions below can be used to structure this conversation<sup>2</sup>:

- In general, how do you feel the course is going?
- How do you feel about your interactions with students in the course?
- To what extent are the students attaining your learning outcomes for the course?
- What is working particularly well for you in the course? Is this a typical teaching strength for you?
- What is not working well in the course? Is that aspect typically a problem area for you?
- What ideas do you have for improvement of your teaching?

It will also be helpful to share your responses on the Online Course Review Tool, as well as any comments on the questions above. (You could provide your colleague a copy of your responses to the items on the Tool in advance of the meeting.)

Whatever you discuss, it is important that this conversation focus on professional development and growth, not only problems that were observed. It is also important for you to acknowledge the learning and growth that you may also experience in this process.

<sup>2</sup>Questions adapted from: Weimer, M. (1990). *Improving college teaching: Strategies for developing instructional effectiveness*. Jossey-Bass: San Francisco.  
© Arizona Board of Regents, 2020