

## Appendix E: COTS Template for Online Course Evaluation

[date]

[faculty name]

[faculty title]

[faculty department]

Central Washington University

Ellensburg, WA 98926

**Subject:** Online Course Peer Evaluation for Spring Quarter 2020

Dear [faculty name]:

Thank you for inviting me to be an observer in your online course during spring quarter 2020. Please review the summary of my observation based on the review of one online module and the overall layout of your course.

<b>Course Name:</b>	<i>Example - SHM 485: Safety and Health Management Capstone</i>
<b>No. of Students:</b>	<i>Example - 36 students enrolled and all of them had activity on Canvas</i>
<b>Module Name:</b>	<i>Example - M5: Professional Ethics &amp; Codes of Conduct</i>
<b>Module Format:</b>	<i>Example - This module had an overview page, learning activities page, discussion board, and an assignment.</i>
<b>Module Topic:</b>	<i>Example - This module covered the various codes of ethics that a safety professional will be held to, as well as responsible conduct of organizational safety research.</i>

My observation was limited to one module in the course as described below.

<b>Learning Objectives:</b>	<i>Example - Learning objectives were not explicitly explained in the module, but there were specific topics for the module. The assignment had a specific program outcome tied to the activity.</i>
<b>Instructional Methods Used:</b>	<i>Example - The learning activities page had everything that the student needed to read, review, watch, respond to, or create. There were journal articles, professional codes of ethics, a related discussion board, and a paper that went into more depth about the content they explored in the discussion board.</i>
<b>Interactivity and Discussion Climate:</b>	<i>Example - The discussion board clearly stated that students needed to post their initial response by Wednesday and their two (2) peer responses by Sunday, with the peer responses posted over different days. The students seemed engaged and provided thoughtful and engaging peer responses. The instructor posed additional questions, responded to questions, provided clarification of important points, and interacted with at least half of the students. The instructor also provided individualized comments and suggestions when grading the discussion board using an embedded rubric.</i>

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<b>Timely Feedback on Assignments:</b>	<i>Example - The instructor was present and active on the discussion board during the week. Grades for the discussion board and assignment were posted by Thursday of the following week, in accordance with the syllabus.</i>
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I also performed a cursory review of the overall layout of the course for basic elements of online course development and design. My review was not focused on instructional design, quality assurance, or quality control, but on a student's likely experience in the online course.

<b>Course Orientation and Syllabus:</b>	<i>Example - There was an orientation module or page and a syllabus was posted, so that students understood the basic requirements.</i>
<b>Announcements and Communication:</b>	<i>Example - Announcements were used to communicate with the students. At least one announcement was provided per module. The instructor used multiple modes of communication (discussions, videos, announcements, and individual student feedback).</i>
<b>Clear Expectations for Student Work:</b>	<i>Example - The instructor used embedded descriptive rubrics for all assignments in the module, and the discussion prompt reiterated all of the weekly discussion requirements. The assignment included a descriptive rubric explaining the expectations.</i>
<b>Gradebook:</b>	<i>Example - The gradebook was used and appeared to be up-to-date.</i>
<b>Clear Path Through Course:</b>	<i>Example - The instructor set up the course in modules, so there was a clear path from the "Start Here First" module to the "Final Module." Every module followed a similar format.</i>
<b>Best Practices Used:</b>	<i>Example - The instructor provided an Ask Your Instructor discussion board for students to pose questions. The instructor also held virtual office hours every week (per the announcements), set up Blackboard Ultra sessions for students to collaborate, and established a OneNote Class Notebook for further student collaboration opportunities. Links to the CWU Libraries, Tutoring, and Office 365 were also present in the course menu.</i>
<b>Commendations:</b>	<i>Example - I liked the way each module's Learning Activities page was set up, with links to all the relevant documents or videos they were supposed to read. It seemed streamlined and simplified. The videos were relevant to the module content. The overview page was helpful to explain the reasoning for why the particular topics were being discussed and what was due for the module. There was also a note on upcoming learning activities that the student should be working on, to help them stay on top of assignments.</i>
<b>Recommendations:</b>	<i>Example - It would be helpful to establish learning objectives for each module. The pages were somewhat text-heavy and it might have been nice to have a short video from the instructor in each module.</i>

If you have questions about the recommendations in this peer evaluation, I welcome the opportunity to discuss it with you.

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Sincerely,

[reviewer name]

[reviewer title]

[reviewer department]

Central Washington University

[reviewer email]

