NEBRASKA METHODIST COLLEGE

GRADUATE PROGRAM

**ONLINE PEER REVIEW TOOL**

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| ***Criterion 1: Organization and Design Criteria*** | **Yes** | **No** | **NA** | **Comments** |
| 1. Each course includes an introduction and/or cybertour to introduce the student to the course. |  |  |  |  |
| 2. A list of standardized online course expectations is provided for all learners in the syllabus. |  |  |  |  |
| 3. Course is visually and functionally consistent, including consistent navigation. |  |  |  |  |
| 4. Announcements are used for reminders and links to changes. |  |  |  |  |
| 5. Required course elements are clearly delineated from supplemental elements. |  |  |  |  |
| 6. Units of instruction are subdivided in subunits, with headings and subheadings that are logically linked. |  |  |  |  |
| 7. Standards of Netiquette are followed, such as avoiding CAPITALS because they appear to shout at the student. |  |  |  |  |
| 8. Color and graphics are used effectively. |  |  |  |  |
| 9. Online course faculty follows the appropriate legal guidelines with regard to copyright and intellectual property issues. |  |  |  |  |
| 10. Course navigation buttons are standardized. |  |  |  |  |
| 11. Underlining is used only for hyperlinks. |  |  |  |  |
| 12. Questions for discussion forums are in the subject line. |  |  |  |  |

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| ***Criterion 2: Course Content*** | **Yes** | **No** | **NA** | **Comments** |
| 1. Course description, outcomes, content, and assessment are consistent. |  |  |  |  |
| 2. Outcomes and student expectations for assignments, discussion, participation and projects are clearly explained. |  |  |  |  |
| 3. Content links are current and functional. |  |  |  |  |
| 4. Content is complete, accurate, current, and free of typographical errors. |  |  |  |  |
| 5. Examples establish content’s relevance with case studies, potential scenarios, examples, and/or problems comparable to real-world situations. |  |  |  |  |
| 6. Content is related to other material the learners may have studied or experiences they may have had. |  |  |  |  |

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| ***Criterion 3: Instruction*** | **Yes** | **No** | **NA** | **Comments** |
| 1. Demonstrates multi-modal teaching strategies such as visual, textual, interactive, and/or auditory activities to enhance diverse learning styles and needs of adult learners. |  |  |  |  |
| 2. Course is geared to adult learners with learning activities that encourage critical thinking, creativity, and problem-solving. |  |  |  |  |
| 3. Learning activities are logically sequenced. |  |  |  |  |
| 4. Learning activities are realistic and appropriate and can be performed with the resources and time available to the learners. |  |  |  |  |
| 5. Clear and concise instructions and expectations are provided, including those for collaborative or team-based learning activities. |  |  |  |  |
| 6. Course promotes interdependence, peer support, and the creation of a learning community. |  |  |  |  |
| 7. Course learning activities have real-world relevance. |  |  |  |  |
| 8. Learning strategies include student-led opportunities as well as choice of materials. |  |  |  |  |
| 9. Number of learning activities is sufficient and appropriate to support learning. |  |  |  |  |
| 10. Coaching or remediation is provided at critical times and then support decreases in order to promote self-sufficiency in student. |  |  |  |  |

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| ***Criterion 4: Interaction*** | **Yes** | **No** | **NA** | **Comments** |
| 1. Expectations for communication, collaboration, accountability, and peer coaching among students and between students and faculty are defined and established. (syllabus, discussion forum & "questions about course") |  |  |  |  |
| 2. As a facilitator rather than a provider of content, instructor generates questions to stimulate thought, test ideas, and promote critical thinking. |  |  |  |  |
| 3. Activities engage and motivate; learners must frequently respond to questions, select options, provide information, or contact others. |  |  |  |  |
| 4. Constructive, relevant and frequent feedback is provided on an individual or group basis to promote clarification, elaboration, and transfer of knowledge. |  |  |  |  |
| 5. Instructor encourages and frequently interacts with the students(s) to promote effective learning and problem-solving. |  |  |  |  |
| 6. Instructor establishes methods to convene with students online, by phone, by e-mail, by video conferencing or face-to-face meetings. |  |  |  |  |
| 7. Instructor encourages asynchronous interaction and synchronous communication. |  |  |  |  |
| 8. Discussion forums or threads are separated and categorized by common themes. |  |  |  |  |
| 9. Discussion forums or threads ask for information, clarify, summarize and encourage students’ participation; students are challenged to justify and elaborate when discussing and answering questions. |  |  |  |  |
| 10. Students doing collaborative projects are divided into groups of three to four; discussion groups are limited to 10 to 12 students per group. |  |  |  |  |
| 11. Students incorporate course content and assigned readings into discussion and class activities. |  |  |  |  |
| 12. Class provides opportunity for students to post personal information and/or non-content related activities. |  |  |  |  |

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| ***Criterion 5: Evaluation and Assessment*** | **Yes** | **No** | **NA** | **Comments** |
| 1. Detailed step-by-step instructions in the syllabus and on the lesson page are provided with each exercise, including guidelines for submitting assignments. |  |  |  |  |
| 2. A variety of content-relevant assignments or evaluative exercises are provided. |  |  |  |  |
| 3. Ongoing assessment is provided in an expected and timely manner. |  |  |  |  |
| 4. Instructor discusses progress individually with student to protect privacy. |  |  |  |  |
| 5. Students are informed about criteria that will be used to evaluate their participation in online activities. |  |  |  |  |
| 6. Objectives are specific, measurable, accountable, controllable, and timebound. |  |  |  |  |
| 7. There is a clear relationship between learning outcomes, evaluation strategies, and course assignments. |  |  |  |  |
| 8. Examples of work are given when appropriate. |  |  |  |  |
| 9. Coursework promotes self-assessment and reflection. |  |  |  |  |
| 10. Students are encouraged to provide comments and feedback on each other’s assignments. |  |  |  |  |
| 11. Evaluation and grading procedures are clear. |  |  |  |  |
| 12. Honor code expectations are clear and links available for students (in syllabus). |  |  |  |  |

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| Course Name: |
| Date: |
| Reviewer: |
| Course Faculty: |
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