**PRINCIPLE 1: Creating an Organized and Supportive Learning Environment**

Principle 1 underscores the importance of fostering meaningful connections between students and faculty, which is vital in any learning.

**Key Aspects**

- **Proactive Outreach:** Instructor should initiate contact with students to build rapport, provide encouragement, and offer guidance throughout the class period.
- **Responsive Communication:** Instructor asks questions and encourages students to ask questions.
- **Personalized Support:** Environment supports individual student needs, considering their backgrounds, experiences, and learning preferences.

**Examples of Evidence**

- Class starts/ends on time; time limits for activities are clear/reasonable.
- Instructor appears to have established classroom norms that foster positive and inclusive/accessible learning and treats all students equally.
- Organization of content and activities is well-planned and follows a reasonable flow.
- Minimal time is spent on non-instructional activities.
- Instructor uses appropriate volume, tone, and pace when speaking and uses visual/technology resources in a manner that maintains student attention and enhances engagement.
- As possible, the physical environment supports student interaction.
- Instructor responds to student stress/anxiety.
- Instructor announces/highlights time-sensitive information (e.g., assignment due dates, changes, scheduled absences, etc.).
- Instructor invites student interaction outside of class hours (e.g., encourages use of office hours, sending additional questions via email, arriving early/staying after class to ask questions, etc.).

**Feedback for Instructor:**

**Evidence Found:**

**Strengths:**

**Areas for Improvement:**
**PRINCIPLE 2: Collaboration and Community Building**

Principle 2 emphasizes the creation of a collaborative learning environment where students can learn from one another, share diverse perspectives, and build a sense of community.

**Key Aspects**
- **Structured Group Work**: Instruction includes collaborative tasks that require interdependence, individual accountability, and group processing.
- **Community Engagement**: Instruction includes informal opportunities for students to discuss course materials, share resources, and support each other.
- **Peer Learning**: Instruction intentionally encourages peer dialogue to deepen understanding and broaden perspectives.

**Examples of Evidence**
- Instructor encourages informal interactions between students and fosters a healthy exchange of experiences among class participants.
- Instruction includes structured small and/or whole-class discussions of material based on students’ understanding and that encourages deeper engagement with the content.
- Instructor facilitates student-led explanations and or discussions.
- Instructor provides time for peer activities where students provide a constructive critique of each other’s understanding of the content.
- Group activities have a clear purpose and direction for students.
- Instructor thoughtfully solicits input from numerous students with varied perspectives.

**Feedback for Instructor:**

**Evidence Found:**

**Strengths:**

**Areas for Improvement:**
**PRINCIPLE 3: Active Learning and Engagement**

Focuses on involving students directly in the learning process, encouraging them to actively engage with the material, apply what they learn, and reflect on their knowledge.

**Key Aspects**

- **Interactive Content:** Instructor utilizes multimedia, simulations, and interactive activities that require student engagement.
- **Critical Thinking and Problem-Solving:** Instructor encourages students to apply concepts to real-world scenarios, analyze case studies, and engage in problem-solving exercises.
- **Reflection and Self-Assessment:** Instructor incorporates reflection, self-assessment quizzes, formative assessments, and other activities that allow students to consider their learning progress.

**Examples of Evidence**

- The class period includes varied instructional strategies (e.g., lecture, discussion, opportunities for practice, questions, etc.).
- Instructor actively monitors and manages active learning exercises.
- Instruction includes the use of labs or simulations where students can manipulate variables and see the outcomes in real time.
- Students analyze case studies/scenarios in which students discuss different approaches to problem-solving.
- Instructor provides meaningful, constructive responses to student comments/answers to questions.
- Instructor models or provides examples of how students can demonstrate advancement toward or mastery of learning goals.
- Instruction includes opportunities for practice with feedback provided by the instructor or peers (who have been given feedback criteria).
- An end-of-class activity prompts students to articulate what they’ve learned and identify areas for further exploration.

**Feedback for Instructor:**

**Evidence Found:**

**Strengths:**

**Areas for Improvement:**
PRINCIPLE 4: High Expectations and Academic Rigor

Ensures that courses are challenging and intellectually stimulating, setting high expectations for all students to achieve their best.

Key Aspects

- **Clear Learning Outcomes:** Instructor articulates what students are expected to learn and achieve by the end of the class.
- **Challenging Assignments:** Instructor designs tasks that push students beyond mere recall of information to analysis, synthesis, and evaluation.
- **Continuous Improvement:** Instructor encourages a growth mindset where students view challenges as opportunities for learning and development.

Examples of Evidence

- Objectives/activities for the class period are clearly articulated.
- Instructor uses and provides explanations of discipline-specific and academic language. Students can use this language with relative accuracy.
- Instructor poses questions that may have more than one answer and/or includes examples from multiple perspectives.
- Students have opportunity during class to integrate various sources of information and apply this to a problem or topic.
- Students have opportunity to refine and improve their understanding of a topic based on feedback or after being provided additional information.
- Motivation and encouragement inspire students to move past the easy answers to more complex solutions, fostering a culture of high expectations and academic rigor.
- Detailed rubrics that communicate the criteria for excellence in assignments and discussions are discussed.

Feedback for Instructor:

Evidence Found:

Strengths:

Areas for Improvement:
PRINCIPLE 5: Adaptability and Accessibility

Prioritizes the creation of an inclusive learning environment that accommodates students' diverse needs, backgrounds, and abilities.

Key Aspects

- **Universal Design for Learning (UDL):** Instructor implements UDL principles to provide multiple means of engagement, representation, and expression.
- **Cultural Competency:** Instructor ensures course content and examples are inclusive and representative of a diverse student population.
- **Flexible Formats:** Instructor offers materials and assessments in various formats to cater to different learning preferences and needs.

Examples of Evidence

- Instruction includes multimedia resources that present material visually, auditorily, and/or kinetically.
- Instructor adjusts instruction when students do not fully understand or need additional support to grasp the content.
- Instructor uses adequate wait time to allow for students who need additional cognitive processing time.
- Content includes global perspectives and examples from various cultures and backgrounds.
- Students have options to demonstrate their learning in different ways, such as through written or verbal responses.
- Instructor uses a variety of formative assessment tools to gauge student progress, accommodating diverse learning styles and needs.

Feedback for Instructor:

Evidence Found:

**Strengths:**

**Areas for Improvement:**

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