# Formative Peer Observation Record: Online Teaching

**Staff member whose teaching is being evaluated: Activity:**

**Evaluator: Date:**

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| --- | --- | --- |
| Please list 2-4 mutually identified criteria. The following are suggested criteria. | Aspects done well | Areas where reflection may be warranted |
| Is the course well-designed and easy to navigate? i |  |  |
| How does the instructor foster a supportive and engaging learning environment? iii |  |  |
| How is student communication and collaboration facilitated? iii, iv, v |  |  |
| Other criteria: |  |  |
| Other observations / notes: | | |
| What might the person being evaluated do now as a result of feedback? | | |

Please refer to these expanded criteria when completing the above table. These are indicative teaching strategies for demonstrating the criteria.

**i Online organisation and design**

* course is well-designed; easy to navigate; students and instructors can clearly understand the overall structure and its parts
* the role of the online environment (and its place within the course if appropriate) is clearly explained
* aesthetic design allows information to be clearly communicated; web pages and resources are visually and functionally consistent throughout course
* provides visual, textual, kinaesthetic and/or auditory activities and resources to enhance accessibility (e.g. hearing, ESL, cognition, sight, mobility etc)
* use of a wide variety of technological tools to facilitate communication and learning

**ii Instructional design and delivery**

* learning objectives are clearly defined
* course goals and learning activities are clearly aligned to learning objectives
* content is relevant and informed by research, best or current practice
* there is vertical integration within course (and/or broader degree)
* material is presented logically(e.g. including an overview, flow of the course / session, opportunities for review and identifying individual learning needs)
* recognises students’ previous knowledge and experience
* provides visual, textual, kinaesthetic and/or auditory activities and resources to enhance accessibility and student learning (i.e. allows the student to be an “active” learner)
* provides multiple opportunities for critical thinking and/or problem solving and relating content to a broader context
* course offers adequate opportunity for interaction, collaboration, communication and support between students and students as well as students and instructors

**iii Learner resources and support**

* fostering a supportive, non-threatening teaching/learning environment
* course contains information for students about online learning (including contact information for instructor, department / faculty and programme) and campus resources (e.g. student learning centre)
* variety of course-specific, media-rich resources are provided (e.g. videos, textual, simulation, animation)
* students are encouraged to use additional tools and resources to further their understanding
* students are actively encouraged to share learnings and resources
* course provides a wide range of resources to support course content for students with varying learning abilities
* peer support and mentoring is offered
* linkages to industry, community of practice or other external supports are made

**iv Learning activities**

* students have opportunity to develop “graduate” qualities
* students are encouraged to be “active” learners
* new teaching methods innovatively enhance student learning and engage the students
* a variety of learning activities allow for an appropriate level of intellectual challenge (e.g. they have depth, complexity and appropriate duration)
* variety of multimedia elements or learning objects are used to accommodate different learning styles
* provides multiple opportunities for critical thinking and/or problem solving and relating content to a broader context
* may include problem-based learning (e.g. simulations)
* allow for self-directed learning
* enhance student collaboration and engagement with each other

**v Communication and collaboration**

* instructions and information is able to be clearly understood by students
* student interest and engagement are encouraged with the course materials and with each other (e.g. discussion, collaborations, presentations etc)
* using questioning skills which encourage student engagement
* student questions are encourage and responded to in ways that encourage them to think and do further learning
* students are provided the opportunity to feedback to instructors on content, ease of online technology, accessibility of course and teaching
* feedback is sought using formal and informal methodologies
* feedback is used to plan learning activities, course content and assessment of student learning throughout and after termination of the course (e.g. feedback is used to improve learning and teaching)
* peer review is included as part of the learning process

**vi Assessment**

* where appropriate, assessment are in place to determine students’ readiness for course content and delivery
* students have achieved the course goals and learning objectives
* assessment activities are timely and appropriate and closely align to learning objectives
* variety of assessment strategies are employed to assess content knowledge, attitudes and skills (e.g. videos, self-assessment, essays, quizzes, blogs, podcasts etc)
* regular feedback about performance is provided throughout the course
* peer feedback and self-assessment / reflection opportunities are provided (e.g. scaffolded peer assessment)