Online Teaching Unit Delivery

## Course Feedback Peer-Review Survey

### Adapted from:

Athabasca University (2014). *COI Survey*. Available from <https://coi.athabascau.ca/coi-model/coi-survey/>

Northcote, M., & Seddon, J. (2011). *MOOBRIC: A self-reflection rubric of Moodle skills and knowledge (online teaching, course design)*. Available from <http://moobric.net/moobric/full_moobric_latest.pdf>

## Course Identification

**Name of Course Reviewed:**

**Name of Course Developer / Instructor:**

**Link (URL) to Online Course (if available):**

**Date of Review:**

### Instructions for Course Developers

* Make sure you provide access to a copy of this survey form in your Online Teaching Unit.
* Use the feedback provided on this form to guide your Final Reflection on your Online Teaching Unit project, and to identify any possible revisions that could be made to your Online Teaching Unit.

### Instructions for Peer-Reviewers

* Use this form to provide peer-feedback on the delivery of the Online Teaching Units developed by the members of your Online Teaching Unit Group.
* Complete all sections of this form. Provide detailed feedback in the spaces provided.

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| --- |
| Baseline Standards |
| Syllabus and Introductory Material |
|  | Syllabus and course schedule are clearly outlined |
|  | Course materials, dates, and links are reviewed for accuracy and consistency. |
|  | Course Preview or Introduction video/audio is ready to present to students before first day of classes |
| Course Navigation and Technical Requirements |
|  | Course uses an appropriate learning management system |
|  | Students can readily access the technologies required in the course |
|  | The course technologies are current |
|  | Technology requirements are clearly mapped with links to required software |
|  | The tools and media support the course learning objectives |
|  | Navigation throughout the online components of the course is logical, consistent, and efficient |
|  | Course is well-organized and easy to navigate |
|  | All web pages are visually and functionally consistent throughout the course |
| Learning Activities |
|  | Lessons are sequenced in logical order |
|  | Lessons or modules and access to course materials are consistent in structure, design, and location |
|  | Duplication of information is strategically managed |
|  | Course identifies synchronous/asynchronous communication tools |
| Learning Support |
|  | Learner support is clearly identified within the course (including supports available via the LMS platform provider) |
|  | Links to Institution student services and resources are noted in the course. |

### Additional Comments on Baseline Standards

Please provide specific feedback on any improvements that could / should be made with respect to the Baseline Standards (Syllabus and Introductory Material, Course Navigation and Technical Requirements, Learning Activities, and Learning Support) for the Online Teaching Unit.

# Teaching Presence

**5 point Likert-type scale**

1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

## Design & Organization

1. The instructor clearly communicated important course topics.

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2. The instructor clearly communicated important course goals.

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3. The instructor provided clear instructions on how to participate in course learning activities.

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4. The instructor clearly communicated important due dates/time frames for learning activities.

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## Facilitation

5. The instructor was helpful in identifying areas of agreement and disagreement on course topics that helped me to learn.

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6. The instructor was helpful in guiding the class towards understanding course topics in a way that helped me clarify my thinking.

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7. The instructor helped to keep course participants engaged and participating in productive dialogue.

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8. The instructor helped keep the course participants on task in a way that helped me to learn.

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9. The instructor encouraged course participants to explore new concepts in this course.

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10. Instructor actions reinforced the development of a sense of community among course participants.

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## Direct Instruction

11. The instructor helped to focus discussion on relevant issues in a way that helped me to learn.

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12. The instructor provided feedback that helped me understand my strengths and weaknesses.

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13. The instructor provided feedback in a timely fashion.

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### Additional Comments on Teaching Presence

Please provide specific feedback on any improvements that could / should be made with respect to Teaching Presence for the Online Teaching Unit.

# Social Presence

**5 point Likert-type scale**

1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

## Affective expression

14. Getting to know other course participants gave me a sense of belonging in the course.

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15. I was able to form distinct impressions of some course participants.

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16. Online or web-based communication is an excellent medium for social interaction.

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## Open communication

17. I felt comfortable conversing through the online medium.

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18. I felt comfortable participating in the course discussions.

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19. I felt comfortable interacting with other course participants.

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## Group cohesion

20. I felt comfortable disagreeing with other course participants while still maintaining a sense of trust.

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21. I felt that my point of view was acknowledged by other course participants.

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22. Online discussions help me to develop a sense of collaboration.

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### Additional Comments on Social Presence

Please provide specific feedback on any improvements that could / should be made with respect to Social Presence for the Online Teaching Unit.

# Cognitive Presence

**5 point Likert-type scale**

1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

## Triggering event

23. Problems posed increased my interest in course issues.

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24. Course activities piqued my curiosity.

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25. I felt motivated to explore content related questions.

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## Exploration

26. I utilized a variety of information sources to explore problems posed in this course.

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27. Brainstorming and finding relevant information helped me resolve content related questions.

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28. Online discussions were valuable in helping me appreciate different perspectives.

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## Integration

29. Combining new information helped me answer questions raised in course activities.

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30. Learning activities helped me construct explanations/solutions.

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31. Reflection on course content and discussions helped me understand fundamental concepts in this class.

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## Resolution

32. I can describe ways to test and apply the knowledge created in this course.

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33. I have developed solutions to course problems that can be applied in practice.

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34. I can apply the knowledge created in this course to my work or other non-class related activities.

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### Additional Comments on Cognitive Presence

Please provide specific feedback on any improvements that could / should be made with respect to Cognitive Presence for the Online Teaching Unit.

# Additional Feedback

Please feel free to provide any additional feedback about the Online Teaching Unit