**Peer Review of Asynchronous Online Teaching**

Asynchronous online courses pose unique challenges to peer review and assessment of instruction. At the University of Idaho, this course designation applies specifically to classes for which there is no expectation or requirement of synchronous engagement; therefore, there is no real-time class to observe. However, it is still possible to provide meaningful peer feedback on asynchronous classes and instruction. The key is to be mindful of the limitations and to look more closely at the course space and the effort the instructor makes to create a positive learning experience and environment.

The observed instructor can share content and examples from the class with the observer, or they can walk through aspects of the class together. Either way, the observer and the observed should talk about the instructor’s perceptions of class, the teaching and learning efforts and experiences to date, and areas where feedback can be most helpful. As a guide, the observer can gather information and share feedback based on:

**The LMS Environment**

* Is there a Canvas site for this class?
* Is it organized in a manner that it easy for the students to navigate?
* What are some positives and negatives you see, and suggestions you can make, based on your observations?
* Is there a consistent flow to the modules?
  + Do they follow a predictable instructional pattern?
  + Are the learning goals for each clear, and guideposts to learning as a result equally clear?
* Is the instructor present in these modules?
  + For example, does the instructor include short videos discussing the readings and expectations, or –if lecture-based—are lectures recorded and presented in a learning-centric manner?
    - For example, are lectures 50/75 minutes long or are they edited into shorter segments?
      * Are they instructionally engaging?
      * Are they up-to-date?
    - Are there prompts, time, and space for questions, communication, and course-work, if applicable?
  + Look for signs of instructional presence –welcome videos, discussion boards, multi-model module introductions (eg: a written explanation of the module with some instructor narration/explanation)
* Is the course content well organized?
  + If readings, for example, are uploaded, are they easily discoverable and accessible?
  + If readings, for example, are not uploaded, does the instructor consistently direct the student to the assigned readings per module?
* Is the content accessible? Look at the Ally scores.
* Are Canvas tools and educational technologies, where applicable, used effectively?

**The Teaching and Learning Experience**

A lot of this can be gleaned from the syllabus, sample assignments, announcements, and through conversations with the instructor

* Is the course introduced and described in a way that welcomes and makes sense to students?
* Are the course expectations clearly articulated?
* Are the student learning goals and outcomes clearly articulated?
* Are the pathways to satisfying them clearly articulated?
* Are the engagement expectations clearly articulated?
* Are the assignments and performance expectations appropriate and clearly indicated?
* Are major assignments appropriate and spaced/planned appropriately?
* Do they match the learning goals and outcomes?
* Does the instructor communicate frequently and appropriately with students?
  + Look for announcements and remember that feedback on assignments is an indicator of interaction and communication.
* Does the class reveal a high degree of instructional thought, consideration, intentionality, and effort?
* Are there any observable impediments to inclusive engagement with the class?

***The following table can be used to summarize observations and recommendations quickly, easily, and effectively.***

***Please refer to the content above for specific elements to look for, when necessary.***

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| --- | --- | --- | --- | --- | --- |
| **Observed Instructor: Peer Observer:**  **Observed Class: Date(s):** | | | | | |
| **The LMS Environment** | | | | | |
| **Characteristic** | **Yes** | | | **No** | **Comments** |
|  | **High** | **Low** | **Mod** |  |  |
| Is there a Canvas site for this class? |  |  |  |  |  |
| Is it organized in a manner that it easy for the students to navigate? |  |  |  |  |  |
| Is there a consistent design and flow to the modules? |  |  |  |  |  |
| Is the instructor present in these modules? |  |  |  |  |  |
| Is the course content well organized? |  |  |  |  |  |
| Is the content accessible? (Ally scores) |  |  |  |  |  |
| Are Canvas tools and educational technologies, where applicable, used effectively? |  |  |  |  |  |
| What are some positives and negatives you see, & suggestions you can make, based on your observations? |  | | | | |
| **The Teaching and Learning Experience** | | | | | |
| Is the course introduced and described in a way that welcomes and makes sense to students? |  |  |  |  |  |
| Are the course expectations clearly articulated? |  |  |  |  |  |
| Are the student learning goals and outcomes clearly articulated? |  |  |  |  |  |
| Are the pathways to satisfying them clearly articulated? |  |  |  |  |  |
| Are the engagement expectations clearly articulated? |  |  |  |  |  |
| Are the assignments and performance expectations appropriate and clearly indicated? |  |  |  |  |  |
| Are major assignments reasonable and spaced/planned appropriately? |  |  |  |  |  |
| Do they match the learning goals and outcomes? |  |  |  |  |  |
| Does the instructor communicate frequently and appropriately with students? |  |  |  |  |  |
| Does the class reveal a high degree of instructional thought, consideration, intentionality, and effort? |  |  |  |  |  |
| Are there any observable impediments to inclusive engagement with the class? |  |  |  |  |  |
| What are some positives and negatives you see, & suggestions you can make, based on your observations? |  | | | | |
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| **Overall Assessment** | | | | | |