

PEER EVALUATION OF ONLINE COURSES

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ABSTRACT

Instructional strategies differ for classroom and online settings making distinctive demands on the participants. Classroom peer observation instruments do not measure teacher effectiveness of online courses. We develop an instrument that uses the potential of the Web, the expectations of students, and the objectives of instructors. Three aspects of instructional websites are evaluated: that *information* be provided to students; that the Web enables *interactions* as students partake of their own learning; and that the backbone of the Web is the *connections* to pages within the site and other relevant sites. Our instrument enables instructors to assess effective instructional strategies for online courses in a consistent and objective way.