

Blended Course Peer Review Form

Ask a trusted colleague to use this form to review the components (in-class documents and online materials) of your blended course.

| | |
|-----------------------|--------------------------------|
| Course Name: | Course Instructor Name: |
| Reviewer Name: | Review Date: |
| % F2F: | % Online: |

- Key**
- Exemplary = a model implementation for this criterion
 - Accomplished = excellent implantation, comparable to others
 - Promising = good implementation but lacking in some aspects
 - Incomplete = good start but only partial implementation
 - Missing = no evidence of this criterion
 - Not Appropriate = this criterion is not relevant for the course reviewed

Course Expectations

| Criteria | E | A | P | I | M | NA |
|--|---|---|---|---|---|----|
| Instructions are provided to students on how to start the course Some possible options: <ul style="list-style-type: none"> In-class orientation session Online orientation materials (e.g., screencasts, diagrams, documents, etc.) | | | | | | |
| The relationship between online and face-to-face expectations/activities is stated clearly to students | | | | | | |
| Protocols for course communications between students and instructor are provided (e.g., general “Netiquette,” best venue for questions, procedures for conducting discussions, etc.) | | | | | | |
| All materials required for the course are delineated for students (e.g., texts, equipment, software, web access, etc.). | | | | | | |
| Notes: | | | | | | |



Learning Objectives

| Criteria | E | A | P | I | M | NA |
|--|---|---|---|---|---|----|
| Course-level learning objectives/outcomes are written clearly in student-friendly wording | | | | | | |
| Learning objectives/outcomes for each sub-division of the course (e.g., modules, lessons, weeks, chapters, etc.) are written clearly in student-friendly wording | | | | | | |
| Learning objectives/outcomes align with multiple levels of Bloom's Taxonomy of Educational Objectives as appropriate | | | | | | |
| Notes: | | | | | | |

Learning Activities/Content

| Criteria | E | A | P | I | M | NA |
|--|---|---|---|---|---|----|
| Learning activities align with stated learning objectives/outcomes | | | | | | |
| Learning activities contain clear, detailed instructions for students | | | | | | |
| Learning activities promote student-to- student interaction | | | | | | |
| Learning activities promote student-to- instructor interaction | | | | | | |
| Learning activities promote student-to- content interaction | | | | | | |
| Content presentations support learning activities | | | | | | |
| Content presentations align with learning objectives/outcomes | | | | | | |
| All web links and embedded media elements included in content presentations are functional | | | | | | |
| Notes: | | | | | | |

Learning Assessments

| Criteria | E | A | P | I | M | NA |
|---|---|---|---|---|---|----|
| A variety of learning assessments is provided to students | | | | | | |
| Learning assessments align with stated learning objectives/outcomes | | | | | | |
| Course documents state the contributions toward the final course grade of each graded learning assessment | | | | | | |
| Written scoring criteria are provided to students for each human-scored learning assessment | | | | | | |
| Care is taken to avoid a "high stakes" testing environment | | | | | | |
| Course documents include statements detailing when and where grades will be posted | | | | | | |
| Informal assessments are incorporated when appropriate | | | | | | |



Notes:

Technology Tools

| Criteria | E | A | P | I | M | NA |
|---|---|---|---|---|---|----|
| All required technology tools (within Course Management System or from other sources) have a clearly stated purpose related to course goals | | | | | | |
| All required technology tools have clear student usage instructions | | | | | | |
| Technical support contact information is provided for all required technology tools | | | | | | |
| Notes: | | | | | | |

Ethical/Legal Compliance

| Criteria | E | A | P | I | M | NA |
|--|---|---|---|---|---|----|
| Course materials provide information about how students with disabilities may receive accommodations. | | | | | | |
| Course materials/activities show evidence of universal design principles (e.g., video captioning online/face-to-face; "clicker buddies" pairing two students with one personal response device; alternative text for images in online materials, etc.) | | | | | | |
| Course materials contain statements clarifying ownership and usage rights where appropriate (e.g., "...used with permission...;" "...falls within Fair Use guidelines...;" "...used under the terms of a Creative Commons Attribution 3.0 license...;" etc.) | | | | | | |
| Instructor takes steps to protect students' educational records/privacy rights (e.g., no personal information used in public posting of student grades; encouraging student aliases in online public interactions; etc.) | | | | | | |
| Course materials provide written definitions of and consequences for student behaviors that constitute plagiarism and/or academic misconduct. | | | | | | |
| Notes: | | | | | | |



Implementation of Blended Course

Note: Requires observation of f2f and online settings during the course term.

| Criteria | E | A | P | I | M | NA |
|--|---|---|---|---|---|----|
| Instructor is active in guiding students through the course (e.g., issuing reminders, clarifying instructions, etc.) | | | | | | |
| Instructor ensures her/his accessibility by students in both f2f and online contexts | | | | | | |
| Instructor solicits feedback from students | | | | | | |
| Instructor is responsive to student questions/concerns | | | | | | |
| Instructor works to maintain a consistent integration between f2f and online contexts | | | | | | |
| Instructor adapts design of the course to meet emergent needs as appropriate | | | | | | |
| Students are engaged appropriately in both f2f and online contexts | | | | | | |
| Notes: | | | | | | |

General Notes:

