

# SUBMISSION FORM - EBERLY HYBRID AND ONLINE

## SELF-EVALUATION AND PEER REVIEW – FALL 2018

<b>Instructor Name</b>	
<b>Course</b>	
<b>Course Start Date</b>	
<b>Faculty Member Name</b>	
<b>Faculty Member Signature/Date</b>	
<b>Peer Reviewer Name</b>	
<b>Peer Reviewer Signature/Date</b>	
<b>Date Submitted to Chairperson</b>	
<b>Chairperson Signature/Date</b>	
<b>Date delivered to Dean's Office</b>	

**Please send complete packet in a folder marked "Instructor Name - Online/Hybrid - Course Name/Number" to Room 401 Eberly by the due date.**

# EBERLY ONLINE PEER REVIEW – FALL 2018

## MODULE REVIEW for BENCHMARKING and CONTINUOUS IMPROVEMENT

The peer reviewer must also be an online instructor (must have taught his/her own course).  
The review must be for 4 course modules spread across the entire course evenly.

<b>Instructor Name</b>	
<b>Course Name</b>	
<b>Course Start Date</b>	
<b>Module # out of total #</b>	
<b>Module Name</b> (all modules for a given course must be numbered sequentially)	
<b>Reviewing Peer #1 Faculty Name</b>	
<b>Date of Peer Faculty Review</b>	

Criteria	Baseline	Baseline+	Goal	Self-Evaluation	Peer Feedback
<b>Instructor Developed Original Content</b>	<i>Non-existent to limited</i>	<i>Some</i> original content	<i>Significant</i> original content		
<b>Use of Multimedia</b>	Multimedia elements are <i>limited or non-existent</i> .	Multimedia elements are <i>used</i> and are relevant to student learning. <i>Some</i> audio and video content.	A <i>variety</i> of multimedia elements are used and are <i>relevant</i> to student learning. <i>Significant</i> amount of audio/video content.		
<b>Interaction and Communication</b> (student-to-student, student-to-instructor and student-to-content)	<i>Limited</i> opportunity for interaction and communication .	<i>Some</i> opportunities for interaction and communication.	<i>Ample</i> opportunities for interaction and communication, synchronous (collaborate) or asynchronous. Such as Doceri Desktop, Tablet Pen Demonstration for problem solving.	<b>Interaction and Communication tools used:</b>	<b>Interaction and Communication tools used:</b>
Criteria	Baseline	Baseline+	Goal	Self-Evaluation	Peer Feedback

<b>Content</b>	Content <i>not complete and/or not clear</i>	<i>Moderate level of clarity and completeness</i>	Content is <i>thorough</i> and is <i>clearly</i> laid out		
<b>Course Learning Objectives</b>	Learning objectives are <i>vague or incomplete</i> and learning activities are <i>absent or unclear</i> .	Learning objectives are <i>identified</i> and learning activities are <i>implied</i> .	Learning objectives are identified and learning activities are <i>clearly integrated</i> .		
<b>Critical Thinking Activities</b>	Content provides <i>limited or no activities</i> to help students develop critical thinking and/or problem solving skills.	Content provides <i>some activities</i> to help students develop critical thinking and /or problem solving skills.	Content provides <i>multiple activities</i> that help students develop critical thinking and problem-solving skills. Such as – Capstone project, PPT Video presentation by students	<b>Integration Activities Used:</b>	<b>Integration Activities Used:</b>
<b>Criteria</b>	<b>Baseline</b>	<b>Baseline+</b>	<b>Goal</b>	<b>Self-Evaluation</b>	<b>Peer Feedback</b>
<b>Format</b>	Module <i>under construction</i> .	<i>Organized and navigable</i> .	<i>Well-organized and easy to navigate</i> .		

<b>Content Clarity</b>	<i>Not all</i> components are <i>clear</i> .	Components are <i>present</i> but <i>need to be clarified</i> .	<i>Overview, outcomes/objectives, checklist, and content are present and clear.</i>		
<b>Teaching Methods</b>	<i>No new teaching methods</i> are applied to enhance student learning.	<i>New teaching methods</i> are applied to <i>innovatively</i> enhance student learning.	<i>New teaching methods</i> are applied to <i>innovatively</i> enhance student learning, and to <i>interactively</i> engage students.	<b>New teaching methods applied:</b>	<b>New teaching methods applied:</b>