



Learning from Each Other: A Peer Observation Process to Evaluate and Promote Effective Online Teaching

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Objectives

- Adapt elements of a customized QM Rubric for instructor to instructor peer observations.
- Identify ways to measure instructor presence and reward innovation/risk-taking in an online course.
- Strategize ways to implement or revise online peer review processes at your institution.



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Background on our program

- Master's level and two undergraduate GE courses in Statistics
- Same offerings in resident
- ~15 years online
- Peer Reviews
- Open online course notes
- 100% Online courses
- Mix of tenured, teaching and adjunct faculty
- Uses master courses
- A lot of instructor flexibility

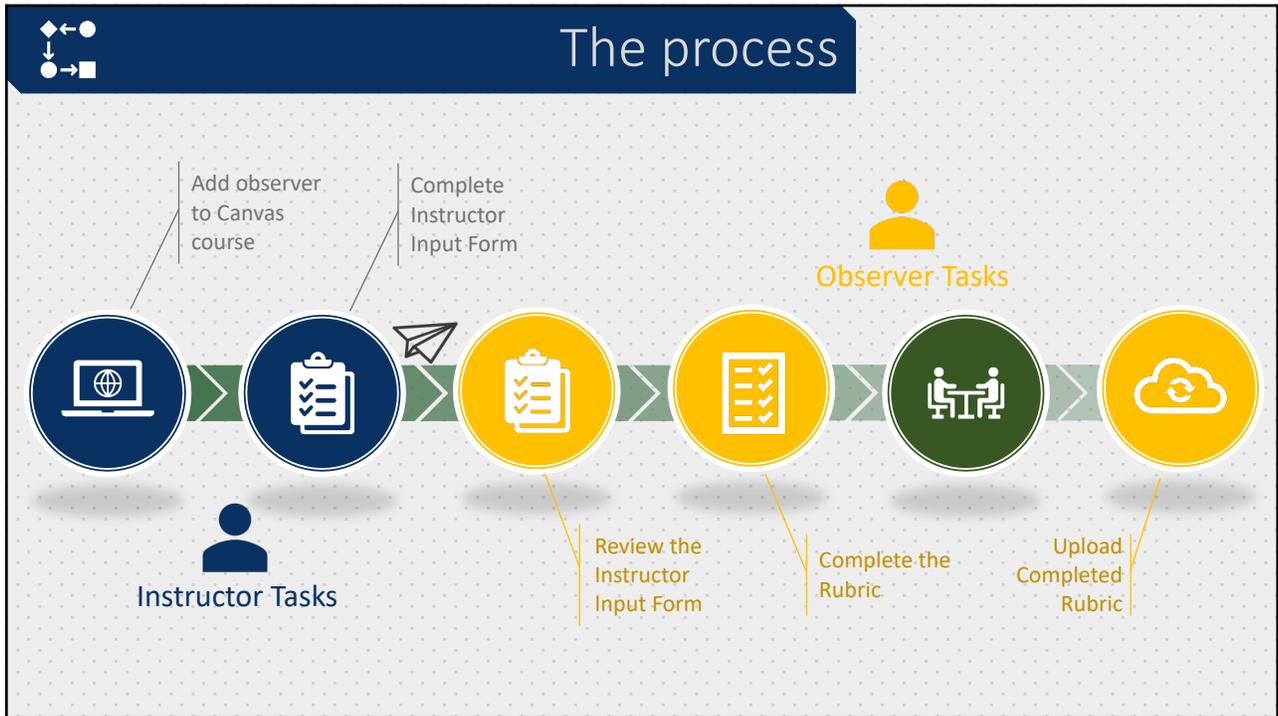


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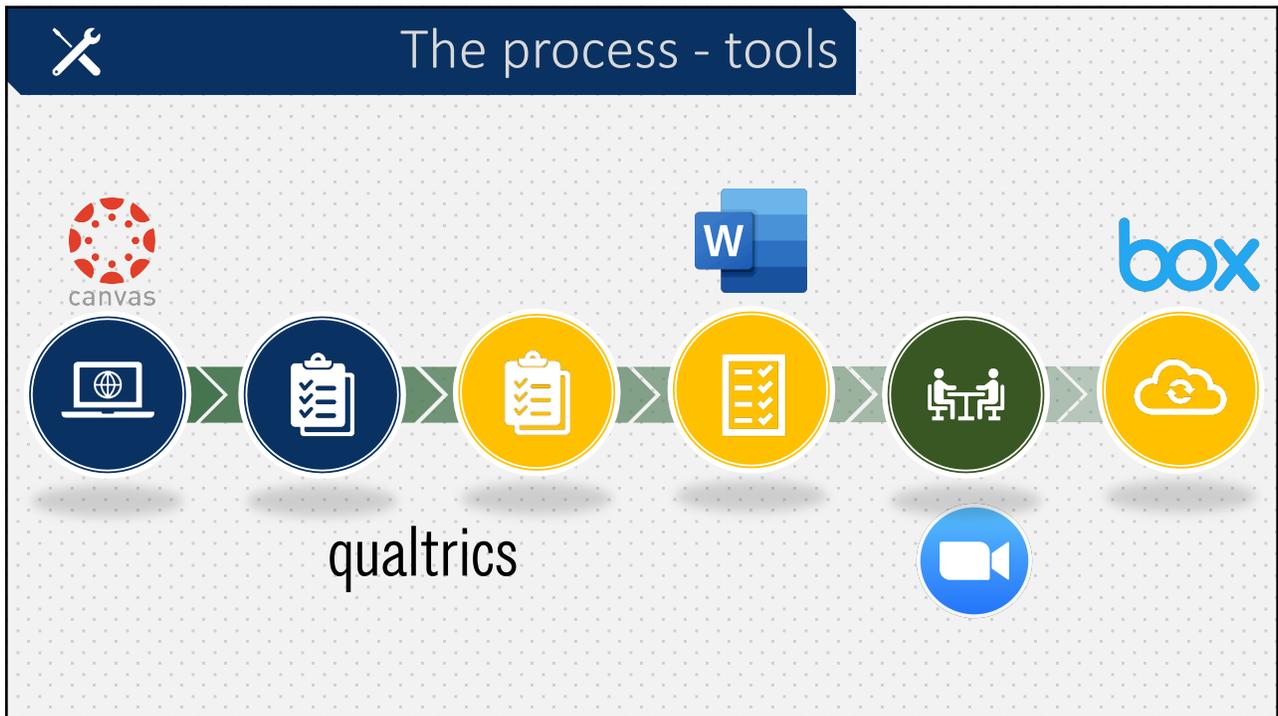
Defining “Peer Review”

PSU Policy... “In addition to student evaluation of teaching, there shall also be evaluation of a candidate’s teaching by peers from the candidate’s unit and campus.”

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Using the rubric

STAT Online Peer Observation Guide

Standard	General Description	Where to look...	Met	Not Met	Notes/Evidence
1.1 (3)	1.1 Instructions make clear how to get started and where to find various course components.	Course home page Getting Started Module	x		The home page had a list of the important links with directions on where to start.
1.2 (3)	1.2 Learners are introduced to the purpose and structure of the course.	Course home page Getting Started Module Syllabus	x		The instructor posted an introductory video explaining the overall structure of the course. There is also a suggested flow for students listed in the syllabus.
1.3 (2)	1.3 Communication expectations for online discussions, email, and other forms of interaction are clearly stated.	Syllabus		x	It is not clear how students are to communicate with their instructor.

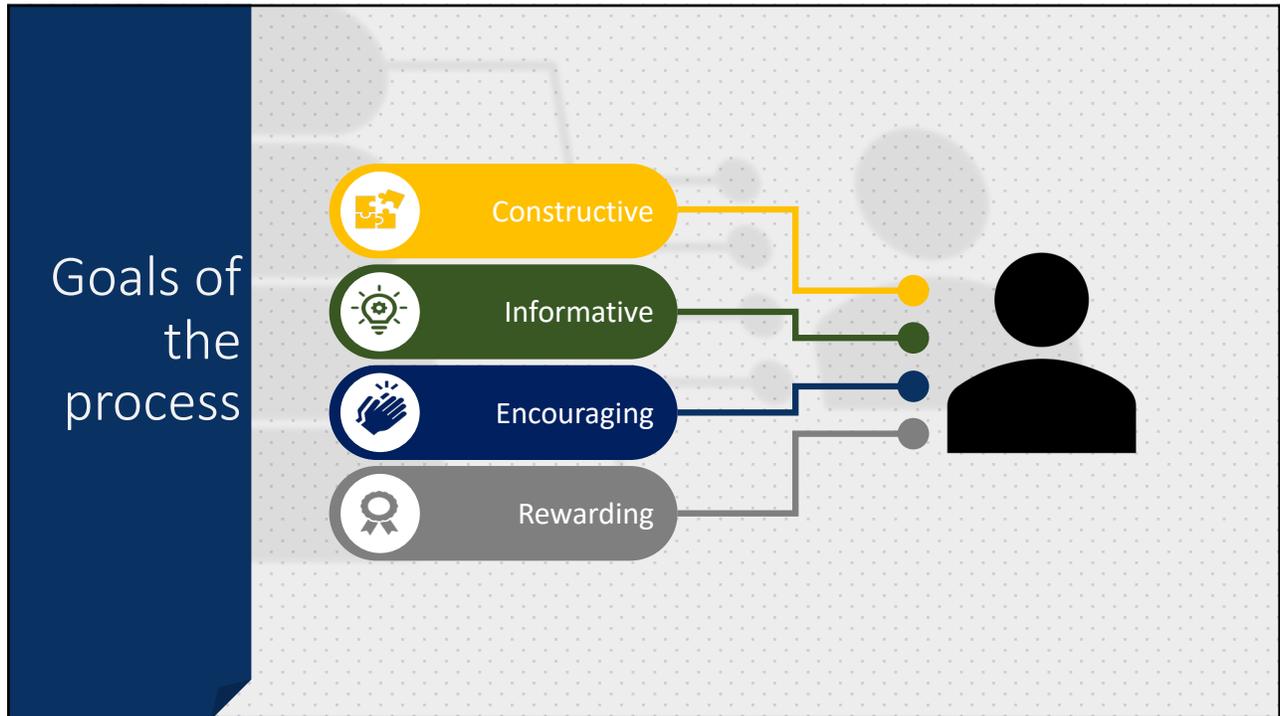


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Beyond the rubric

- How do we assess/encourage/reward innovation and risk-taking?
- How do we assess/encourage/reward instructor presence?

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Audience discussion questions

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Beyond the rubric- Instructor Presence

Discussion: Instructor Presence

One way to think about 'presence' online is through the Community of Inquiry framework (Garrison, Anderson, & Archer, 2000). The framework is built upon three dimensions: 1) Teaching Presence, 2) Social Presence, and 3) Cognitive Presence.

Discussion: Share with your peer how you establish these three types of presence in your course.

Notes: How does your peer establish these three types of presence in their course?

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Beyond the rubric- Innovation/ Risk-taking

Discussion: Innovation & Risk Taking

Discussion: Share with your peer if you are trying anything new this semester (or year)?

If yes, share your innovation or change you've made this semester (or year).

- Has the innovation or change been successful?
- What challenges have you had to work through?
- How could others benefit from what you've learned?
- What advice would you share with a colleague who is interested in trying this or something similar?

Notes: What has your peer done this semester (or year) that is innovative or new for them?

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