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.)*

 Name of Faculty Member: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Rank: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Peer Observer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Prefix, number, and title of course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date, time, and location of review \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Type of course (lecture, lab, studio, seminar, discussion, etc.): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

COURSE CONTENT AND DESIGN – addresses elements of instructional design, which includes structure of the course, learning objectives, organization of content and instructional strategies.



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|  | Exemplary | Accomplished | Promising | Incomplete |
| **Goals and****Objectives** | Goals and objectives are easily located within the courseGoals and objectives are clearly written at the appropriate level and reflect desired outcomesGoals and objectives are written in measureable outcomes (i.e., students know what they are expected to be able to do)Goals and objectives are made available in a variety of areas in the course (within the syllabus and each individual learning unit) | Goals and objectives are located within the course syllabus or the individual learning unitsObjectives are written to reflect desired learning outcomes, although not all are written as measureable outcomesStudents have some understanding of what is expected of them | Goals and objectives are not easily located within the courseGoals and objective are not clearly written in measurable learning outcomesStudents may be unsure of what they are expected to be able to doThe level does not match the desired outcomes | Goals and objectives are not easily located within the courseSome are missing and others poorly writtenThe level does not match the desired learning outcomes |
| **Content****Presentation** | Content is made available or “chunked” in manageable segments (i.e., presented in distinct learning units or modules)Navigation is intuitiveContent flows in a logical progressionContent is presented using a variety of appropriate mechanisms (e.g., content modules, single pages, links toexternal resources, RSS Feeds, print material)Content is enhanced with visual and auditory elements; supplementary resources are made available (e.g., course CDs, textbooks, course manuals, etc.) | Content is made available or “chunked” in manageable segments (i.e., presented in distinct learning units or modules)Navigation is somewhat intuitive, but some “exploring” is required to determine the flow of contentContent is presented using a variety of mechanisms (e.g., content modules, single pages, links to external resources, RSS Feeds, print material)Visual and/or auditory elements occasionally enhance the content; supplementary resources are made available (e.g., course CDs, textbooks, course manuals, etc.) | Some content segments are overly large (or possibly too small) for the specified objectivesNavigation is only occasionally intuitive, thus the flow of content is sometimes not easily determinedThe design does not avail of the content presentation tools (e.g., content modules, single pages, links)Few or no visual and/or auditory elements are used to enhance the contentSupplementary resources may be made available (e.g., course CDs, textbooks, course manuals, etc.) | Content is not “chunked” intomanageable segments;Navigation is not intuitive and the flow of content is unclear;The design does not avail of the content presentation tools (content modules, single pages, links);No visual or auditory elements are used to enhance the content;Supplementary resources are not made available (e.g., course CDs, textbooks, course manuals, etc.) |
| **Accuracy** | All course content is credibleAll sources clearly identifiedAll required copyright permissions are in placeBreadth of content coverage is excellent | Course content is credibleMost sources are clearly identifiedMost required copyright permissions are in placeBreadth of content coverage is sufficient | Some sources are not clearly identifiedSome required copyright permissions are missingBreadth of content coverage may be insufficient | Information sources are not clearly identifiedRequired copyright permissions are missingBreadth of content coverage is insufficient |



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| **Syllabus****Elements** | Syllabus is complete and detailed with no errorsPrintable version of the syllabus is included (PDF)Printable version of the course schedule is included (PDF) | Syllabus is complete and detailedErrors may be presentCourse schedule may not be complete | Syllabus is complete but not detailedTypos and errors may be present | Some syllabus elements are missingErrors may be present |
| **Learner****Engagement** | It is clear how the instructional strategies will enable students to reach course goals and objectivesCourse design includes guidance for learners to work with content in meaningful ways (e.g., pre-reading outlines, web-quests, devil’s advocate challenges, etc.);Higher order thinking (e.g., analysis, problem solving, or critical reflection) is expected of learners and explainedwith examples or modelsIndividualized instruction, remedial activities, or resources for advanced learning activities are provided | Instructional strategies are designed to help students to reach course goals and objectives, although this relation- ship may not be obvious to learnersGuidance is provided, but could be improved with greater detail or depthHigher order thinking is required for some activities but is not well- explained or supported (e.g., by providing examples of “good answers”)Differentiated instruction (such as remediation) may be available on a limited basis | It is not clear how the instructional strategies will help learners achieve course goals and objectivesGuidance in using content materials may only be provided on a limited basisHigher order thinking is not required or encouraged;Differentiated instructional opportunities are not provided, although there may be supplementary content resources available | Instructional strategies do not provide students with skills needed to achieve course goals and objectivesContent is provided but it is not clear what students are expected to do with itHigher order thinking is not expected from studentsNo supplementary resources or activities are provided for remediation or advanced study |
| **Technology****Use** | Tools available within the LMS are used to facilitate learning by engaging students with course contentLMS tools are used to reduce the labor-intensity of learning (e.g., providing links to needed resources where they will be used in the course)Technologies are used creatively in ways that transcend traditional, teacher-centered instructionA wide variety of delivery media are incorporated into the course | Tools available within the LMS could be utilized more (or more creatively) to engage learners with course contentLMS tools are made available to assist students, but could be organized or arranged for even greater usefulnessTechnologies within the course are used in many cases merely to replicate traditional face-to-face instructionThere is some variety in the tools used to deliver instruction | Tools available within the LMS are not used to their full extent or not used when it would be appropriate to do soOnly a few tools (of those available within the LMS) are used in a way that streamlines access to materials and activities for studentsTechnologies within the LMS are used primarily by instructors and not studentsThere is little variety in use of technologies within the LMS | Technologies used within the LMS do not engage students with learningTools that could reduce the labor- intensity of online instruction are not utilizedStudents are not expected to use technologies available within the LMSOnly a few technologies available within the LMS are used |

INTERACTION AND COLLABORATION – Interaction and Collaboration can take many forms. Interaction denotes communication between and among learners and instructors, synchronously or asynchronously. Collaboration is a subset of interaction and refers specifically to those activities in which groups are working interdependently toward a shared result. This differs from group activities that can be completed by students working independently of one another and then combining the results, much as one would when assembling a jigsaw puzzle with parts of the puzzle worked out separately then assembled together. A learning community is defined here as the sense of belonging to a group, rather than each student perceiving himself/herself studying independently.



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| **Communication****Strategies** | There are plentiful opportunities for synchronous and/or asynchronous interaction, as appropriateAsynchronous communication strategies promote critical reflection or other higher order thinking aligned with learning objectivesSynchronous communication activities benefit from real-time interactions and facilitate “rapid response” communication (i.e., students gain practice discussing course content extemporaneously without looking up basic, declarative information) | Several communication activities are included to reinforce the desired learning outcomesAsynchronous communications sometimes require reflection or other higher order thinkingSynchronous interactions are meaningful but may not take full advantage of the real-time presence of instructor and/or peers | Communication strategies are included, however, they may not consistently reinforce desired learning outcomesAsynchronous communications are focused primarily on lower levels of thinking (e.g., summarizing, describing, interpreting, etc.)Synchronous interactions are used mostly for instructor explanation or clarification of content, or other instructor-focused activities | Little to no attention has been devoted to communication strategiesInteraction activities that are included do not invoke critical thinking, reinforce learning, or take advantage of the specific strengths of the communica- tion tools used |
| **Development of Learning Community** | Communication activities are designed to help build a sense of community among learnersStudent-to-student interactions are required as part of the course Students are encouraged to initiate communication with the instructorCollaboration activities (if included) reinforce course content and learning outcomes, while building workplace- useful skills such as teamwork, cooperation, negotiation, and consensus-building | Communication activities may help learners build a sense of community, but do not appear to be designed with this in mindSome student-to-student interaction is built into the courseStudents interact with the instructor, although primarily as a result of instructor-initiated contactCollaboration activities (if included) support some team-building skills, but may not purposefully integrate these elements | Effort has been devoted to fostering a sense of community in the course, but only minimally.More focus is needed on designing activities and a course climate that foster student-to-student interactions as well as student-to-instructor interactions. | Little to no attention has been devoted to building a sense of community in this course. |



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| **Interaction****Logistics** | Guidelines explaining required levels of participation (i.e., quantity of interactions) are providedExpectations regarding the quality of communications (e.g., what constitutes a “good” answer) are clearly definedA rubric or equivalent grading document is included to explain how participation will be evaluatedThe instructor actively participates in communication activities, including providing feedback to studentsThe instructor uses communication tools to provide course updates, reminders, special announcements, etc. | Expectations of student participation in communication activities are given, but would benefit from more detailExpectations regarding the quality of communications are included, but may be sketchy and lack detail orillustrative examplesMinimal information may be provided regarding grading criteria for communications activitiesThe instructor is occasionally involved in communication activitiesThe instructor sometimes takes advantage of LMS tools to post announcements, reminders, etc. | Instructor expectations of student interactions are not made clearLittle information is provided regarding what constitutes a “good” response or postingStudents are not given a clear set of criteria for how communications activities will be gradedThe instructor appears to be largely absent from communication activitiesFew announcements, reminders, or other updates are provided | Few or no guidelines are provided to students regarding the desired quan- tity or quality of communications and/or interactions within the courseThe instructor does not participate in communications activities with students; |

ASSESSMENT –Assessment focuses on instructional activities designed to measure progress towards learning outcomes, provide feedback to students and instructor, and/or enable grade assignment. This section addresses the quality and type of student assessments within the course.



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| **Expectations** | Assessments match the goals &objectivesLearners are directed to the appropriate objective(s) for each assessmentRubrics or descriptive criteria for desired outcomes are provided (e.g., models of “good work” may be shown)Instructions are written clearly and with sufficient detail to ensure understanding | Assessments match the goals &objectivesRubrics or descriptive criteria for desired outcomes are included for some assessment activitiesInstructions are written clearly, with some detail included | Students are assessed on the topics described in the course goals and objectivesThere may be some explanation of how assessments will be scored/ graded Instructions lack detail that would help students understand how to complete the activities | Assessments bear little resemblance to goals & objectivesExpectations or grading criteria are not providedInstructions are limited or absent |
| **Assessment****Design** | Assessments appear to measure the performance they claim to measure (e.g., activities are explained using appropriate reading level and vocabulary)Higher order thinking is required (e.g., analysis, problem-solving, etc.)Assessments are designed to mimic authentic environments to facilitate transferAssessment activities occur frequently throughout the duration of the courseMultiple types of assessments are used (e.g., research paper, objective test, discussions, etc.) | Assessment activities have “face validity” (i.e., they appear to match the curriculum)Some activities involve higher order thinkingAssessment activities may focus on tasks similar to real-world application of skillsMultiple assessments are included; at least three different types of assessments are used | It is not clear whether the assessment activities actually measure the desired skillThe vast majority of assessments require only low-level thinking (e.g., memorization)Assessment activities typically do not include tasks that are relevant beyond the scope of this course; multiple assessments are includedTwo types of assessments are included, at a minimum | Assessment activities appear to lack validity due to bias, lack of clarity in questions or tasks, or because students are evaluated on performance unrelated to the stated objectivesNo higher-order thinking skills are required to complete assessment activitiesThere is little or no evidence of authenticity built into assessmentsAssessments are too few and far apart for the course content |
| **Student****Learning Styles** | Most course content is presented in a wide variety of ways to insure quality instruction for all student learning styles | Alternative modes of delivery of content are present for several portions of the course | Basic alternative modes of delivery (e.g., graphics, media, interactive exercises, labs, etc.) are present for a few portions of the course | Course content is presented primarily as text |
| **Self- assessment** | Many opportunities for self- assessment are provided;Self-assessments provide constructive, meaningful feedback | Some self-assessment activities are includedSelf-assessments provide feedback to learners | There may be self-assessment activities, but they are limited in scope and do not offer useful feedback | A few self-assessments may be included, but they offer little more feedback than flash cards |

LEARNER SUPPORT – addresses the support resources made available to students taking the course. Such resources may be accessible within or external to the course environment. Specifically, learner support resources address a variety of student services including, but not limited to the following.



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| **Orientation to****Course and LMS** | Clearly labeled tutorial materials that explain how to navigate the LMS and the specific course are includedTutorials are found easily (few clicks) whether internal or external to the course, with easy return to other areas of the courseTutorial materials support multiple learning modalities: audio, visual, and text based | Clearly labeled tutorial materials that explain how to navigate the LMS and the specific course are includedTutorials may not be easily accessed, or require the learner to leave course site without an easy returnTutorial materials support multiple learning modalities: audio, visual, and text based | Tutorial materials that explain how to navigate the LMS and/or the specific course may be evident, but not easily foundMaterials do not support multiple learning modalities and are text-based only | Tutorial materials explaining how to navigate the LMS or the specific course may be included but are difficult to find, lack detail, are not well organized, or are incompleteTutorial materials that are included do not support learning modalities |
| **Supportive Software (Plug-ins)** | Clear explanations of optional and/or required software including any additional costs (in addition to the LMS) are provided within the coursesSoftware required to use course materials is listed with links to where it can be captured and installedLinks are located within the course where learners will use the software (i.e., near the materials requiring its use) | Clear explanations of optional and/or required software (in addition to the LMS) are provided within the courseSoftware required to use course materials is listed but links to where it can be captured and installed are not found near where it will be used | Software (in addition to the LMS) required to use course materials is mentioned, but not explainedLinks to where it can be captured and installed are provided, although they may not be conveniently located | The need for additional software required to use course materials may be mentionedLinks to software may be missing or incomplete |
| **Instructor Role and Information** | Contact information for the instructor is easy to find and includes multiple forms of communication (for example, e-mail, phone, chat, etc.)Expected response time for e-mail replies is includedThe Instructor’s role within the course is explained (for example, whether he/she will respond to “tech support” type questions)The instructors methods of collecting and returning work are clearly explained | Contact information for the instructor is included but may not be easy to find; contact information includesmore than one type of communication toolExpected response time for e-mail replies may be includedInstructor’s role within the course isnot clearly spelled out to studentsThe instructor’s methods of collecting and returning work are clearly explained | Contact information for the instructor is provided but not easy to findContact information includes only one way to reach the instructorInformation concerning response time for e-mail replies is not includedLittle or no information is given regarding the instructor’s role in the courseThe instructor’s methods of collecting and returning work are evident but not clearly explained | Contact information for the instructor is sketchy, at bestLacks information concerning response time for e-mail replies is includedInformation regarding the instructor’srole in the course is not includedInstructor’s methods of collecting and returning work are confusing or non- existent; |



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| **Course Institutional Policies & Support** | Links to institutional policies, materials, and forms relevant for learner success (e.g., plagiarism policies) are clearly labeled and easy to findLinks allow easy navigation from the course to the information and back; course/instructor policies regarding decorum, behavior, and netiquette are easy to find and written clearly toavoid confusionLinks to institutional services such as the library, writing center, or financial aid office are clearly labeled and easy to find | Links to institutional policies, materials, and forms relevant for learner success (e.g., plagiarism policies) are included but may require searching to findLinks allow easy navigation from the course to the information and backCourse/instructor policies regarding decorum, behavior, and netiquette are included and are written clearly to avoid confusionLinks to institutional services such as the library, writing center, or financial aid office may be included but require searching to find | Links to some institutional policies, materials, and forms relevant for learner success (e.g., plagiarism policies) are included but are difficult to findCourse/instructor policies regarding decorum, behavior, and netiquette are included but are not clearly written or would benefit from more detailA few links to institutional services such as the library, writing center, or financial aid office may be included but require searching to find | Links to some institutional policies, materials, and forms relevant for learner success (e.g., plagiarism policies) are not includedSome course/instructor policies regarding decorum, behavior, and netiquette may be included but are not clearly written or would benefit from more detailLinks to institutional services such as the library, writing center, or financial aid office are not included |
| **Technical Accessibility Issues** | Course materials use standard formats to ensure accessibilityIf specific software is required to which some learners may not have access, alternative file types are providedLarge files are identified to help learners consider download timesAlternative (smaller) files are provided where appropriateVideo are streamed whenever possible; graphics are optimized for web delivery and display without needing extensive scrolling | Course materials use standard formats to ensure accessibilityIf specific software is required to which some learners may not have access, alternative file types are sometimes providedLarge files are not identified as such; alternative (smaller) files are not providedVideo files are streamed in some casesGraphics are not be optimized for web delivery but display without extensive scrolling | Course materials use standard formats to ensure accessibilityIf specific software is required to which some learners may not have access, alternative file types are not providedLarge files are not identified as such and alternative (smaller) files are not providedVideo files are not streamedGraphics are not optimized for web delivery and may require extensive scrolling | Course materials sometimes use standard formats to ensure accessibilityIf specific software is required to access course materials, no mention of this is included and alternative file types are not providedLarge files are not identified as such and alternative (smaller) files are not providedVideo files are not streamedGraphic files are not optimized for web delivery and require extensive scrolling |
| **Accommodations for Disabilities** | Supportive mechanisms allow learners with disabilities to participate fully in the online communityThe design and delivery of content integrate alternative resources (e.g., transcripts) or enable assistive processes (e.g., voice recognition) for those needing accommodationLinks to institutional policies, contacts, and procedures for supportinglearners with disabilities are included and easy to findDesign factors such as color, text size manipulations, audio and video controls, and alt tags reflect universal accessibility considerations | Supportive mechanisms allow learners with disabilities to participate in the online community for most activitiesThe design and delivery of content integrate some alternative resources or enable assistive processes for those needing accommodationLinks to institutional policies, contacts, and procedures to support learners with disabilities are included but may not be easy to findDesign factors such as color, text size manipulation, audio and video controls, and alt tags have been considered in some cases | Supportive mechanisms allow some learners with disabilities to participate fully in the online communityThe design and delivery of content do not include alternative resources nor enable assistive processes for those needing accommodationLinks to institutional policies, contacts, and procedures to support learners with disabilities are not evidentDesign factors such as color, text size manipulation, audio and video controls, and alt tags have not been considered | Supportive mechanisms allow some learners with disabilities to participate in the online community for some activitiesThe design and delivery of content do not apply alternative resources nor enable assistive processes for those needing accommodationsLinks to institutional policies, contacts, and procedures to support learners with disabilities are not evidentDesign factors such as color, text size manipulation, audio and video controls, and alt tags have not been considered |



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| **Feedback** | Learners have the opportunity to give feedback to the instructor regarding course design and course content both during course delivery and after course completionFeedback mechanisms allow students to participate anonymously in course evaluation | Learners have the opportunity to give feedback to the instructor regarding course design and/or course content, but only after course completionFeedback mechanisms allow students to participate anonymously in course evaluation | Learners have the opportunity to give feedback to the instructor regarding course design or course content, but only after course completionFeedback mechanisms do not guarantee privacy to the student | Learners do not have the opportunity to give feedback to the instructor regarding course design or course contentFeedback mechanisms do not guarantee privacy to the student |

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

 Peer Observer’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature of Faculty Member: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_