FORP Peer Review

GOALS

FORP peer review process is a collaborative learning opportunity. FORP peer reviewers work closely with their assigned FORP faculty participants in providing thoughtful and constructive feedback that helps their peers enhance their work and Canvas course, fostering a culture of mutual learning and growth.

1. FORP peer reviewers' feedback should contribute to the development of skills and knowledge outlined in the FORP faculty participant's course syllabus and course alignment.

2. FORP peer reviewers should maintain the confidentiality of the course being reviewed, respect the privacy of their peers, and not share or discuss the contents of the course outside of the review process.

3. FORP peer reviewers should approach the review process with fairness. The course evaluation should be based on the established checklist rubrics provided by ATS and personal biases should not influence their assessment.

4. FORP peer reviewers should provide constructive and specific feedback to faculty FORP participants. Suggestions for improvements should be offered for areas needing enhancement and should provide accurate and appropriate citations for all sources used.

5. FORP peer reviewers are encouraged to reference our FORP checklist annotation document for guidance.

6. FORP peer reviewers should provide well-written, clear, and organized feedback that is communicated respectfully and professionally.

7. FORP peer reviewers are expected to communicate with FORP faculty participants and instructional designers throughout the review process.

8. FORP peer reviewers should try to be available from the beginning of the course start date to answer any FORP faculty participant questions.

9. FORP peer reviewers should complete their review within the specified timeframe which is the **last Thursday** of the program (dates vary, please refer to our FORP peer review schedule). Timely feedback benefits the FORP faculty participant and enhances the learning process, it also allows for additional support for the FORP faculty participant.

10. FORP peer reviewers will utilize Canvas and the assignment tool feature to provide timely feedback on the course checklist submitted.

11. FORP peer reviewers must feel comfortable being enrolled in FORP faculty participant's online Canvas course for the purpose of completing the review and looking for rubric evidence. FORP peer reviewers are expected to respect the privacy of their peers.