



Peer Review Teaching Observations *ONLINE Course Observation Form*

| | | | | |
|------------------------|--------------|------------------|-----------|--------|
| Name of Faculty Member | | | | |
| Rank | Tenure Track | Non-Tenure Track | Tenured | Other: |
| Course (Title/Section) | | | | |
| Type of Course | Lecture | Lab | Studio | Other: |
| Observation Details | Date: | Time Start: | Time End: | |
| Name of Observer | | | | |
| Observer's Position | | | | |

Course Overview and Objectives

| | Advanced | Average | Developing | Not Observed | Specific Feedback (Strengths/Growth Areas) |
|--|----------|---------|------------|--------------|---|
| Instructions are clear on how to get started and where to find various course components | | | | | |
| Learners are introduced to the purpose and structure of the course | | | | | |
| Learning outcomes/objectives and/or competencies are measurable | | | | | |
| All objectives/competencies are clearly stated from the students' perspective | | | | | |
| Relevance with learning objectives and course activities are clearly stated and evident | | | | | |
| Learning outcomes/objectives or competencies are suited for the level of the course | | | | | |

| Course Activities and Assessments | | | | | |
|---|----------|---------|------------|--------------|---|
| Learning activities promote the achievement of the stated learning objective and/or competencies | Advanced | Average | Developing | Not Observed | Specific Feedback (Strengths/Growth Areas) |
| Learning activities provide opportunities for student interaction | Advanced | Average | Developing | Not Observed | |
| Instructor's plan for response time and feedback on assignments is clearly stated | Advanced | Average | Developing | Not Observed | |
| Assessments measure the stated learning objectives and/or competencies | Advanced | Average | Developing | Not Observed | |
| Specific and descriptive criteria is provided for the evaluation of the students' progress, work, and tied to the course grading policy | Advanced | Average | Developing | Not Observed | |
| Course grading policy is clearly stated and easy to calculate | Advanced | Average | Developing | Not Observed | |

| Instructional Materials and Support | | | | | |
|--|----------|---------|------------|--------------|---|
| Instructional materials contribute to the achievement of the stated learning objectives and/or competencies of the module/unit | Advanced | Average | Developing | Not Observed | Specific Feedback (Strengths/Growth Areas) |
| Both the purpose and how the to use the instructional materials for the learning activities are clearly stated | Advanced | Average | Developing | Not Observed | |
| Instructions are clearly written and/or directions provided on how the student can obtain support | Advanced | Average | Developing | Not Observed | |
| Instructions articulate (or are linked too) the university's policies and services | Advanced | Average | Developing | Not Observed | |

| Technology and Accessibility | | | | | |
|--|----------|---------|------------|--------------|---|
| Tools and resources in the course support learning objectives and/or competencies | Advanced | Average | Developing | Not Observed | Specific Feedback (Strengths/Growth Areas) |
| Tools and resources promote student engagement | Advanced | Average | Developing | Not Observed | |
| Course navigation facilitates an ease of use | Advanced | Average | Developing | Not Observed | |
| Information and technology resources provided meets accessibility for all learners | Advanced | Average | Developing | Not Observed | |

| Syllabus | | | | | |
|---|----------|---------|------------|--------------|---|
| Demonstrates a clear understanding of learning outcomes and how the interconnect with course content, goals, and objectives | Advanced | Average | Developing | Not Observed | Specific Feedback (Strengths/Growth Areas) |
| Learning outcomes link to assessments in a clear way that demonstrates interconnectedness | Advanced | Average | Developing | Not Observed | |
| Provides clear and accurate university policy information | Advanced | Average | Developing | Not Observed | |
| Instructor makes themselves available to students appropriately | Advanced | Average | Developing | Not Observed | |
| Syllabus is complete and easy to follow | Advanced | Average | Developing | Not Observed | |
| Syllabus present course subject matter in an interesting and/or relevant manner | Advanced | Average | Developing | Not Observed | |
| Accessibility and inclusivity are evident | Advanced | Average | Developing | Not Observed | |



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Final comments from the observer:

Faculty Member Signature:

Observer Signature:

**All records from the Peer Review Teaching Observations are property of the faculty member.
This form should *not* be included in any tenure and promotion dossier.**