

Peer Review of Teaching Online Observation Form

Instructor	Egan	Course Number	ETEC 565A
Reviewer	Dumbrille	Course Title	- Special Course in Subject Matter Field - Section 65A

Activity	Class size 17
Format (tick all that apply) <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Asynchronous Discussion <input checked="" type="checkbox"/> Synchronous session <input type="checkbox"/> Small group activity <input type="checkbox"/> Other 	Dates of observation Feb 20 to March 2
Materials provided to reviewer (tick all that apply) <ul style="list-style-type: none"> <input type="checkbox"/> Course Outline <input type="checkbox"/> Session plan <input type="checkbox"/> Student handouts <input checked="" type="checkbox"/> Other Vista site	

General Course Materials

The general course materials available to the students are:

	Strongly disagree	Disagree	Not sure	Agree	Strongly Agree	Not applicable
Comprehensive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Well-organized	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clearly written	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: The content is great, and the student engagement is great. From what I can see, the Vista CMS involves a front end design that's hard to customize. I'm reluctant to say "not Well organized" – for one, it is no worse than the sotl front end design. I found them both bewildering. I've seen a lot more time spent on look and feel on commercial sites. Eye candy isn't the goal, but intuitive is. However, I don't know the tradeoffs or feasibility to working on changing it

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I like the way you've created discussion rooms for each learning module – this is great.

To me, “well organized” would mean a cleaner information architecture with fewer menu items, that are logically nested. This may not be easy or possible with the current learning management system.

Also – I think the HTML splash page doesn't compensate much – reminds me of windows 3.1.

Instructor Role

The instructor engaged students effectively via:

	Strongly disagree	Disagree	Not sure	Agree	Strongly Agree	Not applicable
Posting questions or comments that elicited student responses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Responded to questions substantively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Responded to questions in a timely manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Learning Technologies

The instructor leveraged instructional tools and learning technologies:

	Strongly disagree	Disagree	Not sure	Agree	Strongly Agree	Not applicable
Purposefully	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Confidently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In ways that enhanced the learning environment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: “enhanced the learning environment” – hard to answer this, as I don't know what it would have been enhanced from – I didn't see the “before”.

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Environment

The instructor effectively managed the environment, including:

	Strongly disagree	Disagree	Not sure	Agree	Strongly Agree	Not applicable
Any conflict that arose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pacing things so students could reflect and participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
On time start and end	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments: This is great provision of content, lurking and prodding, from what I can see.

Assessment

The instructor assessed student performance:

	Strongly disagree	Disagree	Not sure	Agree	Strongly Agree	Not applicable
Based on detailed performance criteria <input type="checkbox"/> Norms-based <input type="checkbox"/> Reference-based <input checked="" type="checkbox"/> Both	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In a timely manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
With substantive feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: Judging by your detailed notes to each student, you have been able to clearly assess student learning very well and have given detailed feedback

Summary

Overall, the quality of instruction for this activity was:

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<input checked="" type="checkbox"/>	Excellent
<input type="checkbox"/>	Very Good
<input type="checkbox"/>	Good
<input type="checkbox"/>	Adequate
<input type="checkbox"/>	Problematic

Overall comments: You get the sense that someone is home minding the store, but there are lots of open discussions – showing that people get a sense of ownership. The syllabus looks challenging, to complete it on time, and you keep a sense of lightness in your instruction at the same time.

Instructor strengths:

Accessible, but nobody's fool. Interested in the students' engagement and growth and willing to comb through new posted content to help out, while letting students learn together/teach each other.

Aspects instructor can work on:

I think you could benefit from better design, and imagine this is possible without being a CSS hero. Maybe there are people who are setting up the new learning management system will provide new and better templates.

Re: the weeble session I attended: a support session on Moodle. I liked the quality of your banter. I think as time goes on, digital natives will find managing web resources easier to manage. You don't have to be an expert on, e.g. moodle, to help as a resource.

Two things I can think of that might help instruct on helping use technologies.

- A written agenda that people could see on the screen you shared, with the opportunity to add to the agenda at the start of the meeting, and then knock these out as you go.
- Prime yourself before the session, on agenda items. Eg how to do n using moodle. Lynda.com is 25 dollars a month; it has worked for me. There are videos there on how to use moodle 2.0. See a video, take notes, and recreate the teaching.