# **Peer and Self Evaluation of Asynchronous Teaching**

## Instructions

*Note to Instructor:*

**Before the peer accesses the online course**, determine which module they will be reviewing, review it yourself, and apply the following rubric to your own module. This strategy will allow you to make adjustments before being formally evaluated and will give you material for the “evidence from the instructor” section of the annual performance evaluation in Digital Measures.

*Note to observer:*

**Before** you access the online course, talk to your peer to learn which specific module you will be reviewing and how the module fits into the course. To know what key characteristics of teaching to look for, familiarize yourself with the questions that begin on pages 2-3.

For an evaluation preceding a promotion, you may also want to review the syllabus, as well as other materials (e.g. assignments, rubrics, quizzes, and copies of messages or emails).

**During** the observation of the course, use pages 2-3 to reflect on key characteristics of excellent online teaching - learning objectives, engagement, formative assessments, and organization. During the visit, note your observations under each of the four key characteristics and provide specific feedback:

Not specific: The learning objectives were clear to me.

Specific: The learning objectives seemed to be clear to students because they were shared at the beginning of the module in this format: “At the end of this module, you will be able to [action verb followed by what the student will know or be able to do]. Good job.”

**After** you conduct the course visit, meet with the peer to discuss their experience of teaching the module. Sometimes it works well to:

* Allow time for the instructor to share their thoughts on teaching the module.
* Share your own observations objectively (e.g. three students asked questions v. too few students asked questions).
* Share and discuss one observed strength per the example above.
* Share and discuss one observed one area for growth (e.g. the assignment directions seemed unclear to the students; perhaps we could take a look at the assignment together...).

**To formally evaluate** for P&T or for “evidence from other professionals”(Annual Performance Evaluation in Digital Measures), see one possible format on page 4. In these evaluations, be sure to include the positive characteristics you observed and share what specific steps you discussed that will be taken regarding an area for growth. Compared to letters that are only positive, letters that address areas for growth are regarded as more objective by administrators and therefore, taken more seriously. Especially for an evaluation preceding promotion, you may want to observe a course module(s) again and comment on how the efforts at growth have been made and seem to enhance learning.

# **Peer and Self Evaluation of Asynchronous Teaching**

## Observer Notes

**Learning objectives**

Transparent learning objectives frame effective instruction. They provide students with information on what they should know and be able to do when they complete the module.

1. To what extent are the learning objectives for the class module posted, announced, implicit and/or absent?
2. To what extent are the learning objectives for the class module clear and easy to understand? Would students know what they were to learn or be able to do by the end of the module?

*Observer notes:*

### **Engagement**

For building community and for deep learning, it is necessary for students to engage with the instructor, with other students, and with the course material.

1. To what extent were the students actively engaged with:
   1. the instructor,
   2. each other, and
   3. the course material?
2. To what extent were the students engaged in the module (e.g. asking questions, writing discussion board posts, etc.)

*Observer notes:*

### **Formative assessments**

Formative assessments are low-stakes assignments in which feedback is provided to give students and the instructor an idea of how well students are understanding the material (e.g. quizzes, discussions, group work, etc.).

1. What fraction of the module was spent on formative assessment?
2. To what extent do the students receive feedback from
   1. the instructor individually,
   2. the instructor as a class or small group, and
   3. each other in pairs or as a group?

*Observer notes:*

### **Organization of learning environment**

Organization of the online environment includes use of a home page, modules for “chunking” content into sections/weeks/or units, easy and understandable navigation.

1. Is there a home page with the following information at a minimum: course name, description, instructor, and instructor contact information?
2. To what extent does the module have a beginning, middle, and end?
3. To what extent was content placed into “chunks” or well-defined subtopics within a full module?
4. To what extent were instructions and explanations clear and organized?

*Observer notes:*

# **Peer and Self Evaluation of Asynchronous Teaching**

## Formal Feedback from Peer Reviewer

After visiting the course, reflect on your notes and the key characteristics of effective teaching - learning objectives, engagement, formative assessments, and organization. Decide which area you think is the instructor’s greatest area of strength and identify the greatest area for growth.

## **Area of Strength**

Circle one characteristic that was the greatest strength. Provide specific feedback.

### **Learning Objectives Engagement Formative assessment Organization**

## **Area for Growth**

Circle one characteristic that was the greatest area for growth. Provide specific feedback.

**Learning Objectives Engagement Formative Assessment Organization**