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| **Informal Teaching and Learning Consultation**  ***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 |  | | | |

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| **Course Organization** | | | | | | | | | |
| The course is divided into distinct modules designed around main topics/concepts, each with a title. | | Evident | | Not Evident | | Not Applicable | | Specific Feedback  (Strengths/Growth Areas) | |
| Module objectives/student learning outcomes (SLOs) are clear and measure student learning of topics/concepts for each module. | | Evident | | Not Evident | | Not Applicable | |
| At the start of each module there is a table showing the alignment of the assignments, assessments, and their alignment with the SLOs of the module and SLOs of the course. | | Evident | | Not Evident | | Not Applicable | |
| Modules are uniform in style and designed to last a consistent time period (e.g., one week each). | | Evident | | Not Evident | | Not Applicable | |
| All activities within each module lead students toward achieving the student learning outcomes (SLOs) for the module. | | Evident | | Not Evident | | Not Applicable | |
| Each module includes at least two assessment methods of differing point or weight values, aligned with the student learning outcomes for the module. | | Evident | | Not Evident | | Not Applicable | |
| **Humanizing Instruction** | | | | | | | | | |
| Ally score of 90 or above is achieved. All documents, images, text, and videos are fully accessible, and all videos have correct captions (no auto-generated captions). | | Evident | | Not Evident | | Not Applicable | | Specific Feedback  (Strengths/Growth Areas) | |
| At least one instance of learner-instructor interaction occurs in each module. | | Evident | | Not Evident | | Not Applicable | |
| At least one instance learner-content interaction occurs in each module. | | Evident | | Not Evident | | Not Applicable | |
| At least one instance of learner-learner interaction occurs in each module. | | Evident | | Not Evident | | Not Applicable | |
| All course activities, assignments, and assessments demonstrate equity in access, treatment, and opportunity for all students. | | Evident | | Not Evident | | Not Applicable | |
| Faculty communicates at least weekly with students through announcements and solicits feedback through other means. | | Evident | | Not Evident | | Not Applicable | |

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| **Course Innovation** | | | | |
| At least one example of active inquiry/experiential learning, is present in each module. | Evident | Not Evident | Not Applicable | Specific Feedback  (Strengths/Growth Areas) |
| The instructor uses at least one example of motivational strategies in each module. | Evident | Not Evident | Not Applicable |
| At least one example of independent thinking versus rote learning/memorization is present in each module. | Evident | Not Evident | Not Applicable |
| At least one example of a high impact teaching practice is implemented in the course. | Evident | Not Evident | Not Applicable |
| At least one example of technology is used in the course beyond the basic technology provided in the LMS, including use of apps such as LinkedIn Learning, polling tools,  annotation tools, video creation tools, or interactive games/content tools. | Evident | Not Evident | Not Applicable |

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| **Syllabus** | | | | |
| Course syllabus lists educationally sound student learning outcomes (SLOs). | Evident | Not Evident | Not Applicable | Specific Feedback  (Strengths/Growth Areas) |
| Includes a course calendar or map showing alignment of SLOs with the appropriate module, assignment, and assessment. | Evident | Not Evident | Not Applicable |
| Provides clear and accurate university policy information. | Evident | Not Evident | Not Applicable |
| Explains instructor availability to students for guidance and assistance (e.g., virtual office hours). | Evident | Not Evident | Not Applicable |
| The syllabus is complete, well-structured, and easy to follow. | Evident | Not Evident | Not Applicable |
| The syllabus is accessible and meets the needs of all students. | Evident | Not Evident | Not Applicable |

**Final comments from the observer:**

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| Faculty Member Signature: | Observer Signature: |
| **All records from the Informal Teaching and Learning Consultations are property of the faculty member.**  **This form should *not* be included in any tenure and promotion dossier** | | |