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 course  Goals and objectives are clearly written at the appropriate level and reflect desired outcomes  Goals 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 units  Objectives are written to reflect desired learning outcomes, although not all are written as measureable outcomes  Students have some understanding of what is expected of them | Goals and objectives are not easily located within the course  Goals and objective are not clearly written in measurable learning outcomes  Students may be unsure of what they are expected to be able to do  The level does not match the desired outcomes | Goals and objectives are not easily located within the course  Some are missing and others poorly written  The 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 intuitive  Content flows in a logical progression  Content is presented using a variety of appropriate mechanisms (e.g., content modules, single pages, links to  external 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 content  Content 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 objectives  Navigation is only occasionally intuitive, thus the flow of content is sometimes not easily determined  The 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 content  Supplementary resources may be made available (e.g., course CDs, textbooks, course manuals, etc.) | Content is not “chunked” into  manageable 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 credible  All sources clearly identified  All required copyright permissions are in place  Breadth of content coverage is excellent | Course content is credible  Most sources are clearly identified  Most required copyright permissions are in place  Breadth of content coverage is sufficient | Some sources are not clearly identified  Some required copyright permissions are missing  Breadth of content coverage may be insufficient | Information sources are not clearly identified  Required copyright permissions are missing  Breadth of content coverage is insufficient |



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| **Syllabus**  **Elements** | Syllabus is complete and detailed with no errors  Printable version of the syllabus is included (PDF)  Printable version of the course schedule is included (PDF) | Syllabus is complete and detailed  Errors may be present  Course schedule may not be complete | Syllabus is complete but not detailed  Typos and errors may be present | Some syllabus elements are missing  Errors may be present |
| **Learner**  **Engagement** | It is clear how the instructional strategies will enable students to reach course goals and objectives  Course 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 explained  with examples or models  Individualized 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 learners  Guidance is provided, but could be improved with greater detail or depth  Higher 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 objectives  Guidance in using content materials may only be provided on a limited basis  Higher 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 objectives  Content is provided but it is not clear what students are expected to do with it  Higher order thinking is not expected from students  No 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 content  LMS 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 instruction  A 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 content  LMS tools are made available to assist students, but could be organized or arranged for even greater usefulness  Technologies within the course are used in many cases merely to replicate traditional face-to-face instruction  There 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 so  Only a few tools (of those available within the LMS) are used in a way that streamlines access to materials and activities for students  Technologies within the LMS are used primarily by instructors and not students  There is little variety in use of technologies within the LMS | Technologies used within the LMS do not engage students with learning  Tools that could reduce the labor- intensity of online instruction are not utilized  Students are not expected to use technologies available within the LMS  Only 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 appropriate  Asynchronous communication strategies promote critical reflection or other higher order thinking aligned with learning objectives  Synchronous 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 outcomes  Asynchronous communications sometimes require reflection or other higher order thinking  Synchronous 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 outcomes  Asynchronous 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 strategies  Interaction 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 learners  Student-to-student interactions are required as part of the course Students are encouraged to initiate communication with the instructor  Collaboration 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 mind  Some student-to-student interaction is built into the course  Students interact with the instructor, although primarily as a result of instructor-initiated contact  Collaboration 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 provided  Expectations regarding the quality of communications (e.g., what constitutes a “good” answer) are clearly defined  A rubric or equivalent grading document is included to explain how participation will be evaluated  The instructor actively participates in communication activities, including providing feedback to students  The 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 detail  Expectations regarding the quality of communications are included, but may be sketchy and lack detail or  illustrative examples  Minimal information may be provided regarding grading criteria for communications activities  The instructor is occasionally involved in communication activities  The instructor sometimes takes advantage of LMS tools to post announcements, reminders, etc. | Instructor expectations of student interactions are not made clear  Little information is provided regarding what constitutes a “good” response or posting  Students are not given a clear set of criteria for how communications activities will be graded  The instructor appears to be largely absent from communication activities  Few 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 course  The 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 &  objectives  Learners are directed to the appropriate objective(s) for each assessment  Rubrics 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 &  objectives  Rubrics or descriptive criteria for desired outcomes are included for some assessment activities  Instructions are written clearly, with some detail included | Students are assessed on the topics described in the course goals and objectives  There 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 & objectives  Expectations or grading criteria are not provided  Instructions 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 transfer  Assessment activities occur frequently throughout the duration of the course  Multiple 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 thinking  Assessment activities may focus on tasks similar to real-world application of skills  Multiple assessments are included; at least three different types of assessments are used | It is not clear whether the assessment activities actually measure the desired skill  The 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 included  Two 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 objectives  No higher-order thinking skills are required to complete assessment activities  There is little or no evidence of authenticity built into assessments  Assessments 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 included  Self-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 included  Tutorials are found easily (few clicks) whether internal or external to the course, with easy return to other areas of the course  Tutorial 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 included  Tutorials may not be easily accessed, or require the learner to leave course site without an easy return  Tutorial 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 found  Materials 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 incomplete  Tutorial 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 courses  Software required to use course materials is listed with links to where it can be captured and installed  Links 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 course  Software 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 explained  Links 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 mentioned  Links 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 included  The 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 includes  more than one type of communication tool  Expected response time for e-mail replies may be included  Instructor’s role within the course is  not clearly spelled out to students  The instructor’s methods of collecting and returning work are clearly explained | Contact information for the instructor is provided but not easy to find  Contact information includes only one way to reach the instructor  Information concerning response time for e-mail replies is not included  Little or no information is given regarding the instructor’s role in the course  The instructor’s methods of collecting and returning work are evident but not clearly explained | Contact information for the instructor is sketchy, at best  Lacks information concerning response time for e-mail replies is included  Information regarding the instructor’s  role in the course is not included  Instructor’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 find  Links 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 to  avoid confusion  Links 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 find  Links allow easy navigation from the course to the information and back  Course/instructor policies regarding decorum, behavior, and netiquette are included and are written clearly to avoid confusion  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 included but are difficult to find  Course/instructor policies regarding decorum, behavior, and netiquette are included but are not clearly written or would benefit from more detail  A 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 included  Some course/instructor policies regarding decorum, behavior, and netiquette may be included but are not clearly written or would benefit from more detail  Links 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 accessibility  If specific software is required to which some learners may not have access, alternative file types are provided  Large files are identified to help learners consider download times  Alternative (smaller) files are provided where appropriate  Video are streamed whenever possible; graphics are optimized for web delivery and display without needing extensive scrolling | Course materials use standard formats to ensure accessibility  If specific software is required to which some learners may not have access, alternative file types are sometimes provided  Large files are not identified as such; alternative (smaller) files are not provided  Video files are streamed in some cases  Graphics are not be optimized for web delivery but display without extensive scrolling | Course materials use standard formats to ensure accessibility  If specific software is required to which some learners may not have access, alternative file types are not provided  Large files are not identified as such and alternative (smaller) files are not provided  Video files are not streamed  Graphics are not optimized for web delivery and may require extensive scrolling | Course materials sometimes use standard formats to ensure accessibility  If specific software is required to access course materials, no mention of this is included and alternative file types are not provided  Large files are not identified as such and alternative (smaller) files are not provided  Video files are not streamed  Graphic 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 community  The design and delivery of content integrate alternative resources (e.g., transcripts) or enable assistive processes (e.g., voice recognition) for those needing accommodation  Links to institutional policies, contacts, and procedures for supporting  learners with disabilities are included and easy to find  Design 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 activities  The design and delivery of content integrate some alternative resources or enable assistive processes for those needing accommodation  Links to institutional policies, contacts, and procedures to support learners with disabilities are included but may not be easy to find  Design 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 community  The design and delivery of content do not include alternative resources nor enable assistive processes for those needing accommodation  Links to institutional policies, contacts, and procedures to support learners with disabilities are not evident  Design 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 activities  The design and delivery of content do not apply alternative resources nor enable assistive processes for those needing accommodations  Links to institutional policies, contacts, and procedures to support learners with disabilities are not evident  Design 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 completion  Feedback 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 completion  Feedback 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 completion  Feedback 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 content  Feedback mechanisms do not guarantee privacy to the student |

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

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