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| **Peer Observer Report and Assessment Form ( for Online Courses)****UT Arlington Faculty Peer Review of Teaching** |

*(This form shall not be included in the Faculty Member’s personnel file nor in any tenure and promotion dossier.)*

Faculty Member Observed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Rank \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course Observed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Type of Course \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(lecture, lab, studio, seminar, discussion, etc.)

Peer Observer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 ***Exemplary Accomplished Promising Incomplete Not***

 ***Applicable***

**Course Overview and Introduction**

1.1 Instructions make clear how to get started and EX AC PR IN NA

 where to find various course components.

1.2 Learners are introduced to the purpose and structure EX AC PR IN NA

 of the course.

**Learning Objectives (Competencies)**

2.1 The course learning objectives, or course/program EX AC PR IN NA

 competencies, describe outcomes that are measurable.

2.2 The module/unit learning objectives or competencies EX AC PR IN NA

 describe outcomes that are measurable and consistent

 with the course-level objectives or competencies.

2.3 All learning objectives or competencies are stated clearly EX AC PR IN NA

 and written from the learner’s perspective.

2.4 The relationship between learning objectives or EX AC PR IN NA

 competencies and course activities is clearly stated.

2.5 The learning objectives or competencies are suited to EX AC PR IN NA

 the level of the course.

**Assessment and Measurement**

3.1The assessments measure the stated learning objectives EX AC PR IN NA

 or competencies.

* 1. The course grading policy is stated clearly. EX AC PR IN NA

3.3 Specific and descriptive criteria are provided for the EX AC PR IN NA

 evaluation of learners’ work and are tied to the course

 grading policy.

**Instructional Materials**

* 1. The instructional materials contribute to the achievement EX AC PR IN NA

 of the stated course and module/unit learning objectives

 or competencies.

* 1. Both the purpose of instructional materials and how the EX AC PR IN NA

 materials are to be used for learning activities are clearly

 explained.

**Course Activities and Learner Interaction**

* 1. The learning activities promote the achievement of the EX AC PR IN NA

 stated learning objectives or competencies.

* 1. Learning activities provide opportunities for interaction EX AC PR IN NA

 that support active learning.

* 1. The instructor’s plan for classroom response time and EX AC PR IN NA

 feedback on assignments is clearly stated.

**Course Technology**

* 1. The tools used in the course support the learning EX AC PR IN NA

 objectives and competencies.

 6.2. Course tools promote learner engagement and EX AC PR IN NA

 active learning.

**Learner Support**

7.1. The course instructions articulate or link to a clear EX AC PR IN NA

 description of the technical support offered and how

 to obtain it.

7.2. Course instructions articulate or link to the institution’s EX AC PR IN NA

 accessibility policies and services.

**Accessibility and Usability**

8.1 Course navigation facilitates ease of use. EX AC PR IN NA

8.2 Information is provided about the accessibility of all EX AC PR IN NA

 technologies required in the course.

**Summary Comments and Highlights**

**Strengths and innovations**

**Areas for improvement**

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Peer Observer Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Peer Observer Name (Print) and Title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Faculty Member \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

At the closing conference the observer should inquire about the instructor’s availability to students outside of class time. If the instructor’s availability is considered limited, the observer should share strategies that will increase availability to students.