



South Central College

Is it Ready for Online / Hybrid Instruction?

PEER REVIEW for Online / Hybrid Course Readiness

Statement of Confidentiality

All information about this course peer review and the course instructor / developer are considered confidential and are intended solely for the purpose of providing feedback to the instructor / developer to expand the quality of online and hybrid course delivery. By agreeing to participate in this peer review you are agreeing to uphold that confidentiality.

WHAT IS YOUR ROLE AS A PEER REVIEWER?

You have been invited to provide feedback related to a newly-designed online course!

- You may respond digitally or by pen-or-pencil on a print-out if you so prefer.
- Major course elements are open to your “Guest” login; plan about 30-45 minutes to explore & experience it.
- Read content, check out the assignments; decide if directions & the parts of the course make sense to you.
- At that point, use your experience while in the course to complete this review form.
- Feel free to go in and out of the course as often as necessary during your review.

WHAT DOES A QUALITY ONLINE COURSE LOOK LIKE?

South Central College values the following principles:

- Course Introduction & Organization
- Competencies & Learning Objectives
- Assessment
- Course Materials
- Learner Activities & Interactions
- Appropriate & Effective Use of Technology
- Learner Support & Resources
- Usability & Accessibility
- Opportunities for Student Feedback

Course developers address each of the areas they match strategies and learning methods appropriate to their content. The review process guides you to look at each principle in the course.

EXTRA NOTES:

- You do not have to be a content expert - assume the student role. Does it make sense? Can you find your way around?
- Your feedback will be based on what you currently see in the course - some parts are not released for your access.
- The course is not yet “live” so you will not see any student work or discussion responses.
- Peer Review is not proofreading but feel free to point out any spelling or writing errors that you discover.
- Email your review file (with comments) to Juliann Brueske in Learning Central

Thank you for your comments & time.

Questions about this form or the Peer Review Process may be directed to Juliann Brueske, Technology Project Specialist / SCC D2L Site Admin at South Central College - email Juliann.Brueske@southcentral.edu by phone at 507-389-7382.

Category 1 - Course Introduction & Organization

Promote interaction and communication - Course specific resources & information - Course Navigation & Organization

- Course welcome, instructor contact information, course tour, and start here information posted on the course homepage announcements **1.1**
- Important course information and course schedule posted in a Getting Started module in content **1.1**
- Instructional materials and required software are well defined and easily located **1.1**
- Textbook information and Links to order textbooks or other instructional materials are provided **1.1**
- Course Purpose and how the course is structured is described **1.2**
- Netiquette for all forms of course online communication are described (email, discussions, etc.) **1.3**
- Course completion requirements **1.4**
- Consequences of cheating or plagiarism; academic integrity guidelines provided **1.4**
- Course policies are outlined in the syllabus and incorporated in a Getting Started module - includes grading, late work policy, student & instructor contributions, academic honesty, classroom behavior, netiquette, student academic policies, accessibility statement **1.4**
- Resources and clear instructions are provided for any software and/or plug-ins required for the course **1.5**
- Information/tutorials on “how to use” software required by class assignments **1.5**
- Technology is used to engage students in learning, not just for viewing but for interacting with other students or with the course content - Spell out every plugin or software specific to the course that is needed to complete the course **1.5**
- Information about prerequisite knowledge is found in the course **1.6**
- Information on additional related courses is provided **1.6**
- Minimum technical Skills / proficiencies to complete the course are clearly stated **1.7**
- Contact information for the instructor is provided **1.8**
- Course instructor introduced themselves and provided office hours & instructor access information **1.8**
- Students are asked to introduce themselves & instructor introduces himself/herself to model interactions **1.9**
- Students are encouraged to respond to classmate introductions **1.9**
- “Ice-breaker” activity to get acquainted **1.9**

Quality Matters Standards 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, & 1.9

Category 2 - Competencies & Learning Objectives

Course navigation and organization - Promote interaction and communication

- Course outcomes and learning objectives are measurable **2.1**
- Module competencies and learning objectives are measurable and align with the course outcomes / learning objectives **2.2**
- Language of written material is conversational and supportive **2.3**
- Sentences and paragraphs are brief but clear **2.3**
- Competencies and learning objectives are stated in each module as an overview **2.4**
- An activities checklist and module assessments are provided and align with the module learning objectives **2.4**
- Reading and writing requirements are consistent with student abilities and course unit load **2.5**

Quality Matters Standards 2.1, 2.2, 2.3, 2.4, & 2.5

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Category 3 - Assessment

Assess student readiness for learning - Assessment activities are aligned with learning objectives - Multiple assessment strategies - Regular feedback

- Course assessments are consistent with the course and module learning objectives / competencies 3.1
- Learning objectives area measurable and appropriate 3.1
- Instructional materials, technologies, and activities are current and support the leaning objectives and competencies 3.1
- Course grade calculations, grade policy & grading scale are clearly explained 3.2
- Acceptable methods for completing assignments are identified & clearly explained (group work, open book, etc.) 3.3
- Authentic assessments; scoring guidelines or rubrics are provided and define grading criteria 3.3
- Samples of assignments that illustrate or models instructor's expectations are provided 3.3
- Detailed instructions and tips for completing assignments are provided 3.3
- Due dates are provided for all assignments 3.3
- Students have opportunities to apply rubric to their own work and may describe/defend their score 3.3
- Expectations of students' will be graded on participation in course discussions are provided 3.3
- Students complete assessments and/or demonstrate mastery before advancing to the next level (module) of instruction 3.4
- Quantity and scope of graded assignments is reasonable 3.4
- Benchmark assessments such as Students bibliography, reference lists, outlines, or drafts are used 3.4
- When possible, options for completion among assignments are provided to allow for different interests, backgrounds, and personal learning styles 3.4
- Self-tests similar to the final evaluation instruments are used 3.4
- Instructor has made an attempt to include preferred learning styles by using various strategies & activities 3.4
- Students are not assessed solely on tests/quizzes but are provided ample opportunity to demonstrate proficiency in different ways including self-assessments 3.5

Quality Matters Standards 3.1, 3.2, 3.3, 3.4, & 3.5

Category 4 - Course Materials

Resources supporting course content - Activities / Instructional materials to enhance student learning (addressing multiple learning styles) - Course navigation and organization

- Instructional materials align with the module learning objectives and outcomes 4.1
- Appropriate images supporting module content and add visual interest are used 4.1 & 8.3
- Instructor explains how course materials, resources, and learning activities will be used in the course and how they relate to learning objectives 4.2
- The source for all course materials and resources are clearly identified & is properly cited 4.3
- Links to other parts of the course or external sources are working properly (not broken links) 4.4
- Link(s) provided to web sites with supporting information are current and relevant to course content 4.4
- Link(s) provided to web sites of organizations or associations related to course content are current 4.4
- Instructional material may be reviewed repeatedly (built-in redundancy)
- Summary provided frequently, particularly at the end of topics (learning plans), to reinforce learning

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- A variety of instructional materials are used in the course such as **4.5**
 - Glossary of Terms
 - Learning Objects (external to course, such as MERLOT, OER Commons, etc.)
 - Animations
 - Tutorials with screen captures & voice over
 - Audio clips
 - Graphics
 - Video clips
 - Interviews
 - Famous speeches
 - Case Studies
 - PowerPoint presentations
 - Simulations or interactivities
- Personal interview reports **4.5 & 6.1 & 6.2**
- Clear directions are given for each task or assignment **4.6**
- Resources are separated into “required” and “optional” categories **4.6**

Quality Matters Standards 4.1, 4.2, 4.3, 4.4, 4.5 & 4.6

Category 5 - Learner Activities & Interactions

Course navigation and organization - Integrated learning objectives and activities - Activities to develop critical thinking and problem-solving skills - Assessment activities are aligned with learning objectives - Regular feedback - Promote interaction and communication - Self-assessment and peer feedback

- Readings, learning activities, and assigned work align with learning objectives **5.1**
- Activities lead to learning desired concepts **5.1**
- Readings, learning activities, and assigned work prepares the student for the assessment tasks **5.1**
- Case studies are used to engage students and apply concepts **5.2**
- Learning and practice is encouraged by posted activities **5.2**
- Discussions center on questions without a single correct answer **5.2**
- Students prompted to find web-based resources supporting the topic to share with classmates; the highest quality resources incorporated into the course **5.2**
- Compare and contrast exercises are used **5.2**
- Critique classmates' assignments through peer review **5.2**
- Collaborative exercises for interactive learning **5.2**
- Portfolios (building one activity upon another) to share/peer review **5.2**
- FAQ site/discussion on course information **5.2**
- Log sheets, journaling, or electronic portfolios provide opportunities for active learning **5.2**
- Rich and rapid feedback - self-grading assignments released immediately **5.3**
- A clear plan is presented to students as to when and how much feedback the instructor will provide **5.3**
- Instructor availability, respond times to email & discussion, feedback turnaround time on assignments and

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grades is clearly provided to students **5.3**

- Estimated amount of time needed for completing course requirements **5.4**
- Course activities checklist/schedule is available in a printer-friendly format for student convenience **5.4**
- Expectations for synchronous vs asynchronous activities are clearly spelled out **5.4**
- Tasks and activities are designated as synchronous or asynchronous; sequential or may be completed in any order (clarified) **5.4**
- Criteria used to evaluate participation in online discussion groups is provided to students **5.4**
- Expectations and timeline for student participation in required course interactions is clear **5.4**
- It is clearly stated that student participation is tracked to draw “wallflowers” in to the discussions **5.4**
- Students are expected to pose discussion questions, respond to others’ discussion topics, later post answers to their own questions and respond to others’ comments on their discussion topic **5.4**
- Peer review opportunities with clear guidelines are provided **5.4**

Quality Matters Standards 5.1, 5.2, 5.3, & 5.4

Category 6 - Technology

Activities / Instructional materials to enhance student learning - (addressing multiple learning styles) - Self-assessment and peer feedback - New teaching methods

- Appropriate course tools are used to support student learning (i.e. discussions, web conferencing, etc.) **6.1**
- Instructor is open to trying new methods of delivery of instruction -chat, webinars, or group work to support student learning and promote student engagement and active learning **6.2**
- Video clips of interviews, historical audio clips of famous speeches, historical movements, etc. are used are used to support active learning **6.1 & 6.2**
- Screen animations for instructional exercises and simulations are used **6.1 & 6.2**
- Self-assessment activities are included: **6.1 & 6.2**
 - Crossword or word search puzzles
 - Matching and game-show-style trivia games
 - Online scavenger hunt / Web Quest
 - Annotated bibliography
 - PowerPoint presentations as assignments
 - Flash simulations
 - Animated timeline
 - Virtual or 3D simulations
- Log sheets, journaling, or electronic portfolios **6.2**
- Sources for any required plug-ins, hardware/software, and subscriptions are provided **6.3**
- Current technologies are used to support student learning - blogs, web conferencing, wiki, tutoring, etc. **6.4**
- Privacy policies are provided for any tool external to IMS that requires a student to create an account with a username and password to access the tool. **6.5**

Quality Matters Standards 6.1, 6.2, 6.3, 6.4, & 6.5,

Category 7 - Learner Support

Information about being an online learner

- Contact information for technical support or Help Desk is provided 7.1
- Minimum computer hardware and software requirements are outlined 7.1
- Links to college Academic Support Center and ADA policy & procedures are provided 7.2
 - <http://southcentral.edu/Disability-Support-Services/disability-services.html>
 - <http://southcentral.edu/Disability-Support-Services/disability-support-services-policies-and-procedures.html>
 - <http://www.southcentral.edu/Student-Academic-Policies/disability-rights-policy.html>
- Link to college student policies is provided <http://www.southcentral.edu/Student-Academic-Policies/academic-dishonesty-policy.html> 7.3
- Tutorial(s) and/or how-to guide for using the IMS tools are provided 7.3
- FAQs for IMS Netiquette guidelines are provided 7.3
- Checklist for workstation setup or other method for common troubleshooting tips are provided 7.3
- Tips for being a successful online / hybrid student are provided 7.3
- Quiz / Indicator Tool is provided to self-assess student readiness to be an online student 7.3
- Link to Library resources are provided 7.3
- Instructions for how to conduct online research is provided 7.3
- Instructions on how to write a research paper is provided 7.3
- Guidelines for APA/MLA format of papers and/or citations are provided 7.3
- Link to college Academic Support Center is provided 7.3
- Links to college student resources are provided: 7.4
 - College Advising <http://southcentral.edu/Academic-Advising/advising-academic-advising.html>
 - Admissions <http://southcentral.edu/Admissions/admissions-checklist.html>
 - Academic Departments <http://www.southcentral.edu/Majors-and-Programs/departments-academic.html>

Please note that SCC South Central Online maintains a **Learner Support & D2L Brightspace Introduction module** for instructor to use as in-course references – this satisfies all of Category 7 design indicators.

Quality Matters Standards 7.1, 7.2, 7.3 & 7.4

Category 8 - Usability & Accessibility

Aesthetic design, layout & Consistency - Universal accessibility - Managed Pace of course delivery - Accessibility statement (syllabus)

- Layout of course is visually and functionally consistent; the Navigation is clear, simple and user friendly - content is keyboard accessible 8.1
- Course structure, organization, and sequencing of the course content is in a logical order - Topics are clearly identified and subtopics are related to topics - Sequential (vs. concurrent) topics 8.1
- Course content layout and design is consistent and “chunked” for more manageable learning experience 8.1
- IMS, additional resources, and tool accessibility information is provided (i.e. software used to create content, web conferencing software, publisher resources, etc.) 8.2
- Provide accessibility statements for each technology used in the course (provide in syllabus, getting started module, or resource page) 8.2
- Accessibility statement as required by SCC is included in course syllabus 8.2
- Includes ADA compliance statement from IMS 8.2 - These items are included in the Learner Support & D2L Brightspace Introduction module
<http://www.brightspace.com/about/accessibility/> & <http://www.brightspace.com/about/accessibility/standards/>
https://d2l.custhelp.com/app/answers/detail/a_id/1213/-/about-accessibility
- Images include alternative text and long descriptions text when images convey data / information that requires an in-depth explanation in a caption, in surrounding text, or a link to a long description - animated images are not used 8.2
- Universal accessibility concerns are addressed throughout course, providing transcripts of any non-text objects and alternate means to access the course materials - link text are meaningful & indicates the links destination, underlining is only used for hyperlinking and not for emphasis 8.3
- Alternative formats of materials provided (e.g., captioning, transcripts & long descriptions of media objects, optional print packet of extensive reading materials, CD of audio clips used in course, etc.) 8.3
- Use of color adds visual interest but does not disadvantage those with color blindness or other visual limitations - color is used along with other means to convey meaning (e.g., color used with bold text) 8.4
- Text is provided in a sans serif fonts such as Arial, Calibri, and Verdana for easy readability on a computer or mobile device - Serif fonts like Times New Roman should only be used for content to be printed 8.4
- Lists are formatted in either ordered or unordered lists (use ordered lists if order matters) 8.4
- Sufficient contrast between text and background makes information easy to read 8.4
- Design keeps course pages to a comfortable length with white space 8.4
- Spelling and grammar are consistent and accurate 8.4
- Documents used in the course are accessible, use heading styles / levels, alternative text for images are included, tables use column and row headers & tab in from left to right, floating text boxes are NOT used, built in Powerpoint slide layouts are used, math & science items are created with an accessible equation editor 8.4
- Multimedia is used to support the content in the course 8.5
- Multimedia in the course is easy to view and operate 8.5
 - Images are appropriate size for viewing and optimized for quick loading
 - Audio & Video content presented in small consumable portions & are appropriate length to meet goals of activity
 - Audio & Video content quality is good and purposeful & provided through a streaming media server - use of accessible media player (MediaSpace or YouTube)

Category 9 - Opportunities for Student Feedback

Course content

- Evaluation survey at end of course - Research and Planning provide an online version of course evaluation
- Student input sought at regular intervals - ask the instructor discussion, midterm how's it going survey
- Instructor invites feedback on how delivery can be more effective for student learning (i.e., Feedback topic)
- Open ended questions in discussion

Online technology

- Instructor has an open door to students to point out flaws of delivery of instruction using technology - students have opportunities to communicate technical issues - *this could be facilitated with a course discussion*

Instruction and assessment

- Instructor is open to feedback from students about the course delivery and technology and to modify course as needed to improve delivery
- Instructor is able to modify elements (e.g., fix bad quiz questions, extend deadlines, review methods of achieving course objectives)

Reviewers: You are invited to add additional suggestions or comments in the space below.

Closing Comments

Based on your review, what are the three most important things this instructor could add, change or remove to enhance this course?

1.

2.

3.

Based on your review, what are the three strongest elements in this course?

1.

2.

3.

Thank You!