



Peer Review for: **Jennifer Groman, Ph.D.**, Department of Doctoral Studies and Advanced Programs

Course: EDIS 654, **Creativity for Teachers of the Talented**, Fall 2020

Reviewer: **Erik Kormos, Assistant Professor**, Department of Doctoral Studies and Advanced Programs

During the Fall of 2020, I reviewed Dr. Groman's Blackboard shell for EDIS 654, **Creativity for Teachers of the Talented**, which is a seven-week, asynchronous online course. EDIS 654 is delivered virtually with weekly assignments and projects.

The course is easy to navigate and very straightforward. A 'Content-Start Here!' folder clearly indicates where students are to begin. Inside of this link, the information is located in appropriately labeled folders broken down by week and important resources. This structure makes it easier for students to find materials and complete the weekly assignments. For the assignments themselves, the directions are clear while the projects are relevant to the field and feature an application element. Dr. Groman also provided recorded course lectures, weekly announcements, and course evaluations. In particular, each week featured video feedback for the class as a whole. That constant communication from an instructor assures everyone is on the same page (Martin & Bolliger, 2018). There is no doubt the students enrolled appreciate the interaction.

I came away impressed with the amount of technology Dr. Groman incorporated to allow for a central location of resources. Specifically, the implementation of Padlet and 'Dr. Groman's Gifted Document Page' allowed for students to communicate with peers in a forum outside of traditional Blackboard discussions. Padlet also allowed students to share images and other resources to foster conversations and for students to potentially build new connections (Kharis, Dameria, & Ebner, 2020). Universal Design for Learning principles are demonstrated throughout the course. A variety of content delivery methods support access and understanding, while varied assessments allow for student choice in demonstration of mastery (Scott, Temple, & Marshall, 2015). Lastly, the course offered multiple instructional strategies to stimulate motivation and sustained enthusiasm in the field of Gifted Education.

Overall, this course offered students excellent information related to Gifted Education. More importantly, it provided resources for Gifted educators from the Ohio

Department of Education, Ohio Association for Gifted Children, and OAE test prep materials. This demonstrates Dr. Groman incorporated current and relevant resources to improve the teaching practices of her students. I do have one suggestion, which would be to go even further in promoting student interaction through video discussion boards or technology-based group projects. I appreciated the opportunity to observe this course shell and found many new ideas I can apply to my own courses.

A handwritten signature in black ink, appearing to read 'Erik Kormos'.

Erik Kormos, Ph.D.

### References

- Kharis, K., Dameria, C., & Ebner, M. (2020). Perception and Acceptance of Padlet as a Microblogging Platform for Writing Skills.
- Martin, F., & Bolliger, D. U. (2018). Engagement matters: Student perceptions on the importance of engagement strategies in the online learning environment. *Online Learning*, 22(1), 205-222.
- Scott, L. A., Temple, P., & Marshall, D. (2015). UDL in online college coursework: Insights of infusion and educator preparedness. *Online Learning*, 19(5), 99-119.