

# 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.*

<b>Course Name:</b>	<b>Course Instructor Name:</b>
<b>Reviewer Name:</b>	<b>Review Date:</b>
<b>% F2F:</b>	<b>% Online:</b>

- Key**
- Exemplary = a model implementation for this criterion
  - Accomplished = excellent implantation, comparable to others
  - Promising = good implementation but lacking in some aspects
  - Incomplete = good start but only partial implementation
  - Missing = no evidence of this criterion
  - Not Appropriate = 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: <ul style="list-style-type: none"> <li>In-class orientation session</li> <li>Online orientation materials (e.g., screencasts, diagrams, documents, etc.)</li> </ul>						
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.).						
<b>Notes:</b>						



## Learning Objectives

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						
<b>Notes:</b>						

## 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- <b>student</b> interaction						
Learning activities promote student-to- <b>instructor</b> interaction						
Learning activities promote student-to- <b>content</b> 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						
<b>Notes:</b>						

## 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

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

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.

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						
<b>Notes:</b>						

### General Notes:

