

# QLT Peer Review Form: Online or Blended Course

Course in Review			
Modality at Time of Observation	<input type="checkbox"/> Synchronous, real time video session <input type="checkbox"/> Blended / Hybrid (elements of synchronous and asynchronous work) <input type="checkbox"/> Asynchronous		
Instructor of Record		Peer Reviewer	
Review Start Date/Time		Review End Date/Time	
Review Goal/Purpose			

## Areas for Review

Place a checkmark next to the areas being reviewed. To change a box into a checkmark, right click on the box you would like to check. Then, select the checkmark icon from the menu.

[See an example of Interactive Checklists.](#)

- Course Overview/Organization
- Assessment and Evaluation
- Instructional Materials/Content and Resources Utilized
- Student Interaction/Engagement and Community
- Facilitation and Instruction

## Reviewer Support Documents:

- [HSU eLearning Policy](#)

- [Guide to Peer Review](#)
- [HSU Quality Learning and Teaching \(QLT\) Instrument/Guide](#)

## Course Overview/Organization

A successful online learning experience begins with an introduction to the course essentials. The class should clearly convey what students will learn, how they will learn it, and who they will learn with.

	YES	Some-times	NO	EVIDENCE FROM THE COURSE	MODIFICATIONS/PEER SUGGESTIONS
Clearly guides students to the “start” area of the course (QLT 1.1, 4.3)					
Communicates a list of the course outcomes (QLT 2.1)					
Provides a description of the learning environment (types and frequency of activities students will experience) (QLT 1.3)					
Organizes course content into clear, manageable chunks (Learning Modules or Units) (QLT 4.3)					
Includes syllabus with overview of the semester schedule (QLT 1.1)					
Instructor includes multiple formats for being					

<p>contacted by students (email, office hours, Zoom, chat, Q&amp;A Discussion Forum), availability information, brief biographical information, and a picture of the instructor. (QLT 1.2)</p>					
<p>Establishes course etiquette expectations for a safe and welcoming learning environment (Community Guidelines) for various forms of course communication and dialog discussion (i.e Discussion Forum, Chat, VoiceThread, Zoom etc.) are presented and clear to the student. (QLT 1.4)</p>					

## Assessment and Evaluation of Student Learning

Online teaching offers a range of options for assessing student learning. Effective online learning is an active, continuous, and growth-oriented process.

	YES	NO	EVIDENCE FROM THE COURSE	MODIFICATIONS/PEER SUGGESTIONS
<p>Learning activities are aligned with stated course outcomes. (QLT 2.3)</p>				

Objective(s) and expected outcomes of activities are communicated in student-centered language. (QLT 2.1)				
Course/modules include formative assessments or “self-checks.” (QLT 2.5)				
Grading policy is communicated and grading practices are transparent. (QLT 2.2)				
Regular feedback is provided to students. (QLT 2.5)				

## Instructional Materials/Content and Resources Utilized

Teaching online provides access to a robust collection of existing resources that may be used to support student learning.

	YES	NO	EVIDENCE FROM THE COURSE	MODIFICATIONS/PEER SUGGESTIONS
Clearly communicates the resources and materials students are expected to acquire. (QLT 3.1, 3.2)				
Designs learning experiences that are supported with credible online content and resources. (QLT 3.6)				

Uses a variety of online content as catalysts for learning (text, images, and video). (QLT 3.5)				
Selects and shares online content that connects the course curriculum to course module and learning objectives, and real world contexts. Visual aids adhere to UDL principles, are clear, legible, and effective and acknowledge diversity, including, but not limited to, integrating multiple identities through cultural histories, local histories, and contributions (QLT 3.3, 5.2)				
Cites resources and materials re-used in the course. (QLT 3.6)				

## Student Interaction/Engagement and Community

Effective online learning is active and student-centered. Regular student-interactions foster a sense of belonging among learners and introduce students to diverse perspectives.

	YES	NO	EVIDENCE FROM THE COURSE	MODIFICATIONS/PEER SUGGESTIONS
Includes information about how to be a successful online student (QLT 4.2)				

Communicates and models acceptable online etiquette and effective interaction norms for a safe and welcoming environment (QLT 1.4)				
Creates active and interactive learning opportunities (QLT 4.4)				
Implements frequent activities that require students to engage with peers (QLT 4.4)				
Evidence of student-student and faculty-student interactions are frequent and meaningful. (4.6, 5.5, 5.6)				

## Facilitation and Instruction

An approachable, present online instructor plays a critical role in student engagement, motivation, and success. The instructor also plays a key role in fostering a sense of community in the class

	YES	NO	EVIDENCE FROM THE COURSE	MODIFICATIONS/PEER SUGGESTIONS
Instructor welcome message with photo or video (QLT 1.2)				
Clear e-communication policy with multiple means of communication and max. response time for student inquiries. (QLT 1.2)				

Active and meaningful instructor participation in course activities (Discussion Board, VoiceThread, etc)				
Encourages student questions and feedback (QLT 2.6)				
Regularly participates in the course activities as a facilitator of learning (QLT 5.5)				
Summarizes group interactions by highlighting areas of agreement or disagreement (QLT 5.1)				
Provides timely feedback (QLT 5.6)				
Regularly sends communications about course due dates, milestones, and extra curricular learning opportunities (QLT 5.8)				
Provides feedback to students using audio or video messages (not just written)				
Is accessible to students in both asynchronous and synchronous modalities (email, phone, Zoom) (QLT 1.2)				