Slides, Video, and Multimedia Review Formative Peer Review of Teaching Form

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| **Instructor’s Name**: | **Course**: | **Term**: |

Choose One of the Following

| Media Type: Slides | Criteria Satisfied | Small Change | Suggested Revision | Not Applicable |
| --- | --- | --- | --- | --- |
| **Slides made for overhead display.**  Look for: Slides can be clearly read from the back of the classroom; Slides do not contain copious amounts of long-form text (as applicable); Visual elements, photos, graphs and charts depicted on the slides are clear; Animated elements and slide transitions are consistently applied and are not distracting to the learner. |  |  |  |  |
| *Comments...* | | | | |
| **Slides made available to students for notetaking and studying.**  Look for: Slides are printer friendly and do not waste toner on background images; Notes can be taken on the slides using a computer or pen and paper; When slides are provided as a native PowerPoint file, students can more easily create study tools to meet their specific needs and workflow. |  |  |  |  |
| *Comments...* | | | | |
| **Slides made available to students are accessible to those with visual needs.**  Look for: Slides are made available as a native PowerPoint file and all Microsoft accessibility checker suggestions have been applied; Slides that are provided in PDF format are appropriately formatted for screen readers; The ability to highlight text within the PDF and copy/paste the text elsewhere may be a clue that the PDF contains text that can be read by assistive technology, such as a screen reader (seek assistance to determine the accessibility of PDF documents). If the text cannot be highlighted with your mouse, the text is a photograph of text which is unlikely to be read by assistive technology. (See [WVU Web Standards](https://webstandards.wvu.edu/accessibility/content-creators) for more information.) |  |  |  |  |
| *Comments...* | | | | |

Choose One of the Following

| Media Type: Videos | Criteria Satisfied | Small Change | Suggested Revision | Not Applicable |
| --- | --- | --- | --- | --- |
| **Self-produced instructional videos are no longer than 8 minutes.**  Look for: Lengthy videos are organized into a directory of short video clips and appropriately labeled with titles; With the exception of professionally produced videos (e.g., featured films, documentaries, popular media), videos should aim for a runtime of no more than 8 minutes per research-based practices (See [doi:10.1145/2556325.2566237](https://dspace.mit.edu/bitstream/handle/1721.1/90413/Miller_Understanding%20in-video.pdf?sequence=1&isAllowed=y)). |  |  |  |  |
| *Comments...* | | | | |
| **Learners can watch, re-watch, go back, and move forward in the video player.**  Look for: The video player includes buttons that allow the learner to rewatch a portion of the video or skip ahead to a portion of the video; If the video player controls are locked (e.g., contains embedded quiz questions) a second link to the video with unobstructed player controls is provided for students who wish to study and review the video content. |  |  |  |  |
| *Comments...* | | | | |
| **Audio and visual elements are clear and undistracting.**  Look for: Audio levels and clarity are sufficient for web-based video; There are no distressing sounds in the video that may distract the learner; Video elements appearing on screen are clear and sufficient for web-based video; There are no distracting visual elements in the video; The production quality of the video does not negatively impact learning. |  |  |  |  |
| *Comments...* | | | | |
| **Video is distributed to students from a streaming platform.**  Look for: Instructor has utilized a streaming video platform (e.g., YouTube, Google Drive, Mediasite, etc.) to provide video access to students; Students are not prompted to save the video and download the file to their computer. |  |  |  |  |
| *Comments...* | | | | |
| **Video is accessible to learners with visual or auditory needs.**  Look for: Accurate captioning is provided on the video and filler sounds that are not central to the content (e.g., um, ah, uh) have been removed from the captions; Automatically generated captions have been corrected; Captions can be turned off or on by the learner; Descriptions of what is being depicted visually in the video (e.g., charts, graphs, manual demonstrations) are spoken aloud for the visually impaired (as applicable). (See [Web Standards](https://webstandards.wvu.edu/accessibility/captioning).) |  |  |  |  |
| *Comments...* | | | | |

Choose One of the Following

| Media Type: Interactive Multimedia | Criteria Satisfied | Small Change | Suggested Revision | Not Applicable |
| --- | --- | --- | --- | --- |
| **Platform navigation is clear and easy to understand.**  Look for: Navigation of the learning experience is intuitive, or a brief tutorial is provided; Students are directed to assistance for troubleshooting and technical support if needed; Controls are provided to adjust audio levels and screen size. |  |  |  |  |
| *Comments...* | | | | |
| **Interactive elements are interspersed throughout the learning experience.**  Look for: Learners are engaged at multiple points within the lesson using interactive elements, such as quiz questions, flash cards, branching scenarios, or checks for understanding. |  |  |  |  |
| *Comments...* | | | | |
| **Audio and visual elements are clear and undistracting.**  Look for: Audio levels and clarity are sufficient for web-based media; There are no distressing sounds that may distract the learner; Visual elements appearing on screen are clear and sufficient for web-based media; There are no distracting visual elements in the media; The production quality of the media does not negatively impact learning. |  |  |  |  |
| *Comments...* | | | | |
| **Media is accessible to learners with visual or auditory needs.**  Look for: Accurate captioning is provided on screen and filler sounds that are not central to the content (e.g., um, ah, uh) have been removed from the captions; Captions can be turned off or on by the learner; Descriptions of what is being depicted visually on screen (e.g., charts, graphs, manual demonstrations) are spoken aloud for the visually impaired (as applicable). (See [Web Standards](https://webstandards.wvu.edu/accessibility/captioning).) |  |  |  |  |
| *Comments...* | | | | |

Choose One of the Following

| Instructional Content | Criteria Satisfied | Small Change | Suggested Revision | Not Applicable |
| --- | --- | --- | --- | --- |
| **Appropriateness for the course and level of students enrolled.**  Look for: Content presented aligns with the course objectives; Media is current (as applicable) and content is accurate; Content is presented at an appropriate level (guidance and structure is provided for challenging content). |  |  |  |  |
| *Comments...* | | | | |
| **Amount of instructional media assigned.**  Look for: The amount of media assigned is manageable for the course; Media is evenly distributed and paced across the semester (as applicable); Activities are directly paired with the media for student accountability and practice in applying the content during or shortly after watching (e.g., worksheet, guided notes, formative assessment). Links to media are provided within a schedule, agenda, or module for just-in-time access in eCampus / SOLE. |  |  |  |  |
| *Comments...* | | | | |
| **Media supports student learning.**  Look for: The media provided in the course are aligned with the course objectives; Media, when combined with course activities, supports student learning. |  |  |  |  |
| *Comments...* | | | | |
| **Media provided by the instructor are not in violation of copyright.**  Look for: Instructor is not downloading and redistributing media without permission; Instructor has utilized the WVU Library to provide media access through the card catalog or course reserves; Instructor is neither providing nor encouraging pirated content, such as commercial media and motion pictures. (See [WVU Library Reserves](https://libguides.wvu.edu/reserves/faculty).) |  |  |  |  |
| *Comments...* | | | | |

This form is non-evaluative and is intended to guide your peer review by providing a recommended list of what to look for in course materials. The tables can be edited to include additional rows and criteria based on your academic unit’s needs.

Choose One of the Following

| Additional rows | Criteria Satisfied | Small Change | Suggested Revision | Not Applicable |
| --- | --- | --- | --- | --- |
| **Description**  Long description here |  |  |  |  |
| *Comments...* | | | | |
| **Description**  Long description here |  |  |  |  |
| *Comments...* | | | | |
| **Description**  Long description here |  |  |  |  |
| *Comments...* | | | | |

### Review: Overall Comments

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| --- |
| *Space for overall comments on what is working well, recommended small changes, and suggested revisions…* |

|  |  |  |
| --- | --- | --- |
| **Reviewer’s Name**: | **Department**: | **Date**: |

Reminder: The formative, development-focused peer review of teaching is confidential. Please, do not distribute this review to others. Schedule your post-conference with the instructor receiving this review and present this form during your meeting. Thank you.

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Description automatically generated