Faculty Peer Reviewer Training Manual

Overview

Purpose
The purpose of this manual is to provide training and guidelines for faculty performing peer teaching reviews. The process provides an opportunity for each faculty member to have a fellow faculty member review their course. Then the colleague provides feedback and improvement recommendations within the context of a collegial and collaborative peer relationship.

Review Process
This review process is designed to provide systematic collaborations among faculty peers that facilitate the use of effective teaching practices and enhance professional development. The process is intended to provide faculty members with an opportunity to elicit feedback and recommendations for making continuous instructional improvements. The process is not intended to be part of the faculty members’ annual performance evaluation or to be punitive in any manner. The reviews are to be focused on pedagogy and teaching practices only, not discipline-specific course content.

Frequency
Faculty peer reviews will be performed each year for the first two years of employment at ASU by the faculty mentor assigned by the CHS Faculty Mentor Committee. After two years, annual peer reviews will be scheduled by the Peer Teaching Evaluation Committee. For existing faculty, reviews will be conducted every three years.

Format of Peer Reviews

Faculty Peer Review Matching Process
Peer Reviewers will consist of CHS faculty who have been employed by the college for more than two years, regardless of track and rank. Faculty peer reviewers will be from a different academic program as the reviewee to make it easier for the reviewer to focus on teaching/facilitation rather than course content. This format will be consistent regardless of course delivery format (i.e., on-ground/hybrid or online). For hybrid courses, the on-ground portion of the course will be the primary focus of the review. All evaluations should be conducted on an academic content course (i.e., not clinical or supervision course). The reviewed course can be an undergraduate or graduate course. Faculty will specify the course they would like to have reviewed during their pre-review meeting.

Peer Review Meetings
Faculty peer review evaluations will be conducted in four segments:
1. Pre-review collaboration
2. Instruction observation
3. Follow-up review meeting
4. Feedback summary

Revised 2/18/2021
1. **Pre-review Collaboration (Week 1)**

Faculty peer reviewers will initiate the peer review process by sending an email (template provided) to the reviewee. A link to a Google form will be provided for the reviewee to perform a self-evaluation of teaching and provide a teaching philosophy statement. A [link to tips on writing a personal teaching statement](#) can be provided.

- **On-ground and Hybrid courses** - the peer reviewer will schedule an observation for on-ground and hybrid courses during one mutually agreed upon on-ground class period. Prior to the observation, the reviewee will provide the peer reviewer with access to the Canvas course shell, the course syllabus, as well as copies of key assignments and any lecture materials that are related to that class session.
- **Online courses** - the reviewee will provide the peer reviewer with access to the course shell. During this pre-review process, the faculty member will be allowed an opportunity to discuss special circumstances that may affect the review (e.g., in a statistics course, it would be challenging to promote active learning during the lecture).

**TIPS:**

**Preparing**
- Reviewer contacts reviewee to set up review schedule
- Reviewer requests access to the course shell
- Meet together to set goals for the review
  - Setting the tone: this is a collaborative process
  - Learn about the concerns of the reviewee
  - Address any preconceived notions
- Reviewee provides reviewer with a completed self-evaluation form

2. **Instruction Observation (Weeks 2-3)**

For all courses, the review will begin with a review of the course syllabus using the Syllabus Review Checklist (see Syllabus Checklist below). This review is intended to determine that the syllabus is formatted properly, addresses all standard elements, and accessible to the students. The focus of course observations will depend upon the course type:

- **On-ground and Hybrid courses** - the peer reviewer will utilize the responses from the reviewee’s completed self-evaluation form and a standard peer reviewer rubric will guide the in-class review (see On-Ground Course Rubric below)
- **Online courses** - the peer reviewer will evaluate the online course facilitation based upon the reviewee’s self-evaluation responses and the reviewer’s rubric ratings and comments (see Online Course Rubric below).

**TIPS:**

**Reviewing**
- Pre-observation tasks
  - Review course syllabus
  - Utilize responses from reviewee’s self-evaluation form
- Course observation tasks
  - Observe and take notes
  - Prepare documentation and follow-up questions
  - Schedule a time to meet within one week after the observation
3. Follow-up Review Meeting (Week 4 or 1-7 days after observation)

The follow-up review meeting may be conducted in-person or via Zoom. During this meeting, the peer reviewer will explore the information obtained from the pre-review, syllabus review, and observation. During the conversation, the peer reviewer will elicit reviewee exploration of instructional processes and provide feedback and recommend strategies for improvement.

TIPS

- Meet in person or via Zoom
- Starting the conversation
  - Elicit reviewee exploration of instructional processes
  - Provide constructive feedback
- Recommend strategies for improvement
  - Set the tone: put reviewed faculty at ease
  - Address any preconceived notions about the review
  - Ask open-ended questions
- Asking open ended questions
  - “What should the learner come away with after engagement with this material?”
  - “What do you think works well when you cover this material?”
  - “How do you feel the class/interaction went?”

4. Feedback Summary (End of week 4)

Following the meeting, the peer reviewer will develop and provide the reviewee with a written summary of the discussion (see Peer Reviewer Feedback template below). The peer reviewer will combine the information from the reviewee self-evaluation, course review rubric, and the discussion during the follow-up meeting with feedback and teaching improvement recommendations as necessary. Comments and recommendations will depend upon the level of evaluation for each item in the course rubric:

- Tier 1 feedback - recommendations on how to improve in this area as well as resources to support the faculty member improvements.
- Tier 2 feedback - specific examples on what went well and suggestions for further improvement that would result in a Tier 3 evaluation.
- Tier 3 feedback - specific examples on what went well that resulted in that evaluation.

TIPS:

- Provide reviewee with a written summary that combines information from positive feedback
  - Self-evaluation
  - Course review
  - Follow-up meeting discussion
  - “Consider these modifications…”
- Comments and recommendations depend on level of evaluation on rubric (Tier 1, 2, &3)
  - Provide reviewee the opportunity for self-reflection
  - Provide positive, constructive feedback and recommendations
  - Give a minimum of three examples of things that went well
  - Provide resources and off to be available for future collaborations and troubleshooting
  - End with something positive and encourage reviewee to continue self-reflection
5. Documentation of Participation (post-review)

Upon completion of the review process, the reviewer and reviewee can both add their participation to their CV (ASU Vita - ‘Collaborators’) and annual evaluation in the ‘Professional Development’ category.

Your feedback in this process is valuable - please take a few minutes to complete the post-review survey located on the intranet. Thank you!

Time to Complete Review

Please complete the pre-review collaborations, follow-up meeting, and distribution of the feedback summary within four weeks.

Effective Peer Review Tips

Peer Teaching Review Resources

Please refer to the following resources for more ideas to support your effective peer review strategies and techniques:

1. University of Western Australia: Excellent article providing 12 tips for peer evaluation success.
2. Vanderbilt University: Provides and overview of the peer review process, including evaluation techniques and potential limitations.
3. Northern Michigan University: Provides information about the peer evaluation process including the components of peer evaluation, the role of in-class observation and resources to improve peer evaluation.
4. Faculty Focus - Higher Ed Teaching Strategies: Article discussing strategies for peer evaluation that emphasize the purpose of peer evaluation is for improving teaching.
5. Western Washington University: Provides general resources for faculty peer review along with an extensive list of resources for peer review of online classes.

Instructions for Using Checklists and Rubrics

Syllabus Review Checklist

Examine the course syllabus and verify that it contains all required elements and includes language that is consistent with university and college policies. Please review the following and check those that are complete and current:

- Locate course in ASU Course Catalog
  - Syllabus is linked
  - Required materials, including the textbook(s)
  - Course description
- Locate course in Canvas
  - Welcome page
  - Syllabus is listed as a left menu item
- Review syllabus listed in Canvas
At the top of the Syllabus page, look for “To print: MAC users press "⌘P". PC users press "CTRL" + "P".”
- Instructor contact information, as well as office hours and location (if applicable)
- Course objectives use various levels of Bloom’s Taxonomy
- Location, days, and times for meeting are listed (on-ground or hybrid course)
- Course description is the same as the course description in the ASU Course Catalog
- Course requirements/pre- or co-requisites
- Course format listing (i.e., on-ground/hybrid/online) - hybrid or online courses include a description of the course format
- Textbook details, special materials and extracurricular activities (textbooks may be listed under its own left menu item)
- Required technology, technical support summary, and internet outage plan
- Evaluation methods
- Description of each assignment includes a clear statement of purpose and the due date
- Grade breakdown grid clearly defines each final grade
- Grading policies include descriptions for make-up work/late policy, grade dispute procedure, and grade rounding policy
- Attendance policy, expected classroom behavior (if applicable), and a section on tips for student success
- A statement on Intellectual Property
- Policies are listed (and linked where possible) in the final section of the syllabus
  - ASU excused absences (e.g., university sponsored sports events participation)
  - Campus Network or Canvas Outage (a link to the ASU Systems Health page and ASU Power outage page should be included)
  - How to contact Technical Support
  - Student Services including Disability Accommodations, and contact information for the Disability Resource Center
  - Academic Integrity and Student Code of Conduct Disruptive or Violent Behavior
  - Sanctions
  - Title IX
  - Third-Party Software
  - FERPA

➢ The Faculty Peer Reviewer may provide comments for improvement in any of these areas

Course Rubrics
Each rubric is organized into four tiers (Appendix A and Appendix B):
- Substandard tier: Performing below minimum ASU Teaching Standard
- Tier 1: Performing at minimum ASU Teaching Standard
- Tier 2: Performing at Proficient Level of Teaching Standard at ASU
- Tier 3: Performing at Excellence Level of Teaching Standard at ASU

Instructors could fall into a variety of tiers depending on the part of the rubric that is being evaluated (i.e., an instructor could fall into Tier 3 for communication, but Tier 2 for time management).

Choose the tier for each item that best reflects the instructor’s activities that are observed. Reviewers will make notes about their findings and discuss with the instructor during the follow-up meeting.
Appendix A  
On-Ground/Hybrid Course Rubric

Peer review observations will address each part of the course. Evaluations will be determined based upon how close the instructor meets the goal. Examples are provided for each tier.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Items &amp; Examples of Places to Review Each Item</th>
<th>Advance Tiers</th>
<th>Suggestions to Advance Tiers</th>
</tr>
</thead>
</table>
| Class organization      | Communication of clear learning goals for the module/unit  
Goal: Instructor reinforces the connections between activities and course learning objectives  
Examples:  
● There is an opening slide that displays a learner's progress through the modules.  
● There are announcements explaining the purpose of specific assigned tasks. | 1 to 2        | Instructor makes statements that explicitly align assigned tasks with course outcomes and are achievable within the course session.  
Examples:  
● At the beginning of class, discusses the goals for that class session. |
|                         |                                                                                                                 |               | 2 to 3                                                                                                                                                    | Instructor reiterates how the tasks assigned are important and are related to course outcomes.  
Examples:  
● When discussing the goals, also explains how it connects to the overall course outcomes and the bigger picture.  
● Add a slide to a presentation where the importance of the material is discussed and connected to real-world considerations/issues. |
| Time Management         | Time Management: Other Observations  
Goal: It is expected that the room is prepared before class and that the class is ready to start on time with all potential issues addressed before class starts.  
Example:  
● Class is well organized to make the most of the time available | 1 to 2        | Tier 1: Planned sections of the class session are somewhat clear but may run a bit long or short.  
Tier 2: Planned sections of the class session are well-timed.  
Examples:  
● Class session has some time for lecture and other activities but may not run according to plan. |
|                         |                                                                                                                 |               | 2 to 3                                                                                                                                                    | Tier 3: Instructor clearly indicates time limits for all student activities and maximizes in-class time.  
Examples:  
● Class session is carefully timed out with appropriate time for all planned activities and instructor has a handle on the time to add more questions, reflection time if necessary. |
| Learning environment    | Classroom climate  
Goal: Instructor sets a tone that is conducive to the support of student learning  
Examples:  
● Creates opportunity to support students' growth through respectful interaction | 1 to 2        | Tier 1: Instructor encourages student participation.  
Tier 2: Instructor encourages student participation and facilitates interactions between students.  
Examples:  
● Students in the course feel free to raise their hand and voice their opinion |
<table>
<thead>
<tr>
<th>Exchanges between students and with the instructor</th>
<th>Students have time to communicate with each other in small or large groups.</th>
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<tbody>
<tr>
<td>• Provides encouraging and constructive feedback</td>
<td>2 to 3 Tier 3: Instructor uses practices that increase students’ motivation and foster a growth mindset.</td>
</tr>
<tr>
<td>• Models professional communication</td>
<td>Examples:</td>
</tr>
<tr>
<td></td>
<td>• Risk taking to encourage intellectual growth</td>
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<td>• Student collaboration to promote professional growth</td>
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**Classroom Climate: Other Observations**

**Goal:** All students are expected to be treated equally and in an environment that is accepting.

**Example:**
- Students feel comfortable being themselves and are spoken to in the same tone.

**Presentation**

**Goal:** Instructor has a presentation style that is accessible to all students.

**Example:**
- Speaks in a tone and pace that all students, regardless of level, are able to receive the information and take notes if need be.

**Presentation Substance**

**Goal:** A variety of techniques are used to enhance the course session and appeal to all types of student learners.

**Example:**
- Variety of technologies are utilized to engage students

<table>
<thead>
<tr>
<th>Mark the yes/no or N/A box for these non-tiered questions:</th>
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<tbody>
<tr>
<td>yes/no</td>
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<td>yes/no</td>
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<td>yes/no</td>
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<td>yes/no</td>
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<td>yes/no</td>
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<thead>
<tr>
<th>1 to 2 Tier 1: Instructor volume, pace, and diction allow observer to follow the class session.</th>
</tr>
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<tbody>
<tr>
<td>Tier 2: Instructor incorporates eye contact and effective non-verbal communication (e.g., hand gestures).</td>
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<tr>
<td>Examples:</td>
</tr>
<tr>
<td>• Students can understand what the professor is saying and that is supported by the non-verbal communication as well.</td>
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<thead>
<tr>
<th>2 to 3 Tier 3: Instructor is engaging, responsive, and constructive in both tone and content of their speech.</th>
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<tbody>
<tr>
<td>Examples:</td>
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<tr>
<td>• Students are engaged as the instructor is enjoying themselves!</td>
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<thead>
<tr>
<th>1 to 2 Tier 1: Instructor provides visual support for verbal presentation and uses concrete examples/illustrations to clarify content.</th>
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<tbody>
<tr>
<td>Tier 2: Instructor keeps slides simple and includes pictures and videos as appropriate to enhance content.</td>
</tr>
<tr>
<td>Examples:</td>
</tr>
<tr>
<td>• Videos are used within a presentation to illustrate a real-world example of the topic being discussed.</td>
</tr>
<tr>
<td>• Instructor tells a story illustrating an example of the topic of discussion.</td>
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</table>
| Instructional content | 2 to 3 | Tier 3: Instructor employs a variety of teaching methods which could include slides, handouts, in class polls (i.e. kahoot) which supports and builds on the material presented. 
Examples:  
- Students are engaged in the presentation material by active participation in a poll or group discussion on a handout. |
| Presentation: Other Observations | Mark the yes/no box for these non-tiered questions:  
- Instructor faces students when speaking.  
- Instructor avoids distracting mannerisms or speech patterns, such as filler words and nervous habits. |
| Knowledge of subject (*if reviewer is able to evaluate) | 1 to 2 | Tier 1: Instructor repeats content previously covered  
Tier 2: Instructor answers questions confidently, clearly, and simply.  
Example:  
- Reference to previously covered material in the course is used to support current material being covered. |
| Disciplinespecific language | 1 to 2 | Tier 1: Instructor uses discipline-specific and academic language.  
Tier 2: Where appropriate, Instructor explains definition of discipline-specific language.  
Example:  
- Within a lecture, terminology appropriate to the topic is used |
| Contextual relevance | 2 to 3 | Tier 3: Where appropriate, Instructor facilitates students use of discipline-specific language.  
Example:  
- When in small groups or role playing, students have an opportunity to use the discipline-specific language. |
| 1 to 2 | Tier 1: Instructor provides real-world applications of class session content.  
Tier 2: Instructor has students provide real-world examples of class content or apply content to real-world scenarios.  
Examples:  
- Instructor explains how their personal experience in the ‘real world’, outside of academia, applies to the specific assignment so that students understand how this
<table>
<thead>
<tr>
<th><strong>Student Engagement</strong></th>
<th><strong>Appropriate content or level</strong></th>
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<tbody>
<tr>
<td><strong>Goal:</strong> Students are appropriately challenged throughout the course.</td>
<td><strong>Goal:</strong> Instructor uses approaches that support the application of knowledge.</td>
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<tr>
<td>Example:</td>
<td>Examples:</td>
</tr>
<tr>
<td>• Skills learned in a 100-level course are put to use in a 200-level course.</td>
<td>• Activities may include discussions, presentations, case studies/scenarios, surveys, worksheets, short readings, writings, and having students teach the</td>
</tr>
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| **Transferability of information** |
| **Goal:** Students understand how this information could be used in their future careers. |
| Example: | Example: |
| • Examples are used throughout the course session that reference back to other skills they may have learned along the way and how everything connects to their future career. | • Instructor discusses cases in which an interdisciplinary team addresses a current issue. |

<p>| <strong>Active learning</strong> |
| <strong>Goal:</strong> Instructor uses approaches that support the application of knowledge. |
| Example: | Example: |
| | • Guide group process that compiles individual student |</p>
<table>
<thead>
<tr>
<th>Class.</th>
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<tbody>
<tr>
<td>Small classes may have different versions of “active learning” than large classes.</td>
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<thead>
<tr>
<th>Tier 3:</th>
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<tr>
<td>Instructor uses active-learning exercises after no more than 15 consecutive minutes of lecture or ¼ of the entire course length (active learning is 75% of the course).</td>
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<table>
<thead>
<tr>
<th>Examples:</th>
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<tbody>
<tr>
<td>● Provide opportunities for students to work together in small groups to complete an activity</td>
</tr>
<tr>
<td>● Encourage students to use small groups to solve problems</td>
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<table>
<thead>
<tr>
<th>Active Learning: Other Observations</th>
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<tr>
<td>Goal: Active learning is used in some capacity during all courses and the instructor is actively engaged in the group discussions.</td>
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<thead>
<tr>
<th>Example:</th>
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<tr>
<td>● Small and large classes incorporate students talking to each other and sharing ideas in some capacity.</td>
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<tr>
<th>Formative assessment/feedback</th>
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<tbody>
<tr>
<td>Goal: Instructor provides encouraging incremental feedback that assists with students’ scaffolded learning</td>
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<table>
<thead>
<tr>
<th>Examples:</th>
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<tbody>
<tr>
<td>● Encourage discussion among students</td>
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<tr>
<td>● Key issues and discussions might be reiterated at the beginning of next class.</td>
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<thead>
<tr>
<th>Tier 1:</th>
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<tr>
<td>Instructor provides students constructive and encouraging feedback on how to improve their comprehension or performance in class.</td>
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<tr>
<th>Tier 2:</th>
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<tbody>
<tr>
<td>Instructor provides students constructive and encouraging feedback specific to their particular assignment pointing out specific areas of what they did well and what needs improvement.</td>
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<thead>
<tr>
<th>Examples:</th>
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<tbody>
<tr>
<td>● The instructor encourages students to communicate issues and questions with instructors and other students.</td>
</tr>
<tr>
<td>● When questions or issues are brought up, the instructors remind students using announcements</td>
</tr>
<tr>
<td>● Instructors use positive language and sandwich the material that needs to be worked on amongst positive feedback.</td>
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<table>
<thead>
<tr>
<th>Tier 3:</th>
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<tbody>
<tr>
<td>Instructor provides students constructive and encouraging feedback that encourages them to think beyond the assignment and into future application.</td>
</tr>
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<table>
<thead>
<tr>
<th>Examples:</th>
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<tbody>
<tr>
<td>● The instructors provide appropriate materials and information to students in order to initiate the discussion</td>
</tr>
<tr>
<td>● The instructors provide potential solutions to students to make deeper thoughts.</td>
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</table>

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<tr>
<th>Formative Assessment/Feedback: Other Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal: Ensure that grading rubrics are used for all assignments so students have a clear understanding of the expectations for each assignment.</td>
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<table>
<thead>
<tr>
<th>Example:</th>
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<tbody>
<tr>
<td>● Grading rubrics are used in Canvas for discussion boards and assignments when appropriate</td>
</tr>
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<table>
<thead>
<tr>
<th>Mark the yes/no box for these non-tiered questions:</th>
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<tbody>
<tr>
<td>□ Instructor uses active-learning exercises that are accessible to everyone in the class.</td>
</tr>
<tr>
<td>□ Instructor monitors and manages active-learning exercises.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Mark the yes/no box for these non-tiered questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Grading Rubrics are used on assignments</td>
</tr>
<tr>
<td>□ Grading Rubrics are specific to the assignment</td>
</tr>
</tbody>
</table>
(some assignments may have points values assigned to each question and that may not need a rubric)
Appendix B
Online Course Rubric

Peer review observations will address each part of the course. Evaluations will be determined based upon how close the instructor meets the goal. Examples are provided for each tier.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Items &amp; Examples of Places to Review Each Item</th>
<th>Advance Tiers</th>
<th>Suggestions to Advance Tiers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class organization</td>
<td><strong>Instructional Plan</strong>&lt;br&gt;Goal: Instructor effectively facilitates and enacts the elements within the course design.</td>
<td>1 to 2</td>
<td>The outline of the entire course is available, with due dates, to students at the beginning of the semester. There are opportunities for students to engage with the material in multiple ways in each module. Examples:&lt;br&gt;● Add low stakes assessments for participation points&lt;br&gt;● Add peer review to enhance collaboration with peers, add discussion boards to encourage critical analysis&lt;br&gt;● Add assignments to evaluate competency</td>
</tr>
<tr>
<td></td>
<td>Examples:&lt;br&gt;● There is an introduction (video, graphics, or written summary) both for the entire class and for each module that outlines the instructional plan.&lt;br&gt;● There is a schedule of due dates available to the students for the entire semester&lt;br&gt;● The materials are presented in various ways (video, written, presentation) and students are asked to engage with the material in different ways (discussion boards, quizzes, written work, peer review)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Communication of clear learning goals for the module/unit</strong>&lt;br&gt;Goal: Instructor reinforces the connections between activities and course learning objectives</td>
<td>1 to 2</td>
<td>Instructor makes statements that explicitly align assigned tasks with course outcomes. Examples:&lt;br&gt;● Include a statement or record a video that makes the connection between learning outcomes of the course and the assignments in the module&lt;br&gt;● Include a graphic that shows the progress of the learner as they move through the course objectives</td>
</tr>
<tr>
<td></td>
<td>Examples:&lt;br&gt;● There is a purpose statement or video recorded which outlines how work assigned relates to the goals/plan for the module/unit&lt;br&gt;● There is a graphic that displays a learner’s progress through the modules.&lt;br&gt;● There are announcements explaining the purpose of specific assigned tasks.</td>
<td>2 to 3</td>
<td>Instructors reiterate how the tasks assigned are important and are related to course outcomes. Examples:&lt;br&gt;● Post announcements explaining why the tasks for this module/unit are important and related to the overall course outcomes&lt;br&gt;● Include a paragraph in the assignment description connecting the assignment to at least one course learning outcome&lt;br&gt;● Add a slide to a presentation where the importance of the material is discussed and connected to real-world considerations/issues.</td>
</tr>
</tbody>
</table>
| Course Environment and Technology | 1 to 2 | Tier 1: The tools available allow the students to complete activities  
Tier 2: Tools promote students being engaged (beyond the minimum)  
Examples:  
● Uses Canvas to provide students with materials to complete the assessments  
● Provides opportunity to use peer review tools within the LMS  
● Uses video tools within LMS to provide feedback  

2 to 3 | Tier 3: There are a variety of tools to promote engagement with content/activities, assessment, and communication  
Examples:  
● Uses integrated software (e.g., Yellowdig) to facilitate student discussions  
● Uses technology (e.g., Screencast-o-matic) to promote instructor presence and communication within the course  

| Learning environment | 1 to 2 | Tier 1: Instructor is respectful, supportive, equitable, responsive to diverse student needs  
Tier 2: Instructor sets expectations and promotes peer engagement  
Examples:  
● Provides feedback on assignments that will help students improve on future assignments  
● Instructor utilizes the sandwich technique for feedback (positive reinforcement, ways to improve, positive reinforcement)  
● Works with students to provide flexibility in assessment methods  

2 to 3 | Tier 3: Instructor fosters...  
Examples:  
● Risk taking to encourage intellectual growth  
● Student collaboration to promote professional growth  

| Communication - responsiveness | 1 to 2 | Instructor participates in and manages communication outside of the timeframe stated in the syllabus.  
Examples:  
● Contribute to communication and speaks confidently and with clarity  
● Respond to questions in Community Forum and comments to announcements in a timely manner  

2 to 3 | Instructor shares responses to individual student questions with the rest of the class in community forums.  
Examples:  
● Participate in and encourage students responding to each other within the Community Forum discussions  
● Pose provocative questions that encourage students to explore course topics from varying perspectives |
| **Communication - clarity** | **Goal:** Instructor provides clear instructions and rationale for all course activities | 1 to 2 | Clear expectations and instructions are provided that support all students' engagement in assignments and activities.  
Examples:  
- Adjust course information to be accessible to special needs populations (closed captioning, transcripts)  
- Ask students to reflect on the purpose of each learning activity |
| --- | --- | --- | --- |
| **Examples:**  
- Available technologies are used to support student access to and comprehension of learning materials  
- Instructor reinforces the purpose of each assignment in threaded and recorded materials | 2 to 3 | Instructor provides clear communication, as well as transcripts and/or captions for all auditory media, including both audio and video resources.  
Examples:  
- Record and post module/unit introduction videos  
- Provide a real-world example where module learning is applied |
| **Instructional content** | **Contextual relevance and transferability** | 1 to 2 | Instructor begins by providing real-world/experiential context then asks students to tie material to their own experiences.  
Examples:  
- Instructor posts a video or a written announcement where he or she explains how their personal experience in the ‘real world’, outside of academia, applies to the specific assignment so that students understand how this assignment will help them in their future career  
- Instructor provides an optional live video session to encourage and facilitate real time student communication and discussion |
| **Goal:** Instructor offers their unique expertise and experiences and elicits students’ experiences to support class discussions | 2 to 3 | Instructor speaks globally to provide information from the discipline and related disciplines.  
Examples:  
- Instructor posts videos and/or articles in the announcements from current events that demonstrate the application of the course content into the ‘real world’ and students’ potential career paths. |
| **Examples:**  
- Utilize video platform or written announcement to share personal experience as it relates to the assignment  
- Instructor creates small group discussions (2-4 students per group) with a prompt that encourages students to share their personal experiences and how their experiences relate to the course content and to their future career  
- Utilize video platform or written announcement to share how current events relate to course content | **Student Engagement & Instructor Presence** | **Quality and quantity of engagement** | 1 to 2 |  
- Instructor is present throughout the course to engage students fully  
Examples:  
- Instructor posts a weekly overview, with feedback on course performance from the previous week.  
- Student feedback is personalized  
- Instructor is perceived as available  
- Instructor is perceived as personable and “real”  
- Instructor builds camaraderie and community through compassionate response to changes/challenges in the learning environment or schedule.  
Examples:  
- Instructor remind students of due dates and clarifies course content based on student questions.  
- Course content is provided in various ways to meet the needs of students with various learning styles.  
- Instructor contextualizes course material by relating to current events, clarifies assignment expectations, and provides guidance to assist student success with examples.  
- In addition to using a scoring rubric, instructor copy/pastes standard comments in grading related to individual student work, including an item of feedback that is highly personalized to the student's submission.  
- Course messages and feedback is relevant to student lives and goals; students perceive the instructor to be engaged, knowledgeable, and caring.  
- Instructor encourages students to ask questions and provides options in course assignments that promote student engagement related to their own interests.  
- Instructor appropriately shares their personal interests, |
| **Active learning**  
Goal: Instructor uses approaches that support the application of knowledge | **Formative assessment/feedback**  
Goal: Instructor provides incremental feedback that assists with students’ scaffolded learning |
|---|---|
| Examples:  
- Activities may include discussions, presentations, case studies/scenarios, surveys, worksheets, short readings, writings, and having students teach the class. | Examples:  
- The instructor encourages students to communicate issues and questions with instructors and other students.  
- When questions or issues are brought up, the instructors remind students using announcements or emails/texts |
| 1 to 2 | 1 to 2 |
| Instructor facilitates individual active learning activities in each module. | The instructor encourages students to communicate issues and questions with instructors and other students.  
- When questions or issues are brought up, the instructors remind students using announcements or emails/texts |
| Examples:  
- Encourage independent student work  
- Guide group process that compiles individual student results into a complete, final product | Examples:  
- Provide opportunities for students to work together in small groups to complete an activity  
- Encourage students to use small groups solve problems |
| 2 to 3 | 2 to 3 |
| Instructor facilitates student-led explanations and/or discussions, in addition to individual active learning activities. | The instructors provide appropriate materials and information to students to initiate the discussion.  
- The instructors need to monitor the discussion in order not to go in the wrong direction.  
- The instructors provide potential solutions to students to make deeper thoughts.  
- The instructors provide the most appropriate solution(s) to students on the brought issues and questions  
- The solutions should be incorporated into coming class material or lecture note. |