

Online Teaching Module Delivery

Module Feedback Peer-Review Survey

Adapted from:

Athabasca University (2014). *COI Survey*. Available from <https://coi.athabascau.ca/coi-model/coi-survey/>

Northcote, M., & Seddon, J. (2011). *MOOBRIC: A self-reflection rubric of Moodle skills and knowledge (online teaching, course design)*. Available from http://moobric.net/moobric/full_moobric_latest.pdf

Module Identification

Name of Module Reviewed:

Name of Module Developer / Instructor:

Link (URL) to Online Module (if available):

Date of Review:

Instructions for Course Developers

- Make sure you provide access to a copy of this survey form in your Online Teaching Module.
- Use the feedback provided on this form to guide your Final Reflection on your Online Teaching Module project, and to identify any possible revisions that could be made to your Online Teaching Module.

Instructions for Peer-Reviewers

- Use this form to provide peer-feedback on the delivery of the Online Teaching Modules developed by the members of your Online Teaching Module (Peer Review 2) Group.
- Complete all sections of this form. Provide detailed feedback in the spaces provided.
- Forward a copy of this completed form to the appropriate members of your Online Teaching Module (Peer Review 2) Group NO LATER than 11:59 pm Eastern Time on the Sunday, July 30, 2017.
- Submit a copy of your completed feedback form to the Peer Review 2: Module Delivery Assignment Drop Box in Canvas no later than 11:59 pm Eastern Time on the Sunday, July 30, 2017.
 - *Note – upload copies of ALL forms completed to the Assignment Dropbox as part of the same submission (You may need to compress your files together as a .zip file).*

Baseline Standards

Syllabus and Introductory Material

Syllabus and course schedule are clearly outlined

Course materials, dates, and links are reviewed for accuracy and consistency.

Course Preview or Introduction video/audio is ready to present to students before first day of classes

Course Navigation and Technical Requirements

Course uses an appropriate learning management system

Students can readily access the technologies required in the course

The course technologies are current

Technology requirements are clearly mapped with links to required software

The tools and media support the course learning objectives

Navigation throughout the online components of the course is logical, consistent, and efficient

Course is well-organized and easy to navigate

All web pages are visually and functionally consistent throughout the course

Learning Activities

Lessons are sequenced in logical order

Lessons or modules and access to course materials are consistent in structure, design, and location

Duplication of information is strategically managed

Course identifies synchronous/asynchronous communication tools

Learning Support

Learner support is clearly identified within the course (including supports available via the LMS platform provider)

Links to Institution student services and resources are noted in the course.

Additional Comments on Baseline Standards

Please provide specific feedback on any improvements that could / should be made with respect to the Baseline Standards (Syllabus and Introductory Material, Course Navigation and Technical Requirements, Learning Activities, and Learning Support) for the Online Teaching Unit.

Teaching Presence

5 point Likert-type scale

1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

Design & Organization

1. The instructor clearly communicated important course topics.

1 2 3 4 5

2. The instructor clearly communicated important course goals.

1 2 3 4 5

3. The instructor provided clear instructions on how to participate in course learning activities.

1 2 3 4 5

4. The instructor clearly communicated important due dates/time frames for learning activities.

1 2 3 4 5

Facilitation

5. The instructor was helpful in identifying areas of agreement and disagreement on course topics that helped me to learn.

1 2 3 4 5

6. The instructor was helpful in guiding the class towards understanding course topics in a way that helped me clarify my thinking.

1 2 3 4 5

7. The instructor helped to keep course participants engaged and participating in productive dialogue.

1 2 3 4 5

8. The instructor helped keep the course participants on task in a way that helped me to learn.

1 2 3 4 5

9. The instructor encouraged course participants to explore new concepts in this course.

1 2 3 4 5

10. Instructor actions reinforced the development of a sense of community among course participants.

1

2

3

4

5

Direct Instruction

11. The instructor helped to focus discussion on relevant issues in a way that helped me to learn.

1

2

3

4

5

12. The instructor provided feedback that helped me understand my strengths and weaknesses.

1

2

3

4

5

13. The instructor provided feedback in a timely fashion.

1

2

3

4

5

Additional Comments on Teaching Presence

Please provide specific feedback on any improvements that could / should be made with respect to Teaching Presence for the Online Teaching Unit.

Social Presence

5 point Likert-type scale

1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

Affective expression

14. Getting to know other course participants gave me a sense of belonging in the course.

1 2 3 4 5

15. I was able to form distinct impressions of some course participants.

1 2 3 4 5

16. Online or web-based communication is an excellent medium for social interaction.

1 2 3 4 5

Open communication

17. I felt comfortable conversing through the online medium.

1 2 3 4 5

18. I felt comfortable participating in the course discussions.

1 2 3 4 5

19. I felt comfortable interacting with other course participants.

1 2 3 4 5

Group cohesion

20. I felt comfortable disagreeing with other course participants while still maintaining a sense of trust.

1 2 3 4 5

21. I felt that my point of view was acknowledged by other course participants.

1 2 3 4 5

22. Online discussions help me to develop a sense of collaboration.

1 2 3 4 5

Additional Comments on Social Presence

Please provide specific feedback on any improvements that could / should be made with respect to Social Presence for the Online Teaching Unit.

Resolution

32. I can describe ways to test and apply the knowledge created in this course.

1

2

3

4

5

33. I have developed solutions to course problems that can be applied in practice.

1

2

3

4

5

34. I can apply the knowledge created in this course to my work or other non-class related activities.

1

2

3

4

5

Additional Comments on Cognitive Presence

Please provide specific feedback on any improvements that could / should be made with respect to Cognitive Presence for the Online Teaching Unit.

Additional Feedback

Please feel free to provide any additional feedback about the Online Teaching Unit