**Peer Observation – Online Teaching: Synchronous Indirect Instruction/ Discussion**

**Background:** This peer observation instrument for synchronous online instruction is informed by recent national developments in scholarship and practice for online teaching and learning. To that end, the instrument emphasizes principles of course/module design alignment as well as instructor presence and learner interaction in a synchronously online indirect instruction or discussion format. At the peer observation pre-conference, the faculty should share the syllabus and provide access to the introduction module and one sample module and invitation to observe the synchronous session.

**Use:** When the intention of the instructor is to promote synchronous learning in an online environment using indirect instruction or discussion format.

**Purpose:** To review design and interaction elements of an online lesson/module and their potential to promote teaching and learning in a synchronous session.

**Instructions:** As you examine the online lesson/module and the synchronous session, 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

(Note: Every feature does not have to be present (√ ) for an effective lesson.

**1. Course Overview & Organization**

|  |  |
| --- | --- |
|   | 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. |

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 of Americans with Disabilities Act (ADA) Compliance and procedure for requesting special services is provided. |

Comments:

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**7. Synchronous Session Facilitation**

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|  | Identifies problem, issue or topic. |
|  | Establishes procedures. |
|  | Defines terms and concepts related to the problem or issue. |
|  | Asks appropriate level of questions to achieve the desired levels of students thinking. |
|  | Calls for justification, clarification and elaboration. |
|  | Facilitates learning activities. |
|  | Encourages student-student interaction. |
|  | Ask students to focus on misconceptions or complications. |
|  | If necessary, interrupts discussion to allow students to get more information or interact in subgroups. |
|  | Constructs summary of main ideas and their connections. |
|  | Is well prepared. |
|  | Speaks fluently without hesitation or confusion. |
|  | Projects enthusiasm for the material. |
|  | Speaks at an appropriate pace (neither too fast or too slow). |
|  | Speaks with appropriate voice modulation (rather than in a monotone). |
|  | Responds appropriately to technical challenges. |

 Comments:

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**8. Synchronous Technology Used (Check all that apply)**

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|  | Uses microphone. |
|  | Uses video. |
|  | Exchanges messages in text chat. |
|  | Asks students to raise their hands. |
|  | Uses app sharing. |
|  | Creates Breakout rooms. |
|  | Joins Breakout rooms. |
|  | Shares Weblinks. |
|  | Asks students to respond to polling. |
|  | Uses whiteboard/eboard. |
|  | Other technology observed:  |

 **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.