Peer Review Method

Develop a peer review practice to meet challenges, improve accessibility, promote collaboration, and expand expertise in online course design.

OLC 2018 Effective Practice Award Winner
Research and Info Gathering

- Ask designers
  - Interest (Answer: yes, tentative)
  - Barriers (Answer: time!)
  - Needs (Answer: opportunity to share and reflect)
  - Process (Answer: guidance, but flexibility)

- Review methods of critique, interaction, and collaboration
  - Formal visual analysis, work-in-progress
  - Wiggins and McTighe six facets of understanding, Feldman method
  - Constructivism, Gibson’s affordances
  - Team-based learning
Pilot Testing

- **Pilot 1: Small Group.**
  
  Each term, each designer:
  1. provides a brief review request
  2. independently reviews another designer’s course

- **Pilot 2: Large Group.**
  
  Monthly:
  1. designers take turns being the reviewee
  2. reviewee provides a review challenge
  3. peer review takes place in the first 20 minutes of monthly meeting
Process: Starting Point

- Provide a list of guiding questions
- Reviewees are welcome to provide alternate questions
- May take a work-in-progress approach, or to ask for an evaluation of a recent design
Common Themes

1. **Check out my tech** - Does this new technology meet my challenge?
2. **Recommend tech** - Do you have any technology recommendations for my design challenge?
3. **Pedagogy** - I'm in search of new/different teaching strategies to meet learners' needs.
4. **Accessibility** – Does this format meet/exceed standards for accessibility? Does it follow principles of universal design?
5. **Reorganization** - How should I reorganize my content for better flow and understanding?
6. **Clarity** - I'm too close to this; is it clear?
Creative freedom is key to success.

Designers

- explore areas of interest
- share helpful ideas
- celebrate achievements
- better understand each other’s expertise