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# The Peer Review of Online Teaching: Post-Observation Questions

*Formative Peer Review Program – Resource (Updated September 2019)*

*This resource is meant to help guide the peer review process and is part of UBC’s peer review of teaching program. It assumes the reviewer and person reviewed met prior to the online course review or classroom observation to discuss the instructor’s goals for the peer review and that the review has been completed.*

*We encourage the instructor being reviewed to complete this form prior to the post-observation conversation. You may wish to send it to your reviewer ahead of time and then discuss it, or just to bring it to the meeting.*

*Please modify these questions as relevant.*

1. In the pre-observation conversation, what did you identify as your goals for the online module that we will be reviewing?
2. How did you go about addressing and/or meeting those goals for your students in the online module?
3. What approaches and methods did you use to communicate the learning outcomes and key concepts?
4. How, if at all, did you assess whether the intended learning outcomes were met?
5. Did you follow your plan for the online module? If not, what changed? Why?
6. What active learning strategies were used in the online module? Were the strategies accessible and engaging for students? How and why?
   * What did you do to encourage and support less engaged students to participate (e.g. encourage students’ participation and validate their contributions, provide multiple and diverse examples, use inclusive language, etc.)?
7. How did you attend to students’ sense of belonging, to the diversity of their experience and to their desire for relevance (i.e. how did they pay attention to diversity and inclusion)?
8. What worked well in this online module?

Note: If you are a reviewer and are completing any of this form you may wish to let the instructor know what you learned through this process.