



Peer Review Instructions

Peer Review

Students, please use the following matrix as a *guide* for reviewing your colleague's mini-course.

I find reviews work best when structured in narrative form such that suggestions are made in an organized, linear way from the introductory elements of the course through to the to last course unit.

Be kind, and if you find areas of the course that you feel could benefit from change, please share constructive ideas on how the change might be implemented. You have a full week to do your review, so please take your time and do a thorough review.

No courses are perfect, especially Prof. Jefferson's; so give and receive these reviews kindly and in the spirit of improving teaching and learning.

Element Particulars
Announcements Entry Does the course include a welcome message that introduces students to the course? Does the welcome message include guidance or links to a "Unit One" or "Getting Started" module in the course content area?
Course Content Is the course content area is structured into a series of sessions, units, or modules with topics that flow in a logical sequence? Is there sufficient detail in each of these units that a typical student could successfully complete the units with needing clarification from the teacher? Is there internal consistency from unit to unit? In other words, does the course have a routine and rhythm that will soon be apparent to students, or are the units inconsistent and potentially confusing? Keep this in mind when doing your content review: Course activities should: • Be introduced with clear directions • Match course participation and time expectations • Engage participants in interactive, hands-on learning • Include a variety of multimedia formats • Be challenging and worthwhile • Relate to the session's goals and readings • Build towards a final course product or goal
Quizzes Do the course quizzes function properly? Are the quiz questions reasonable and well structured? Are there any quiz questions or response options that a student might find confusing?



Peer Review Instructions

Element Particulars

Course Checklists Do the course checklist(s) make sense? Are you able to follow the checklist design? Do the checklist descriptors make sense?

Discussion Board Do the course discussions add value to the course design? Are the discussion questions reasonable and designed to support higher order thinking?

Gradebook Does the gradebook accurately reflect the assignments described in the course content area? Does the weighting or points scheme used in the gradebook correctly reflect the relative importance of each of the course activities?

Interactive Elements Does the course contain a variety of web-based interactive elements, or is the course design too text heavy? Do the interactive elements add value to the design and the course assignments?

Group Activity Does the group activity in the course seem reasonable? Is the activity logistically possible in the allotted time? Is sufficient guidance provided for the activity so that the students will be able to successfully complete the group assignment without confusion?

General Comments Note any issues that you feel will help the teacher improve his or her course.