

## Peer Review of Teaching Online Observation Form

<b>Instructor</b>	John Egan	<b>Course Number</b>	ETEC 565A- 2009
<b>Reviewer</b>	Amrit Mundy	<b>Course Title</b>	Learning Technologies Selection: Design and Application

<b>Activity</b>	Online Vista Learning materials	<b>Class size</b>	Don't know (22?)
<b>Format</b> (tick all that apply)	<input type="checkbox"/> <b>Asynchronous Discussion</b> <input type="checkbox"/> <b>Synchronous session</b> <input checked="" type="checkbox"/> <del>Small group activity</del> <input type="checkbox"/> Other  <b>Reviewing Vista materials</b>	<b>Dates of observation</b>	1 <sup>st</sup> week March
Materials provided to reviewer (tick all that apply)	<input type="checkbox"/> Course Outline <input type="checkbox"/> Session plan <input type="checkbox"/> Student handouts <input type="checkbox"/> <b>Other</b>	<b>Peer Review form</b>	

### 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 type="checkbox"/>	X	<input type="checkbox"/>
Well-organized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Clearly written	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

**Comments:** Very clean, clear, and well organized. Easy to work through. I very much enjoyed the ease of reading and clarity. In one place I wondered whether a few connections and ambiguities might be helpful. For example, in Module 2, I really liked the clarity of the materials and the case studies. I wondered if the activity might have pushed students thinking a bit more, if they were provided the case studies together, and asked to make some decisions about which space or platform was the most appropriate, while rationalizing this, instead of organizing the case study by unit. As well, if it might have been useful even in this instance, to re-direct their attention to the frameworks, to support their thinking (i.e. the SECTIONS frame for instance)

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### Activity-Specific Materials

The activity-specific materials provided to the students are:

	Strongly disagree	Disagree	Not sure	Agree	Strongly Agree	Not applicable
Clearly articulated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Concise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Linked to overall course objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Unambiguous	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X

**Comments:** The activities were clearly linked to the objectives, and very clearly laid out. The formatting and organization made it very easy to read.

### Activity Delivery

The activity itself was: Speaking to what I saw in the synchronous session

	Strongly disagree	Disagree	Not sure	Agree	Strongly Agree	Not applicable
Well-facilitated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Appropriately paced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Encouraged student-student interactions	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encouraged student-content interactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<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:** I mostly used the synchronous session I attended, to respond to these items – this may not be the best idea, as this was not so much an activity, as something that you were walking students through. Just thought I'd mention this, in case you wondered J.

I didn't have a chance to see the facilitation of any other activity, but if I look at the activity early in module 1 as an example, it was clear, well laid out, and easy to understand. The activity itself is thoughtful and provided great food for thought, while being accessible for students starting the course. Very nice.

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### Instructor Role

The instructor engaged students effectively via: Speaking to what I saw in the discussion postings & in the synchronous session

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

**Comments:** I noticed that you tended to summarize the discussions regularly, but mostly stayed out of the discussions themselves. You noted in your comment that this was intentional and that you preferred to be a 'guide on the side'. This seemed to work very well and to really support the students to engage substantially in the discussions rather than refer to you.

### 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 type="checkbox"/>	X	<input type="checkbox"/>
Confidently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
In ways that enhanced the learning environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X

**Comments:** This speaks to your use of learning technologies in the asynchronous and synchronous environments (the Wimba classroom), and the use of technologies for assignments I somehow missed the toolkit till the very end, but what I saw there was also very well thought out, in terms of introducing students to technologies they might use. The fact that you introduced the students to a variety of technologies, and made it seem uncomplicated speaks to very thoughtful design.

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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"/>	X
Pacing things so students could reflect and participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
On time start and end	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X

Comments: [none]

### Assessment

**The instructor assessed student performance: Not sure about this one – as I didn't see any assessments**

	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 type="checkbox"/> Both	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
In a timely manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
With substantive feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X

Comments:

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## Summary

Overall, the quality of instruction for this course was:

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

### Overall comments:

#### Instructor strengths:

The modules were beautifully laid out, and very clear. I loved the use of case studies in an iterative way. The strategy seemed very appropriate, as well as the regular use of them made the modules feel very cohesive. It modeled for me the value of such iterative strategies. I really like the idea of providing a commentary (versus writing a unit) – especially for a graduate level course, where a lot of the work and understanding comes out of the reading, thinking and discussion.

The frameworks provided were useful, accessible, and thoughtful. The amount of work was easily digestible, not overwhelming nor simplistic. It struck a good balance.

Directions for activities, and for setting up things like the ePortfolio were very clear, and easy to follow – I loved it. As well directions for discussions and grounding opinions theoretically were outlined simply and clearly with no ambiguity.

The organization and formatting of the activities, assignments, readings etc. for each module was wonderful. I also appreciated that expectations around assessment were made very clear early on.

#### Aspects instructor can work on:

I appreciated that the frameworks were clear and easy to use. I wondered if there is some benefit to offering more literature where students could choose other frameworks. They are going to have to critically review a lot of materials going forward. This might be a place to practice that – however, as I didn't look at the literature carefully enough, it's entirely possible that you did do this, and I missed it.

In very few cases (for example the intro page for module 2), I felt that as a student I would have liked some more examples, visuals, and links, that might give me an idea of the platforms early on, to contextualize what I was reading. I'm thinking though that the module did go on to do this later.

Thank you. It was a pleasure to go through some of the course (I went through 3 modules and some discussion). I learn a lot through the review too. Much appreciated