**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**

**E**xemplary = a model implementation for this criterion **A**ccomplished = excellent implantation, comparable to others **P**romising = good implementation but lacking in some aspects **I**ncomplete = good start but only partial implementation **M**issing = no evidence of this criterion

**N**ot **A**ppropriate = 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:   * 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:** | | | | | | |
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**Learning Objectives**

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| --- | --- | --- | --- | --- | --- | --- |
| **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

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| **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**

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| --- | --- | --- | --- | --- | --- | --- |
| **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.

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| --- | --- | --- | --- | --- | --- | --- |
| **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:**