

COE Asynchronous Online Teaching Observation

Observer:

Instructor/Course Observed:

Date:

Module(s) Reviewed:

Guidelines for peer observer:

- Peer observer meets with the faculty to get an overview of the course and objectives.
- Observes a minimum of one completed online module/unit (one that students have completed and for which the instructor has provided feedback).
- Reviews the course learning objectives.

Class organization

Instructional plan

- ☐ The module/unit instructional plan demonstrates clear signs of planning and organization and follows a logical flow.
- ☐ Module/unit instructional plan includes learning objectives, due dates, and assignment descriptions.
- ☐ The class session includes student interaction with peers, content, and instructor.
- ☐ The module/unit instructional plan includes effective pedagogical components (e.g. instruction, formative assessment, and reflection).
- ☐ The course materials are organized into modules that make logical sense to students. It is clear where to find files, activities, resources, contacts, and other course information.

Course environment and technology

- ☐ Instructor selects appropriate and varied course tools for activities, communication, and assessments.

☐ Course tools promote learner engagement.

Observer comments:

Learning environment

Course climate

☐ Instructor encourages student participation.

☐ Instructor is responsive to students' learning needs.

☐ Instructor has established course norms that foster a positive and inclusive environment.

☐ Instructor encourages interaction between students.

Communication

☐ Instructor provides clear and complete instructions for all assignments and activities.

☐ Instructor participates in and manages communication.

☐ Instructor frequently provides communication to students.

Content

☐ Instructor uses concrete examples/illustrations to clarify content when appropriate.

☐ Instructor cites sources for content.

☐ Students are given context around the course content, allowing them to make the connection between how it fits into the current topic and how it aligns with the assessments and activities.

☐ Course materials are accessible. Instructor provides transcripts and/or captions for all auditory media, including both audio and video resources. Handouts have been made accessible.

- ☐ The content that is used in the course is considered up-to-date and shows current trends in the discipline. The sources of content are credible and reliable, especially when sending students to an external resource.

Observer comments:

Instructional content

Knowledge of subject

- ☐ Content demonstrates current knowledge in the field.
- ☐ Instructor ties current content to topics or knowledge from the profession and/or more advanced courses when appropriate.

Discipline-specific language

- ☐ Instructor uses discipline-specific and academic language.
- ☐ Instructor explains use of discipline-specific terms.

Contextual relevance and transferability

- ☐ Instructor provides real-world applications of module/unit content.
- ☐ Instructor explicitly builds on prior student knowledge.

Observer comments:

Student engagement

Appropriate content or level

- ☐ Module/unit content promotes mastery of course learning objectives.
- ☐ Instructor engages students in higher-order thinking skills (e.g. analysis, critical thinking, evaluation, problem solving, etc.).

Active learning

- ☐ Module/unit includes at least one active-learning exercise to apply course content.

☐ Authentic and active learning assessments are included where students demonstrate their ability to apply course knowledge and skills to real-world tasks.

Formative assessment/feedback

☐ Instructor provides students constructive and encouraging feedback on how to improve their performance.

☐ Instructor provides information to students about their performance on module/unit activities.

Observer comments: