**BACKGROUND**

While peer evaluations are required (HAW 9.205) at the college, the most important purpose of peer review is to become better at what we do, and to improve the learning and academic success of all students in Hawai‘i Community College classes.

This evaluation tool was created to focus on the teaching and interaction in online classes, and therefore does not include an in depth evaluation of the course build. A separate evaluation tool is available through the Instructional Technology Support Office (ITSO) for evaluating the build and structure of online classes.

The Seven Principles listed here are the framework of this peer review. These principles have evolved out of 50 years of research on good teaching in higher education and have been used by many colleges as a foundation for evaluating the effectiveness of both face-to-face and online teaching and learning.

**The Seven Principles**

Good teaching practice:

1. Encourages contact between students and faculty;
2. Develops reciprocity and cooperation among students;
3. Encourages active learning;
4. Gives prompt feedback;
5. Emphasizes time on task;
6. Communicates high expectations; and
7. Respects diverse talents and ways of learning.


**RECOMMENDED PEER REVIEW PROCESS**

To help facilitate the peer review of online courses, the ad hoc D.E. Committee recommends the following process:

1. The course instructor completes the “Course Information” section of this Form.
2. The instructor completes the “Instructor Self-Assessment” sections of this Form (shaded gray) indicating his/her level of achievement, and noting evidence and providing any additional information for the peer reviewer to consider during the evaluation.
3. The instructor provides the Form to the peer reviewer.
4. The instructor adds the reviewer to the course site, providing instructor-level access to the course.
5. After reviewing the Form, the reviewer goes through the online course and completes the “Peer Evaluation” sections of this Form, observing how well the instructor addresses each of the Seven Principles. (Note: The examples provided are suggestive, not prescriptive.)
6. The reviewer assess the level of achievement for each principle and notes the instructor’s strengths and areas for improvement. Reviewers should feel free to ask questions of the instructor when clarification or information is needed during the review process.
7. The completed Peer Review Guide is then shared with the instructor.
**Course Information**

Course instructor: [Click here to enter text].
Peer reviewer: [Click here to enter text].
Date of review (mm/yyyy): [Click here to enter text].

Course name and number (e.g., ENG 100): [Click here to enter text].
Course title (e.g., College Composition): [Click here to enter text].

Semester (or term) and year during which the course was most recently offered (e.g., Spring 2016): [Click here to enter text].

Where will the reviewer find the course?
- [ ] Laulima
- [ ] Other (type and URL): [Click here to enter text].

Where will the reviewer find the following components?
- Course syllabus: [Click here to enter text].
- Course content: [Click here to enter text].
- Course assignments: [Click here to enter text].
- Quizzes and examinations: [Click here to enter text].
- Evidence of student-instructor interaction: [Click here to enter text].
- Evidence of student-student interaction: [Click here to enter text].

Please describe the nature and purpose of the communications between students and instructor in this course.

- [ ] No
- [ ] Yes (please describe): [Click here to enter text].

Does the course require any supplementary materials beyond what is provided at the sites listed above (e.g., textbook or software)?
- [ ] No
- [ ] Yes (please describe): [Click here to enter text].

Does this course require any synchronous activities (same time, same place)?
- [ ] No
- [ ] Yes (please describe): [Click here to enter text].

Does this course require face-to-face activities?
- [ ] No
- [ ] Yes (please describe): [Click here to enter text].

Where will the reviewer find evidence of your teaching in this class?

[Type here]
**Principle 1: Good practice encourages contact between students and faculty.**

Frequent and timely student-faculty contact is the most important factor in student motivation and involvement, particularly in an online course. Evidence of faculty concern helps students get through challenging tasks and inspires them to persevere. Studies show that knowing faculty members enhances students' intellectual commitment and encourages them to think about their own values and future plans.

Examples of evidence to look for:
- A "welcome message" is provided at the beginning of the course that encourages student-to-instructor contact for course-related discussions or concerns.
- The course provides a discussion activity in which the instructor introduces him/herself and the students respond with introductions of their own. Photos are encouraged.
- The instructor encourages and fosters frequent and regular exchanges of ideas in discussions or group activities.
- The instructor maintains a consistent and meaningful presence in the course. He/she responds to student questions/concerns and reaches out and initiates contact with students when needed. (Prior notice is given to students in the event that the instructor will be unavailable for more than a few days.)
- The instructor notifies students how important course changes will be communicated, and uses effective communication method(s). (e.g., reminders of impending assignment due dates, curriculum changes, scheduled instructor absences)
- The instructor holds regular office hours, and by appointment, that are mediated by technology (e.g., the telephone, chat areas, Skype) to accommodate students.
- Student inquiries are responded to in a timely manner.

Where to look:
- Discussion forums
- E-mail messages (may not be viewable to reviewers)
- Posted announcements
- Course syllabus
- Chat space
- Course homepage
- Modules

**Instructor Self-Assessment:**

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<th>Needs Improvement</th>
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Evidence:

Other information for the reviewer to consider:

**Peer Evaluation:**

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Evidence:

Strengths:

Areas for Improvement:
**PRINCIPLE 2: GOOD PRACTICE DEVELOPS RECIPROCITY AND COOPERATION AMONG STUDENTS.**

Good learning, like good work, is collaborative and social, not isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reactions sharpens thinking and deepens understanding.

Examples of evidence to look for:

- Regular opportunities for students to engage in one or more of the following activities:
  - Formal and/or informal discussions of course topics
  - Collaborative course assignments
  - Study groups
  - A "meet one another" activity at the beginning of the course so students can begin to make personal connections.
  - Group assignments (if present) are designed to be cooperative and avoids the common pitfalls of "group work."
- An explanation of the criteria for “good” discussion participation.
- Modeling of good discussion participation practices by the instructor.
- Discussion prompts that help to guide and elicit meaningful student participation in class materials and activities.
- Instructor facilitation of class discussions by encouraging, probing, questioning, summarizing, etc.
- The instructor provides students with interaction space for study groups, "student lounge," etc.

Where to look:

- Instructional materials / Assignment directions
- Discussion forums
- E-mail messages (may not be viewable to reviewers)
- Course syllabus
- Chat space

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Strengths:

Areas for Improvement:
PRINCIPLE 3: GOOD PRACTICE ENCOURAGES ACTIVE LEARNING.

Active learning methods engage students in the learning process by encouraging them to discover, process, and apply information.

Examples of evidence to look for:

- Student activities that involve one or more of the following:
  - Active use of writing, speaking, and other forms of self-expression
  - Opportunity for information gathering, synthesis, and analysis in solving problems (including the use of library, electronic/computer and other resources, and quantitative reasoning and interpretation, as applicable)
  - Engagement in collaborative learning activities
- Opportunities for students to “customize” their learning by tailoring assignments to their personal and professional interests and needs.
- Examples of student work where they
  - Think, talk, or write about their learning
  - Reflect, relate, organize, apply, synthesize, or evaluate information
  - Perform research, lab or studio work, or other activities
  - Participate in, design, or develop educational games and simulations.

Where to look:

- Course syllabus
- Instructional materials
- Assignments
- e-Portfolios
- Discussion forums

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Areas for Improvement:
**PRINCIPLE 4: GOOD PRACTICE GIVES PROMPT FEEDBACK.**

Instructors help students frequently assess their knowledge and competence and provide them with opportunities to perform, receive meaningful suggestions, and reflect on their learning.

Examples of evidence to look for:
- Information about course feedback methods and standards are on the course syllabus.
- Meaningful feedback on student assignments is provided within a reasonable time frame. (Suggested timeframe: within 1 week for most assignments.)
- Assignment feedback is clear, constructive, specific, and focused.
- Course and individual assignment grading criteria are clearly communicated.
- Course gradebook is up-to-date, student-accessible.
- An open discussion forum where students can ask questions, and receive instructor feedback, about course content and activities.
- Examples of student work demonstrate learning goals.

Where to look:
- Course syllabus
- Instructional materials / Assignment directions
- Assignments and e-portfolios
- Course gradebook
- Discussion forums

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Strengths:

Areas for Improvement:
**PRINCIPLE 5: GOOD PRACTICE EMPHASIZES TIME ON TASK.**

The frequency and duration of study, as well as effective time management skills, are critical for students.

Examples of evidence to look for:

- Information on the course syllabus that provides an estimate of the amount of time students should spend on the course (e.g., “On average, most students spend eight hours per week working on course assignments. Your workload may be more or less depending on your prior experience with computing and the Web in general, and with this subject in particular.”)
- Course is designed to encourage regular student-course interaction (i.e., multiple/weekly activity deadlines to ensure students regularly log in to the course site)
- Course is designed with consistency/routines that require students to have regular interaction with the course content.
- Time-to-completion information is included for course assignments when needed to help students get a clear idea of the assignments expectations (e.g., “This assignment should take you approximately 2 hours to complete.”).
- Course-specific study tips that provide students with strategies for utilizing their time well.
- Assignment feedback that provides students with information on where to focus their studies.

Where to look:

- Course syllabus
- Instructional materials / Assignment directions
- Assignments and e-portfolios

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**Strengths:**

**Areas for Improvement:**
Effective instructors have high, but reasonable, expectations for their students. They clearly communicate those expectations and provide support to their students in their efforts to meet those expectations.

Examples of evidence to look for:
- Course mirrors the content and rigor of a face-to-face course.
- Explicit communication of the skills and knowledge every student needs to have in order to be successful in the course. (CLOs)
- Assignments are designed to help students achieve those goals.
- Frequent feedback provided to students through explanations and detailed feedback on assignments.
- Motivation and encouragement that inspires students to move past the easy answers to more complex solutions.
- Examples and non-examples of high quality work, along with a discussion of the differences between these.
- Examples of student work demonstrate learning goals.
- Details rubrics or grading criteria provided.

Where to look:
- Course syllabus
- Instructional materials / Assignment directions
- Assignments and e-portfolios

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Strengths:

Areas for Improvement:
**PRINCIPLE 7: GOOD PRACTICE RESPECTS DIVERSE TALENTS AND WAYS OF LEARNING.**

Students need the opportunity to demonstrate their learning so that it is relevant to them. It is also important to give students opportunities to learn in ways that may be less comfortable in order to improve their learning skills.

Examples of evidence to look for:
- Use of a variety of assessment tools that gauge student progress.
- Options allow students to demonstrate learning objectives of the assignment in a manner that is best conducive to their abilities. For example, a video might be allowed as learning evidence instead of a written paper.
- Supplemental online materials are provided to students who lack prerequisite knowledge or who would benefit from having content presented in an alternative manner.
- A positive online climate where students are encouraged to seek assistance with course content and learning activities if needed.
- A policy for accommodations that is stated on the course syllabus.
- Accommodations are proactively offered for students with disabilities.

Where to look:
- Course syllabus
- Instructional materials / Assignment directions
- Assignments and e-portfolios
- Discussion forums

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Evidence:

Strengths:

Areas for Improvement:
ADDITIONAL COMMENTS:

Peer reviewer: Click here to enter text.
Reviewer Signature: ________________________________ Date of review: ______________________

Notes:
1. This evaluation tool was created to focus on the teaching and interaction in online classes, and therefore does not include an in depth evaluation of the course build. A separate evaluation tool is available through the Instructional Technology Support Office (ITSO) for evaluating the build and structure of online classes.
2. This evaluation tool is based on the Seven principles for good practice in undergraduate education which have evolved out of 50 years of research on good teaching in higher education and have been used by many colleges as a foundation for evaluating the effectiveness of both face-to-face and online teaching and learning. Chickering, A. & Gamson, Z. (1987). Seven principles for good practice in undergraduate education. AAHE Bulletin (39)7.