

**DETT 607 Instructional Design and Course Development in Distance Education and E-learning**

**ASSIGNMENT 3 – PEER REVIEW FORM**

**Purpose.** The purpose of the peer review is to provide course designers with feedback during course development and prior to trials with test subjects and/or implementation.

**Audience.** The audience is the instructional designer (and other members of the course design team).

**Contents.** This course is on choral music, creating music, and learners across the United States working together to become a massive virtual choir.

You may copy and expand the following template for your peer review.

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**PEER REVIEW FORM**

Review of: Virtual Choir Project  
 Course designer: Mary K. French  
 Reviewer: Mary Lynn McPherson

OVERALL COURSE DESIGN	Impressions, observations	Suggestions
	The instructional designer did an excellent job with this storyboard. I read it carefully multiple times and I have a thorough feel for what she expects the learners to be able to do at the end of the course, and she lays out a clear path for how to get there. She provides multiple opportunities for hands on practice, and opportunities for feedback.	I really enjoyed this, and would have enjoyed diving a little deeper into each module web page. Perhaps seeing an example of the student resources, assignments, etc.
Review application of the 9 events of instruction for each module. For specific recommendations, identify the modules for which your suggestions are applicable.		
9 EVENTS OF INSTRUCTION	Description of how the event is included (or if it is missing)	Suggestions
Gaining attention	Welcome video on home page of LMS; opportunity to meet faculty on home page.  Orientation to choir under "start up activities"	Good use of summary of previous module in the "Introduction to the Module" section. Perhaps I just can't see it, but in addition to the commentary on the previous module, perhaps preview

	Each module has an "introduction to the module"	attractions for the new module as well in this section.
Informing the learner of the objective(s)	<p>Learning objectives are listed in storyboard, and translated into deliverables in "plain English" – quite explicit (create a paper, perform, etc.)</p> <p>On main landing page of LMS there is an orientation link that has syllabus and course outline. I assume learning objectives are included here.</p>	On that main landing page of the LMS – on the orientation tab – I can't visualize it, but if you don't have the learning objectives as a separate "clickable" link, I would do that, and include the translation into deliverables as well. Makes it very real to learners.
Stimulating recall of prerequisite learned capabilities	<p>This is a hard one – I can tell the teacher has incorporated this because the learning objectives become more complex as the course progresses.</p> <p>Also, Module 2, scene 3, teacher explicitly points out an activity that builds on previous knowledge</p>	I would assume the teacher would indicate this in her instructions to the class. "As you recall, in the last module you learned x, y, z...and now you're going to apply it to a, b, c..." I like reminding students why they can't just dump newly learned material, and reminding them how/why it builds.
Presenting the stimulus material (content, lessons)	Student resources are clearly marked in each module.	Maybe adding a sentence on why this resource is important and how it will be helpful to the learner.
Providing learning guidance	Teacher provides examples such as Eric Whitacre's Virtual Choir example. I'm sure there are others.	
Eliciting performance	Teacher provides numerous examples of this. And this ties in with the next step in Gagne – feedback.	
Providing feedback about performance correctness	Many examples, such as Act 4, Module 3 – students get feedback from other students, and then from the teacher.	I wasn't sure which was formative vs. summative.
Assessing the performance	Many examples throughout, such as Act 3, module 2	As above.
Enhancing retention and transfer	This is noted throughout the storyboard. I still struggle with how to note this explicitly.	Could this be noted explicitly in some fashion? I struggle with this too. Maybe a cheat sheet (job aid) or something?

CONTENT	Strong features/attributes	Comments/suggestions
Appropriateness for objectives	<p>Very nicely done. For example, objective #1 (demonstrate knowledge of choral history and significant choral works) – teacher provides several links. That 1000 student choir honoring Prince gave ME goosies!</p> <p>Objective 3 – demonstrate knowledge of good vocal health practices – teacher requires they videotape their daily warm-up and solicits feedback from others.</p> <p>Objective 4 – employ knowledge of choral part writing and basics of music theory and successfully integrate these into a composition – teacher requires students actually COMPOSE.</p>	<p>In your storyboard, sometimes it's helpful to take one screen shot and then delve a little deeper by exploring specific areas of that screen shot. In other words, show the reader a screen shot of the home page for Module 1, then the next few slides could be screen shots of further clicks off that initial screen shot. So in other words, exploring Module 1 a little more fully.</p>
Appropriateness for learners	<p>I believe the content is entirely appropriate for learners. The building blocks are laid out, and content builds, successes lead to more difficult content. This is constructivism for certain.</p>	<p>In your introduction to each module, your wrap up – it might be useful to call out specific examples of excellent student work from the previous module, illustrating particular aspects of the previous scope of work.</p>
Interest level	<p>I found this whole thing VERY interesting! I play the piano, organ, banjo and guitar – I accompanied the glee club all through high school and played the organ in church for years, and I didn't know ANY of this! I want to take this course! (not until this masters is done!)</p>	<p>Maybe add a teaser at the end of each module – kind of a “previous of coming attractions.” If you do that, it's useful to point out to learners what newly learned information or skills they need to bring forward with them to the next module. Clearly this is not the kind of course where students can do a data dump after an exam when moving forward in the course, but it would be nice to be explicit. Example, “So now that you know the five most critical elements of a choral piece, you will be using that as criteria to assess a fellow classmate in the next module.”</p>
INTERACTION DESIGN	Strong features/attributes	Comments/suggestions
With Content	The instructional designer did a nice job	Obviously the final product won't

	laying out each LMS web page. The many features were clearly labeled. Where each learning object is available is made quite clear.	have all the call-outs that were valuable for course navigation evaluation at this point.
With Students	The designer provided many opportunities for students to interact with each other. Each module has student to student feedback, followed after a few days by teacher feedback.	I'm sure you thought of this – but will you have a “raise your hand” discussion board option in each module for any student questions? Might also be useful to do exactly what we're doing in this exercise – have students use the grading rubric to assess each other's projects.
With Instructor	Teacher provides feedback on student performance AFTER giving other students an opportunity to provide feedback. She also provides a summary of the previous module when introducing the next module.	Could you make it clearer which feedback from the instructor is formative vs. summative? You just can't give enough formative feedback!

SUMMARY OF REVIEW	Main Strengths	Main Weaknesses – improvements needed (in priority order)
	<p>The designer was quite clear in terms of what the learning objectives are, and what the deliverables are. The instructional materials, course activities, and course tools/technology are appropriate to gear the learner for success. Success being the ability to achieve the learning outcomes and to perform well on the assessments.</p> <p>The Quality Matters Rubric clearly states that the learning objectives (2.1 and 2.2), instructional materials (4.1), course activities (5.1), course tools (6.10), assessments (3.1) are REQUIRED to be aligned in a quality distance education course. I believe the instructional designer has done just that.</p> <p>The designer has clearly pointed out how the guiding principles are operationalized throughout the storyboard. This was done in a comprehensive fashion, and wasn't just fancy “lip service.”</p>	<p>I find it useful to break terminal performance objectives down with enabling objectives. Students often need that level of direction. This is an excellent storyboard and easy to follow, but adding enabling objectives might give just that little something extra in terms of direction to learners.</p> <p>For example (bear in mind I don't know much about this topic), TPO #1 (demonstrate knowledge of choral history and significant choral works) might be supported with enabling objectives such as:</p> <ul style="list-style-type: none"> <li>-List three major developments in the past 20 years that led to the evolution of choral history.</li> <li>-Explain why these events were pivotal in the evolution of choral history.</li> <li>-List three choral works, describe the strengths and the weaknesses of each performance.</li> </ul>

	Really nicely done!	
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