**Peer Observation – Online Teaching: Asynchronous**

**Background:** This peer observation instrument for asynchronous online instruction is informed by recent national developments in scholarship and practice for online teaching and learning (see,<https://www.qualitymatters.org/rubric>). To that end, the instrument emphasizes principles of course/module design alignment as well as instructor presence and learner interaction. As much of the work of teaching an online course happens in advance of the course itself, the instruments emphasizes both the purposeful planning of online space and its structure and delivery. At the peer observation pre-conference, the faculty should share the syllabus and access to the canvas course and identify one sample module that they wish to be reviewed along with the introduction module. The observation team along with the faculty member will determine an appropriate window of time to access the course/course module.

**Use:** When the intention of the instructor is to promote asynchronous learning in an online environment.

**Purpose:** To review design and interaction elements of an asynchronous lesson/module and their potential to promote teaching and learning.

**Instructions:** As you examine the asynchronous online lesson/module, determine which indicator best describes the feature on the instrument. Enter one of the following indicators in each blank of the instrument:

**√** is included in the lesson/module

**\*** a skill in development

# Not observable

**1. Course Overview & Organization**

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|   | Course description is provided. |
|   | Course orientation with instruction on how to get started and where to find various course components is provided. |
|   | Instructor information is available to student with contact, biography, picture and/or video. |
|   | Learners are provided an opportunity to introduce themselves to the class. |
|   | Course information is sequenced and grouped into modules, units or topics to help students learn the content. |
|   | Calendar of due dates and other activities is provided. |
|   | A list of technical requirements such as connection speed, hardware, and software is provided. |

Comments:

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**2. Course Goals and Module Objectives**

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|  | Course goals are present and explicitly stated to the learner in measurable terms. |
|  | Module/lesson objectives are clearly presented to the learner. |
|  | Module/lesson objectives are aligned with the course goals. |
|  | The purpose of the module is described to the learner. |

 Comments:

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**3. Instructional Materials**

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|  | A purposeful variety of instructional materials aligned with course and module objectives (e.g. textbook readings, video recorded lectures, web resources) are available throughout the lesson/module. |
|  | The instructional materials are current, relevant, and/or seminal. |
|  | Instructional materials used fosters critical and creative thinking and/or considers multiple perspectives. |

Comments:

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**4. Learner Interaction**

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|   | Learning activities provide opportunities for interaction that support active learning aligned with course/module objectives. |
|   | Learning activities provide opportunities for interaction that support critical and creative thinking and/or consideration of multiple perspectives. |
|   | Learning activities and other opportunities are developed to foster student-student engagement. |
|   | Learning activities and other opportunities are developed to foster student-instructor engagement. |
|   | The instructor’s plan for online course response time and feedback on assignments is clearly stated. |

Comments:

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**5. Learner Assessment**

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|   | The assessments measure the stated learning objectives. |
|   | Assessments and evaluations use multiple methods, such as quizzes, tests, discussion, essay, projects, and surveys. |
|   | Assessments and evaluations are conducted on an ongoing basis throughout the course. |
|   | The course grading policy, policies for participation, late submission of assignments and extra credit is stated clearly. |
|   | Explicit rubric, rationale, and/or characteristics are provided for graded assignments. |

Comments:

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**6. Learner Support**

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|   | Institutional/program information and/or policies and procedures are provided (e.g. Academic integrity, conceptual framework, online netiquette). |
|   | Technical support resources are provided. |
|   | A list of academic resources and student services with links to the institution’s library, tutoring center, counseling services, and other resources is provided. |
|   | Course navigation facilitates ease of use. |
|   | Statement or link to Americans with Disabilities Act (ADA) Compliance and procedure for requesting special services is provided. |

Comments:

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**7. Asynchronous Course Facilitation**

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|   | Instructor posts or sends periodic announcement to the course participants. |
|   | Instructor responds to learner’s communication within a reasonable time frame to answer any questions. |
|   | Instructor provides guidance and direction to learners when needed. |
|   | Instructor monitors learner progress, participation in activities and completion of assessment tasks and follow up as required. |
|   | Instructor grades the activities and assessment promptly. |
|   | Instructor provides meaningful feedback on all the activities and assignments to support the participants’ achievement. |

Overall Additional Comments:

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**Signatures:**

Observer 1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Observer 2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty Member \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Note to observers:**

1. Make two copies of this observation form: one for the faculty member and one for the department chair.

2. Sign the Observation document