

**UNIVERSITY COUNCIL
GOVERNANCE COMMITTEE
TEACHING, LEARNING AND ACADEMIC RESOURCES COMMITTEE
REQUEST FOR DECISION**

PRESENTED BY: Terry Wotherspoon, Chair Governance Committee and Kathleen James-Cavan, Chair, Teaching, Learning and Academic Resources Committee

DATE OF MEETING: June 16, 2022

SUBJECT: **Peer Review of Teaching Policy**

DECISION REQUESTED:

(Wotherspoon/James-Cavan): *That Council approve the Peer Review of Teaching Policy effective immediately.*

CONTEXT:

In 2020/21 the Teaching, Learning and Academic Resources Committee (TLARC) began to develop a policy on peer review of teaching. This was a planned step in TLARC's work, building on, (1) Teaching Quality Framework [phase 1](#) (2015/16) and [phase 2](#) (2016/17), (2) [Student Learning Experience Questionnaire](#) approved in 2018, (3) [Student Learning Experience Feedback Policy](#) approved in 2019, and (4) [Student Learning Experience Feedback Procedures](#) developed the same year.

PURPOSE:

The Peer Review of Teaching policy document is intentionally high level, broad and applicable institution wide. It is presented for approval by University Council. The templates have been developed to reflect all aspects of the policy and are in line with the recently revised criterion II of the University of Saskatchewan standards for promotion and tenure. They are available for use by departments and colleges to facilitate implementation of the policy. It is anticipated that versions suitable for other teaching approaches (e.g., team teaching, experiential learning) will be made available by TLARC as the policy is implemented.

The development of this policy aimed to address issues with current practices, including:

- a lack of alignment of many current peer review practices with university standards and a lack of consistency in practice across the institution (in 2016 over 30 peer review approaches were in use). Both of these were perceived to undermine the usefulness of peer review for collegial process.
- the lack of an evidence informed policy and associated process(es) for peer review (last document developed institutionally is from 2003).
- a reported lack of clarity amongst reviewers on focus (what they are to review) and purpose (e.g., feedback on teaching and/or evaluation against standards).
- the focus of many peer review processes on only classroom teaching observation.
- a desire to address transparency and equity explicitly in USask’s peer review policy and process.

This work has been advanced by a working group of TLARC with membership from across the institution. Working group members have included Vince Bruni-Bossio, Jordan Cummings, Ann Martin, Paul Jones, Nicole Fernandez, Mary Ellen Labrecque, the Vice Provost Teaching, Learning and Student Experience (Patti McDougall, Jay Wilson), the Director, Teaching and Learning Enhancement (Nancy Turner), and the Teaching and Learning Enhancement Specialist (David Greaves).

Prior to embarking on policy development, the group carefully considered the purpose of peer review for the university. To frame our thinking we looked at three possible peer review models: evaluative, developmental, and collaborative (Gosling, 2002). The table below outlines how the varying purposes of these models necessitate different roles for reviewers and reviewees with resultant variance in outcomes.

Table: Models of peer review

	Evaluative	Developmental	Collaborative
Purpose	Confirm probation, promotion, quality assurance	Enhance competency through feedback and reflection	Improve teaching through opening up practice and dialogue
Who	Senior &/or trained faculty observe others	Experienced peers observe others in a department	Peers observe each other
Outcome	Report/judgement	Action plan	Analysis and discussion of teaching methods

The working group has developed a peer review policy that fits a developmental approach (middle column). As such, the peer review process will be focused on support for development of practice, rather than production of direct evidence of meeting standards.

CONSULTATION:

Throughout the development of the policy document, consultations have been undertaken. The list of those consulted includes:

- University Review Committee
- Vice Provost Faculty Relations
- University of Saskatchewan Faculty Association
- University of Saskatchewan Students' Union (USSU) Student Council
- Deans' Council
- Associate Deans Academic Group
- EDI Champions Group (includes several faculty members)
- Individual faculty members from various departments/colleges
- Governance Committee of Council
- Policy Oversight Committee

PROPOSED IMPLEMENTATION PROCESS:

If approved by University Council, implementation of the policy will begin in the fall of 2022 with an expectation that all peer review processes will align with the policy by fall 2023. The implementation will include development of peer review guidelines that align with the policy for use/modification by colleges and departments. Additional peer review templates will also be developed with colleges and departments, where requested.

Alongside this, a series of resources and professional development supports will be made available to the university community. Tailored support for implementation will also be available to colleges and departments, on request.

SUMMARY:

These documents are important in providing clarity regarding the purpose, principles, and responsibilities for peer review of teaching.

REFERENCE:

Gosling, D. (2002). Models of peer observation of teaching. LTSN Generic Centre Learning and Teaching Support Network.

ATTACHMENTS:

1. Peer Review of Teaching Policy
2. Peer Review of Teaching templates, for information (face to face, online)

Policy on Peer Review of Teaching Practices

Responsibility: University Council

Authorization: University Council

Approval Date: xx-xx-xxxx

Purpose

The University of Saskatchewan is committed to excellence in teaching, academic programming and students' learning experiences. The university is committed to implementation of a peer review policy that enables all educators to receive regular feedback on teaching practices from peers. Peer feedback can be undertaken as one component contributing to assessment of teaching effectiveness through collegial and administrative processes, often called summative (herein referred to as peer review for renewal, tenure and promotion, or RTP) or only for the educator's use to improve teaching practice, often called formative (herein referred to as non-RTP peer review). The university acknowledges the value of peer review for development of teaching and as part of RTP processes. Feedback from peers is one part of an overall teaching effectiveness framework that also includes regular student feedback, self-assessment, collegial processes and other forms of assessment as appropriate to inform ongoing teaching enhancement. This peer review policy and associated processes aim, (1) to foster increased consistency in peer review of teaching as is feasible across USask whilst acknowledging the diversity of teaching practices and contexts that exist across the institution, (2) to facilitate equitable and fair evaluation of case files at departmental, college, and university levels through a more consistent understanding of and process for evidencing ongoing development in line with college/department and university level standards, and (3) to encourage and enable ongoing development of teaching practice by all educators in light of research on student learning in higher education and shifts in curricula over time that necessitate adjustments in teaching approach. This policy document flows out of and acknowledges educator and university community commitments made in Our University of Saskatchewan Learning Charter.

Principles

This policy is predicated on the following ideas:

1) Integrity

- a) The rights (e.g., as per collective agreements) and dignity of educators being reviewed, and reviewing will be protected in the process
- b) The rights (e.g., intellectual property, privacy) of students will be protected in the process of peer review (e.g., in classroom observation, review of assessment materials)
- c) Reviewers will be selected to avoid conflict of interest and ensure separation of key roles (e.g., mentor and reviewer)
- d) Confidentiality of review outcomes will be maintained

2) Transparency and fairness

- a) The processes of peer review shall be fair and transparent; review criteria, processes and what constitutes adequate evidence will be explicit and understood at the outset by educators
- b) Review criteria will attend to all relevant aspects of teaching practice (including but not limited to review of curriculum design, learning materials, learning environment, instructional practices, assessment design, provision of feedback to students)

- c) The review process will be robust, with feedback following from well documented evidence

3) Usefulness

- a) Institutional review criteria will be drawn from University of Saskatchewan standards for renewal, promotion, tenure and/or merit and the evidence that will demonstrate a reviewee's ongoing development and/or achievement
- b) Additions or amendments to review criteria and process to align with college/departmental standards must be approved by the college faculty council or department where such authority has been appropriately delegated to a department
- c) Criteria and process developed at the college/department level should maintain appropriate consistency with institutional criteria whilst respecting diversity within and across college/department contexts and teaching practices
- d) Dialogue between the reviewee and reviewer(s) should be open and ongoing throughout the review process to ensure opportunity for understanding the reviewee's teaching context and approach and the review outcomes
- e) Peer review will be used as one component of a portfolio of evidence of teaching effectiveness; interpretation shall be fair and transparent

4) Teaching enhancement

- a) Educators seek to receive and share feedback on teaching and can use this feedback to enhance teaching and learning practice
- b) Feedback is most useful when received by an educator in a timely fashion
- c) Every RTP peer review will be reviewed by the appropriate academic leader and the educator being reviewed and strategies collaboratively devised, as appropriate, to support teaching and learning enhancement
- d) RTP peer reviews should complement ongoing mentoring and non-RTP peer review

5) Equity

- a) Peer review will include explicit consideration of factors which might influence the review (e.g., gender and/or ethnicity of reviewee or reviewer, nature of course content in relation to reviewer identities, etc. - further detail in responsibilities of educators acting as reviewers)

Policy Statement

1. Under typical circumstances, for those seeking renewal, tenure, promotion, or merit featuring teaching practice, or for those not fully promoted, peer review of teaching practices will be conducted each year for inclusion in one's case file. The intention of gathering feedback from peers over time is to demonstrate a pattern to one's teaching practice. This is particularly important for colleagues early in their academic career (e.g., pre-tenure). To align with good practice and provide additional benefits to educators, regular non-RTP peer review is encouraged for those not seeking tenure or promotion and those fully promoted.
2. In each peer review, the purpose(s) (e.g., for RTP) should be transparent for reviewees and reviewers.
3. RTP peer review outcomes are to be shared:
 - 3.1. with educators being reviewed.
 - 3.2. with academic administrators and appropriate collegial committees according to the guidelines developed and approved by the department/college.
4. Outcomes of non-RTP peer review, if conducted by a unit, are to be shared only with educators being reviewed as soon as possible after the review is completed.
5. Time dedicated to undertaking RTP and non-RTP peer reviews for colleagues will be recognized as contribution to the administrative responsibilities of the department/college.

Responsibilities

Institution:

- Oversee the implementation and maintenance of this policy
- Provide support and education to university community members regarding the interpretation, use and value of peer review processes and peer feedback
- Provide resources and supports to prepare peer reviewers
- Ensure that processes and this policy comply with the University of Saskatchewan Standards for Promotion and Tenure and pertinent university policies
- Review practices across the institution periodically to assess consistency and EDI concerns

Colleges and Departments:

- Develop and maintain a written peer review guideline that reflects this policy. These guidelines will include (but are not limited to) information about the process for peer review (e.g., how reviewers will be selected and matched with reviewees), how frequently peer review will take place for RTP and non-RTP purposes, the format for reviews (e.g., what elements of practice will be reviewed), and how feedback might be used by educators and academic leaders and their delegates (e.g., for teaching enhancement purposes, in tenure and promotion)
- Ensure college/department template(s) for peer review reflect the principles outlined in this policy by using and/or adding to institutional templates, or utilizing a template that, at minimum, includes (1) criteria drawn from University of Saskatchewan standards for renewal, promotion, and tenure, (2) feedback for the educator on each criterion noting evidence found, strengths, and areas for improvement, (3) reviewer's summary and final

reflections and noted factors related to equity, and (4) educator reflections on the feedback and plans for enhancement.

- Manage the administration of peer review processes within the college/department

Academic Leaders (school or department heads or deans in non-departmentalized colleges):

- Coordinate the administration of peer review, including availability of administrative resources
- Ensure reviewers are supported and able to provide respectful, ethical, thoughtful and constructive feedback and engage in inclusive peer review practices, drawing on institutional resources, where appropriate
- Consider acting as reviewer in the peer review process in annual assignment of duties
- Use peer feedback appropriately, recognizing its benefits and limitations
- Act as stewards of RTP peer review reports
- Oversee peer review process as one component of the assessment of teaching effectiveness
- Review department/school/college practices periodically to assess consistency and EDI concerns, and lead the response to any identified issues
- Act within the spirit and intent of this policy and college guidelines for interpreting peer feedback on teaching practices

Educators being reviewed:

- Understand this policy and college guidelines and act within their spirit and intent
- Review and utilize peer feedback regularly to enhance teaching and learning
- Participate in peer review processes in a way that enables open and constructive dialogue with peers
- Discuss results with colleagues as appropriate including, for example, department head or dean

Educators acting as reviewer:

- Commit to participate in the sharing of their experiences of teaching and learning
- Provide respectful, ethical, thoughtful and constructive feedback so as to fuel educator and institutional reflection and enable processes of continuous enhancement of teaching and learning, being mindful of the significance of RTP peer review processes in the development of the reviewee
- Participate in peer review processes in a way that enables open and constructive dialogue with peers
- Maintain confidentiality of review outcomes in line with this policy, unless given explicit permission to share by the reviewee
- Take into consideration factors which might influence the review (e.g., gender, ethnicity, etc. of reviewee or reviewers) and make this consideration transparent in the review report, where applicable

Related Documents

Peer review of teaching templates

Context

Reference to policy to be added. Peer review encompasses design (goals, content, alignment), approaches to instruction and assessment, creation of the learning environment and reflection and iterative growth in these areas. As such, the peer review process involves more than an observation of a teaching session.

Suggested Peer Review Process

1. Reviewees (henceforth called educators) and reviewers are matched through standard college/department process.
2. The educator completes the pre-review information (pages 1 and 2 of the template) and provides it to the peer reviewer.
3. After reading the completed pre-review information, the peer reviewer and the educator meet to discuss the course, the educator's approach, timelines, and what materials will be generated/considered in the review (e.g., observation, Canvas site, syllabus, exams of assessment and feedback). Student materials should be anonymized or shared with permission.
4. The reviewer uses the peer review template to work through the agreed process/materials, reviewing the plans and actions of the educator in each category, noting the educator's strengths and areas for improvement in the space provided. The template is shared with the educator who completes the final section with reflections and plans for enhancement.
5. The peer reviewer meets with the educator to discuss the review, after which the completed peer review template is provided to the educator and dean or department head as per college/department process.

Educator: please complete the questions below and on the next page and send to the reviewer. Provide access to your Canvas course site if applicable.

Educator and Peer Reviewer

1. Educator's name: _____
2. Peer Reviewer's name: _____
3. Date of review (month/year) _____

Course information

4. Course name and number (e.g., EARTH 101): _____
5. Course title (e.g., Introduction to the Planet Earth): _____
6. Relationship of course to certificate or degree programs (e.g., required or elective for B.Sc. in Earth Awareness):

Canvas course (if applicable)

7. URL for the **course home page** _____
8. URL for the **course syllabus** _____
9. URL for the **calendar of assignment due dates** _____
10. URL for **assignments** _____
11. URL for **quizzes and examinations** (if applicable) _____
12. URL for **discussions among students and educator(s)** (if applicable) _____



Relevant Educator and Course Context

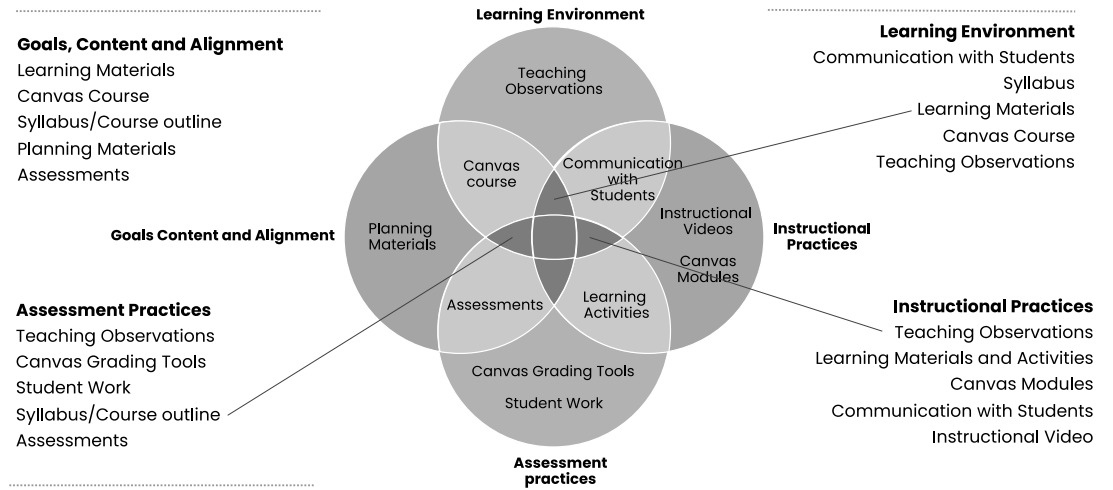
- 13. Please outline details about your teaching approach and/or the course that may be relevant to the reviewer...
14. Please outline areas on which you would welcome feedback...
15. Please include additional information you wish to have the reviewer consider:

Gathering Peer Review Evidence

Peer Review is a process that focuses on 4 key areas:

- Goals, content, and alignment
• Instruction (2a)
• Assessment (2b)
• Learning Environment

Educators and reviewers should select from a variety of sources of evidence in order gain helpful, fulsome, and accurate information for the peer-review process. Observation is an essential, but not sufficient, source of peer review evidence to support each area. The following types of evidence may also be helpful in developing a comprehensive picture of teaching practice:





Criterion 1: Goals, content, and alignment		Feedback for the Educator
<i>How the course is structured and organized to achieve clarity, accessibility and alignment of outcomes, learning activities, and assessment.</i>		
<ul style="list-style-type: none"> • Appropriate and clear learning goals (outcomes) • Learning goals (outcomes) are aligned with program, curricular and/or institutional expectations • Content is appropriate and aligned with learning goals (outcomes) <p>You might see:</p> <ul style="list-style-type: none"> • Course learning outcomes are appropriate for level of study and nature of course (e.g., lab, seminar, lecture, experiential) • Course learning outcomes clearly defined, building on or preparing students for outcomes in other courses, and aligning with program learning outcomes • Course designed in a way that presents and communicates content clearly • Accessibility issues addressed throughout the course 		
Where to look	What you could comment on	
<ul style="list-style-type: none"> • Course syllabus • Teaching observation: directions given • Assessment information or directions 	<ul style="list-style-type: none"> • Easy for students to understand how the course is organized (e.g., including an overview, flow of the course/session, opportunities for review) • Clear what students need to know or be able to do at the end of the course (outcomes) and how the outcomes are checked by assessment • Expectations for individual assessments are clear and available to students in advance 	
<ul style="list-style-type: none"> • Modules in Canvas • Learning materials • Session plans or other planning material 	<ul style="list-style-type: none"> • Pages and modules use consistent, effective structure to present content and offer learning activities • Breadth and depth of content/intended learning is achievable given course duration and level • Goals for selecting specific types and examples of content are clear, and aligned to learning outcomes for students 	
		Evidence Found:
		Strengths:
		Areas for Improvement:



Criterion 2a: Instructional practices

How the educator fosters an inclusive learning environment, provides varied and current resources, and supports students learning.

- Instructional practices are planned and organized
- Instructional practices are aligned with learning goals (outcomes)
- Instructional practices engage students in the learning process
- Instructional practices facilitate achievement of learning outcomes
- Instructional practices integrate research, scholarship, artistic work, and/or professional activities

You might see:

- Appropriate tools (e.g., technological) are selected and used to facilitate communication and learning
- The type of instruction is likely to result is students demonstrating the outcomes
- Frequent and timely student-educator contact is integral to the course
- A variety of course-specific resources are provided (e.g., videos, text) that support student understanding and engagement with materials
- Adequate opportunities for interaction, collaboration, communication, and support between students as well as between students and educator are provided

Feedback for the Educator

Evidence Found:

Strengths:

Where to look

What you could comment on

- Learning materials
- Teaching observation: responses to students
- Educator videos
- Communication sent to students

- Well-paced course activities that tied to outcomes and distributed across modules/weeks
- Student questions encouraged and educator responses deepen learning
- Examples, resources and activities that reflect scholarship used in ways that students can understand and find relevant to their prior learning/experience

Areas for Improvement:



<ul style="list-style-type: none"> • Course syllabus • Teaching observation: student learning activities • Directions to students • Discussion forums 	<ul style="list-style-type: none"> • Examples of times when students (1) think, talk, or write about their learning, (2) reflect, relate, organize, apply, synthesize, or evaluate information, and/or (3) perform research, virtual lab or studio work, or hands on activities • Questions and student responses deepen disciplinary understanding and application of main course content • Content and outcomes are directly linked for students 	
<ul style="list-style-type: none"> • Course syllabus • Discussion forums • Teaching observation: student learning activities 	<ul style="list-style-type: none"> • Student interest and engagement with the course materials and with each other through, for example, discussion, collaborations, presentations, etc. • Class discussions facilitated by the educator through encouraging, probing, questioning, summarizing, etc. 	



Criterion 2b: Assessment practices

How the educator helps students develop the intended learning outcomes for the course and checks to see if students have achieved them.

<ul style="list-style-type: none"> • Assessment practices facilitate achievement of learning outcomes • Assessments of student learning are relevant, aligned with learning goals (outcomes), transparent, and fair • Feedback to students is prompt and constructive, and at regular intervals throughout the course <p>You might see:</p> <ul style="list-style-type: none"> • A series of formative assessments (practice, no marks) or a staged/laddered (doing a series of parts over time) summative one • Clearly stated assessment requirements, criteria, rubrics, and/or samples • Constructive and timely feedback • Students completing tasks building cumulatively toward learning outcomes • Students doing varied tasks to check their knowledge, attitudes, and skills (e.g., videos, self-assessment, essays, quizzes, blogs, podcasts, etc.) • Use of self and peer feedback or assessment 		<p align="center">Feedback for the Educator</p> <p>Evidence Found:</p> <p>Strengths:</p> <p>Areas for Improvement:</p>
Where to look	What you could comment on	
<ul style="list-style-type: none"> • Course syllabus • Assignment directions with assessment criteria • Pages/Modules in the course • Student Assignments provided by educator • Discussion boards • Feedback samples 	<ul style="list-style-type: none"> • Assignment grading criteria are clearly communicated • Examples of previous student work of varying quality are provided, along with a discussion of the differences between them • The course outcomes assessed by specific assignments or tests are overtly stated in the assignment description or syllabus • Impact of educator feedback on drafts of assignments • Timeliness of feedback • Effectiveness of feedback (clear, positive, specific, and focused on observable behavior that can be changed) • Feedback communicates to students where to focus their learning effort 	



Criterion 3: Learning Environment

How the educator makes learning/content relevant to students and engages students in thinking and doing independently and together.

- Learning environment is respectful and inclusive
- Learning environment allows for the recognition of, and engagement with, diverse perspectives/worldviews
- Learning environment fosters student interest, motivation, engagement, participation
- Educator/Teacher is accessible and responsive to students

You might see:

- Frequent and timely student-educator contact is integral to the course
- A diversity of course-specific resources provided (e.g., videos, text) that support student understanding and engagement with materials
- Students are actively encouraged to share learnings and resources

Feedback for the Educator

Evidence Found:

Strengths:

Where to look

What you could comment on

- Teaching observation: student learning activities
- Teaching observation: student & educator interactions
- Discussion forums
- Communication sent to students
- Course syllabus

- Learning activities include students sharing resources they have created that reflect their learning
- Clear norms and positive interactions are visible
- The educator encourages and fosters a healthy exchange of ideas among course participants, who are visibly engaged
- The learning materials present diverse voices, perspectives, and worldviews and use inclusive language
- The educator is responding to student concerns, interests and needs for accommodation and directs them to others as needed

Areas for Improvement:



<ul style="list-style-type: none"> • Course syllabus • Modules in the course • Learning resources 	<ul style="list-style-type: none"> • Learning materials clearly communicate current key concepts/ideas, are concise and connect to students' prior experiences and/or context • Student engagement with diverse perspectives, including Indigenous ones • The educator encourages student-to-educator contact for course related discussions or concerns 	
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Summary and final reflections (linked to criterion 4, reflection and iterative growth)

Reviewer:

Overall reflections emerging from the review process and response, where appropriate, to feedback (e.g., from previous peer review, from students):

Examples of good practice you would like to commend/share:

Please note any factors related to equity which might influence your review and how you considered them in the process and provision of feedback (to be used by educator to inform reflections and by any others interpreting the feedback):

Educator:

Reflection on the feedback, and plans for future enhancement:



Context

Reference to policy to be added. Peer review encompasses design (goals, content, alignment), approaches to instruction and assessment, creation of the learning environment and reflection and iterative growth in these areas. As such, the peer review process involves more than an observation of a teaching session.

Peer Review Process

The following process is suggested:

1. Reviewees (henceforth called educators) and reviewers are matched through standard college/department process.
2. The educator completes the pre-review information (pages 1 and 2 of the template) and provides it to the peer reviewer.
3. After reading the completed pre-review information, the peer reviewer and the educator meet to discuss the course, the educator's approach, timelines, and what materials will be generated/considered in the review (e.g., observation, Canvas site, syllabus, exams of assessment and feedback).
4. The reviewer uses the peer review template to work through the agreed process/materials, reviewing the plans and actions of the educator in each category, noting the educator's strengths and areas for improvement in the space provided. The template is shared with the educator who completes the final section with reflections and plans for enhancement.
5. The peer reviewer meets with the educator to discuss the review, after which the completed peer review template is provided to the educator and dean or department head as per college/department process.

Educator: please complete the questions below and on the next page and send to the reviewer and provide access to your Canvas course site.

Educator and Peer Reviewer

1. Educator's name: _____
2. Peer Reviewer's name: _____
3. Date of review (month/year) _____

Online Course

4. Course name and number (e.g., EARTH 101): _____
5. Course title (e.g., Introduction to the Planet Earth): _____
6. Relationship of course to certificate or degree programs (e.g., required or elective for B.Sc. in Earth Awareness):

Online course technologies

7. URL for the **course home page** _____
8. URL for the **course syllabus** _____
9. URL for the **calendar of assignment due dates** _____
10. URL for **assignments** _____
11. URL for **quizzes and examinations** (if applicable) _____
12. URL for **discussions among students and educator(s)** (if applicable) _____



Online course technologies continued...

13. Please describe the nature and purpose of the **communications between students and educator(s)** in this course, including any not available for review at the sites listed in questions 8-13.
14. Does the course require any **supplementary materials** beyond what is provided at the sites listed above (e.g., textbook or software)?
- Yes No
- If yes, please describe: _____
15. Does the course require any **synchronous activities** (same time, same place)?
- Yes No
- If yes, please describe: _____
16. Does the course require any **face-to-face activities**?
- Yes No
- If yes, please describe: _____
17. Anonymized examples of student assessment, with feedback, have been provided to the Reviewer.
- Yes No

Relevant Educator and Course Context

18. Please outline details about your teaching approach and/or the course that may be relevant to the reviewer (e.g., changes made in response to previous feedback, specific rationale for the approach you have taken in design, instruction or assessment, relevant points about the students in the class, specific aspects of the course, like class size, that may constrain instructional approaches)
19. Please outline particular areas on which you would welcome feedback (e.g., a new instructional approach, an area you revised based on previous feedback):
20. Please include additional information you wish to have the reviewer consider:



Criterion 1: Goals, content, and alignment

How the course is structured and organized to achieve clarity, accessibility and alignment of outcomes, learning activities, and assessment.

Feedback for the Educator

Evidence Found:

Strengths:

Areas for Improvement:

- **Appropriate and clear learning goals (outcomes)**
- **Learning goals (outcomes) are aligned with program, curricular and/or institutional expectations**
- **Content is appropriate and aligned with learning goals (outcomes)**

You might see:

- [Course learning outcomes](#) are appropriate for level of study and nature of course (e.g., lab, seminar, lecture, experiential)
- Course learning outcomes clearly defined, building on or preparing students for outcomes in other courses, and aligning with program learning outcomes
- Course designed in a way that presents and communicates content clearly
- [Accessibility issues addressed](#) throughout the course

Where to look	What you could comment on
<ul style="list-style-type: none"> • Course syllabus • Course homepage and navigation structure • Course calendar • Assessment directions 	<ul style="list-style-type: none"> • Easy for students to understand how the course is organized (e.g., including an overview, flow of the course/session, opportunities for review) • Clear what students need to know or be able to do at the end of the course (outcomes) and how the outcomes are checked by assessment • Expectations for individual assessments are clear and available to students in advance
<ul style="list-style-type: none"> • Pages/Modules in the course • Learning resources 	<ul style="list-style-type: none"> • Accessibility improved through use of headings, subheadings, images include alternative text, transcripts or captioning for multimedia resources, and a minimum font size 12 point • Pages and modules use consistent, effective structure to present content and offer learning activities • Breadth and depth of content/intended learning is achievable given course duration and level



Criterion 2a: Instructional practices

How the educator fosters an inclusive learning environment, provides varied and current resources, and supports students learning.

- **Instructional practices are planned and organized**
- **Instructional practices are aligned with learning goals (outcomes)**
- **Instructional practices engage students in the learning process**
- **Instructional practices facilitate achievement of learning outcomes**
- **Instructional practices integrate research, scholarship, artistic work, and/or professional activities**

You might see:

- Appropriate tools (e.g., technological) are selected and used to facilitate communication and learning
- The type of instruction is likely to result in students demonstrating the outcomes
- Frequent and timely student-educator contact is integral to the course
- A variety of course-specific resources are provided (e.g., videos, text) that support student understanding and engagement with materials
- Adequate opportunities for interaction, collaboration, communication, and support between students as well as between students and educator provided

Feedback for the Educator

Evidence Found:

Strengths:

Areas for Improvement:

Where to look

- Pages/Modules in the course (learning materials)
- Educator videos
- Communication sent to students

What you could comment on

- Well-paced course activities that tied to outcomes and distributed across modules/weeks
- Student questions encouraged and educator responses deepen learning
- Examples, resources and activities that reflect scholarship used in ways that students can understand and find relevant to their prior learning/experience



<ul style="list-style-type: none"> • Course syllabus • Student Assignments provided by educator • Directions to students • Discussion forums 	<ul style="list-style-type: none"> • Examples of student work where they, (1) think, talk, or write about their learning, (2) reflect, relate, organize, apply, synthesize, or evaluate information, and/or (3) perform research, virtual lab or studio work, or hands on activities, as possible in the online context • Questions and student responses deepen disciplinary understanding and application of main course content • Content and outcomes are directly linked for students 	
<ul style="list-style-type: none"> • Course syllabus • Discussion forums • Video conferencing sessions (recorded or observed live) • Chat space 	<ul style="list-style-type: none"> • Student interest and engagement with the course materials and with each other through, for example, discussion, collaborations, presentations, etc. • Class discussions facilitated by the educator through encouraging, probing, questioning, summarizing, etc. 	



Criterion 2b: Assessment practices	
<i>How the educator helps students develop the intended learning outcomes for the course and checks to see if students have achieved them.</i>	
<ul style="list-style-type: none"> • Assessment practices facilitate achievement of learning outcomes • Assessment of student learning are relevant, aligned with learning goals (outcomes), transparent, and fair • Feedback to students is prompt and constructive, and at regular intervals throughout the course <p>You might see:</p> <ul style="list-style-type: none"> • A series of formative assessments (practice, no marks) or a staged/laddered (doing a series of parts over time) summative one • Clearly stated assessment requirements, criteria, rubrics, and/or samples • Constructive and timely feedback • Students complete tasks building cumulatively toward learning outcomes • Students doing varied tasks to check their knowledge, attitudes and skills (e.g., videos, self-assessment, essays, quizzes, blogs, podcasts, etc.) • Use of self and peer feedback or assessment 	
Feedback for the Educator	
Evidence Found:	
Strengths:	
Areas for Improvement:	
Where to look	What you could comment on
<ul style="list-style-type: none"> • Course syllabus • Assignment directions with assessment criteria • Pages/Modules in the course 	<ul style="list-style-type: none"> • Assignment grading criteria are clearly communicated • Examples of previous student work of varying quality are provided, along with a discussion of the differences between them • The course outcomes assessed by specific assignments or tests are overtly stated in the assignment description or syllabus
<ul style="list-style-type: none"> • Student Assignments provided by educator • Discussion boards • Announcements after assignments 	<ul style="list-style-type: none"> • Impact of educator feedback on drafts of assignments • Timeliness of feedback • Effectiveness of feedback (clear, positive, specific, and focused on observable behavior that can be changed) • Feedback communicates to students where to focus their learning effort



Criterion 3: Learning Environment

How the educator makes learning/content relevant to students and engages students in thinking and doing independently and together.

Feedback for the Educator

Evidence Found:

Strengths:

Areas for Improvement:

- Learning environment is respectful and inclusive
- Learning environment allows for the recognition of, and engagement with, diverse perspectives/worldviews
- Learning environment fosters student interest, motivation, engagement, participation
- Educator/Teacher is accessible and responsive to students

You might see:

- Frequent and timely student-educator contact is integral to the course
- Resources included that support students with learning online
- A diversity of course-specific resources provided (e.g., videos, text) that support student understanding and engagement with materials
- Students are actively encouraged to share learnings and resources

Where to look

What you could comment on

- Discussion forums
- Communication sent to students
- Posted announcements
- Course syllabus
- Chat space
- Video conferencing sessions (recorded or observed live)

- The educator encourages student-to-educator contact for course related discussions or concerns
- An activity at the beginning of the course allows students to make personal connections
- The educator encourages and fosters a healthy exchange of ideas among course participants
- The learning materials present diverse voices, perspectives, and worldviews and use inclusive language
- The educator initiates contact with, or responds to, students on a regular basis to establish a consistent online presence and respond to difficulties



<ul style="list-style-type: none"> • Posted announcements • Course syllabus 	<ul style="list-style-type: none"> • The course includes information for students about online learning and student resources • Students are directed to additional student supports, where appropriate (e.g., student learning services) 	
<ul style="list-style-type: none"> • Course syllabus • Pages/Modules in the course • Learning resources and videos 	<ul style="list-style-type: none"> • Resources clearly communicate current key concepts/ideas, are concise and connect to students' prior experiences and/or context • Various types of content, informed by best practice • Student engagement with diverse perspectives, including Indigenous ones • Learning activities include students sharing resources they have created that reflect their learning 	



Summary and final reflections (linked to criterion 4, reflection and iterative growth)

Reviewer:

Overall reflections emerging from the review process and response, where appropriate, to feedback (e.g., from previous peer review, from students):

Examples of good practice you would like to commend/share:

Please note any factors related to equity which might influence your review and how you considered them in the process and provision of feedback (to be used by educator to inform reflections and by any others interpreting the feedback):

Educator:

Reflection on the feedback and plans for future enhancement:

