**Peer Observation Form: Online Learning Module or Course**

Faculty member reviewed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course (or portion thereof) reviewed:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Peer reviewer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Pre-review meeting date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date reviewed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Post-review meeting date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- | --- |
| 1. **Overview and Organization** | **Yes** | **Partially** | **No** | **N/A** | **Comments** |
| Course website or module is visually appealing, well organized, and easy to navigate. |  |  |  |  |  |
| Course or module gives clear instructions on  how to get started. |  |  |  |  |  |
| Instructor clearly communicates expectations to  students. |  |  |  |  |  |

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| **II. Learning objectives**  **The instructor …** | **Yes** | **Partially** | **No** | **NA** | **Comments** |
| Provides clear, concise learning objectives appropriate to the experience. |  |  |  |  |  |
| Incorporates lower and higher level learning objectives. |  |  |  |  |  |

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| **III. Instructional materials The instructor …** | **Yes** | **Partially** | **No** | **NA** | **Comments** | |
| Uses more than one type of instructional material to engage students (e.g., multimedia). |  |  |  |  |  | |
| Chunks content into manageable segments. |  |  |  |  |  | |
| Assures that content is current. |  |  |  |  |  | |
| Explains the distinction between required and optional materials. |  |  |  |  |  | |
| **IV. Learning activities and facilitation The instructor …** | **Yes** | **Partially** | **No** | **NA** | **Comments** |
| Provides clear instructions for learning activities. |  |  |  |  |  |
| Provides opportunities for peer interaction. |  |  |  |  |  |
| Provides opportunities for student and instructor interaction. |  |  |  |  |  |
| Uses technology effectively to support active learning. |  |  |  |  |  |
| is regularly engaged to support and facilitate online learning. |  |  |  |  |  |

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| **V. Assessment The instructor …** | **Yes** | **Partially** | **No** | **NA** | **Comments** |
| Uses assessment approaches that align with the stated learning objectives. |  |  |  |  |  |
| Provides clear grading criteria/rubrics for assignments or projects. |  |  |  |  |  |
| Provides timely and constructive feedback to students. |  |  |  |  |  |

**VI. General Comments:**

**VII. Overall Rating of Online Teaching**:

**Exceeds all standards of effective online learning design**. No revision is needed.

**Meets all and exceeds some** **standards of effective online learning design**. **Minor** revisions may be recommended.

**Meets all standards of effective online learning design. Minor** revisions may be recommended.  
**Does not meet all standards of effective online learning design. Major** revisions are needed. Formal faculty development activities and mentoring of the department chair are required.   
**Unsatisfactory.** The online course(module) meets few standards of **effective online learning design**, and is in need of extensive mentoring and formal faculty development.