



**College of Education**

**Department of Counselor & Adult Education**

East Carolina University 213 Ragsdale Greenville, NC 27858

252-328-6856 office 252-328-5114 fax

<http://www.coe.ecu.edu/coad>

**Department Chair**  
Dr. Vivian W. Mott  
Professor  
252-328-6856  
mottv@ecu.edu

**Dr. Joseph Ciechalski**  
Professor  
252-328-4218  
ciechalskj@ecu.edu

**Dr. Kylie Dotson-Blake**  
Assistant Professor  
252-328-5277  
kblakek@ecu.edu

**Dr. Scott Glass**  
Associate Professor  
252-328-5670  
glasssj@ecu.edu

**Dr. Elizabeth Knott**  
Associate Professor  
252-328-6825  
knotte@ecu.edu

**Dr. Steven W Schmidt**  
Assistant Professor  
252-328-1118  
schmidtst@ecu.edu

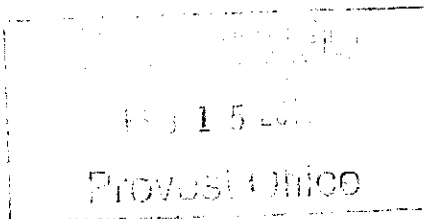
**Dr. Mark B. Scholl**  
Assistant Professor  
252-328-1103  
schollm@ecu.edu

**Dr. Florence Weaver**  
Professor  
252-328-4854  
weaverf@ecu.edu

**Mrs. Michelle Smith**  
Administrative Associate  
252-328-6856  
smithmiche@ecu.edu

February 10, 2010

Provost Marilyn Sheerer  
East Carolina University  
113 Spilman  
Greenville, NC 27858



RE: Alternative Peer Observation Instrument

Provost Sheerer:

In 2007 the Department of Counselor and Adult Education received verbal permission from then Provost Jim Smith to pilot the attached DE peer classroom observation instrument. We sought such approval of an alternative because we felt this instrument was a more complete and appropriate means of formative assessment of faculty instruction and assessed the distance learning environment and mechanism more completely. The instrument is based on the College of Business approved document and meets the criteria set in the university policy. The procedure is the same and all faculty are encouraged to be trained according to the Center for Faculty Excellence.

Following our pilot use of the instrument, the Department only slightly amended the form, and voted in March 2008 to approve the instrument. It was submitted it to the Center for Faculty Excellence and Office of the Provost for approval. However, because there is no written record that the provost actually approved that request, we are writing to request your approval of the modified document for its immediate use. The department remains supportive of this action. Thank you for your consideration of our request.

Sincerely,

Vivian W. Mott, Ph.D.

Chair, Counselor and Adult Education ~ College of Education

Approved  
Marilyn Sheerer  
2/16/10

cc: Dr. Dorothy Muller, ECU Center for Faculty Excellence

## Department of Counselor & Adult Education Peer Review Instrument for Distance Education Courses

Instructor:	Course observed:	# of students:	Date of review:
Has instructor taught online classes before?	0 1-5 5-10 10+	<u>Comments:</u>	
Has instructor taught this class online before? Yes No	How many times?	Most recent semester taught:	

**Directions:** This instrument is grounded in belief that there is no single right way to teach online. The purpose of this *formative* assessment is feedback for the improvement of teaching. Review should be of one incidence of instruction comparable to one F2F class (one unit or one assignment or series of assignments that form a block of teaching). In keeping with Faculty Senate Resolutions and Peer Review Procedures, two trained observers should review at the same scheduled observation. Observation conferences with observers and instructor should be held both before and after the observation.

**Pre-Observation Conference Held:** \_\_\_\_\_

**Post-Observation Conference Held:** \_\_\_\_\_

**Date of Observation:** \_\_\_\_\_

**Instructor:** \_\_\_\_\_ (Printed Name) \_\_\_\_\_ (Signature) Date: \_\_\_\_\_

**Observer:** \_\_\_\_\_ (Printed Name) \_\_\_\_\_ (Signature) Date: \_\_\_\_\_

## Category 1: Organization

Criteria	Rating					Comments
	Lo 1	2	Med 3	4	Hi 5	
Online site provides basic instructor information and how to communicate with the instructor: including office, phone #s, office hours (virtual and/or physical), policies for communication, turn-around time for responses, etc.						
Online site is well organized, easy to navigate, and follows a logical and consistent structure: provides orientation to course structure, directions for locating various elements made explicit, etc.						
Vital course information is provided: Syllabus, assignments and supporting readings, forms, etc. are present and readily accessible. All internal and external links are functional.						
Assignment or unit is clearly and completely described: Sufficient directions, details, access to examples, etc. are provided to ensure that the student understands the assignment and the process for completing it, including timeline for completion.						
Supporting materials for assignment or unit are available: All forms, readings, discussion boards, etc needed to complete the assignment are provided or are easily accessible through various links.						

Comments re: Organization:

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## Category 2: Content

Criteria	Lo	2	Med	4	Hi	Comments
	1		3		5	
Content is current: Content reflects new ideas, concepts, theories or interpretations of theories that are commonly accepted within the field. Seminal works may be dated but are acceptable as long as there is integration of new content.						
Content is presented in a clear manner that aids in its understanding: Means are provided for understanding abstract or complex content. Ex: advanced organizer, questions to consider before reading, outline for organizing pertinent info, etc. Language used is not overly obtuse.						
Content of assignment or unit is at a level that is understandable to the student: A variety of methods can be used here including prerequisite info presented before more advanced content or a pre-assessment is provided prior to introducing content.						
Opportunities for processing and understanding the content are provided rather than merely presenting it: Means provided to facilitate deeper cognitive processing. Examples include reflection or discussion questions, exercises to apply the content, etc.						

Comments re: Content:

\_\_\_\_\_

### Category 3: Instructional Delivery

Criteria	Lo	2	Med	4	Hi	Comments
	1		3		5	
<b>Instructional delivery is consistent with the technology skills and access of the students:</b> <i>Technology applications not overly complex or complicated. Links to technical support are provided. Clear directions given for students new to online classes.</i>						
<b>Instructional delivery is consistent with the learning objectives:</b> <i>Technology supports and reinforces the learning objectives. Technology also aids in achieving objectives.</i>						
<b>Instructional delivery doesn't overwhelm the content (i.e. excessive bells and whistles):</b> <i>Content is prominent and easily accessed. No unnecessary technology applications used. Technology used supports and reinforces the content rather than being a distraction.</i>						
<b>Instructional delivery provides multiple opportunities for learner participation and interaction:</b> <i>Multiple opportunities for learner interaction are provided. E. include discussion boards, virtual chats, group discussion or group activities</i>						

Comments re: Instructional Delivery: \_\_\_\_\_

## Category 4: Rapport/Interaction

Criteria	Performance Level					Comments
	Lo 1	2	Med 3	4	Hi 5	
<p><b>Instructor structures assignments and asks questions that promote meaningful interaction:</b>  <i>Instructor goes beyond presenting content. Some assignments incorporate activities like group discussion, discussion boards involving the whole class, virtual chats, etc.</i></p>						
<p><b>Instructor provides space for student to student interactions:</b> <i>Discussion boards provided for student to student interaction.</i></p>						
<p><b>Instructor responds to individual student emails in a specific and timely manner:</b> <i>Evidence provided of appropriate responsiveness to individual emails from students. Ex: Emails and responses saved in a personal folder.</i></p>						
<p><b>Instructor demonstrates knowledge of students as individuals:</b> <i>Students' names are consistently used. Knowledge of individuals includes references to work setting, professional experience, previous comments on discussion boards or virtual chat, and appropriate personal information (sports teams, children, pets, travel, etc.). Accommodations are made for individual needs or temporary situations (such as technological difficulty, illness, or professional travel).</i></p>						

**Comments re: Rapport/Interaction:**

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