# Online Teaching Peer Observation

The Center for Teaching Excellence’s online teaching peer observation form provides performance indicators for communication and interaction, instructional strategies and instructional materials, and assessment and feedback. The indicators include items that are consistent with best practices. The online teaching observation is intended to facilitate an instructor’s professional growth.

The online teaching peer observation form provides instructors with a starting point to observe the effectiveness of online teaching. This form can be used as a developmental tool to provide formative feedback to enhance teaching. It can also be used as an evaluative tool to document evidence of teaching performance for promotion, tenure, or continuing appointment. Whatever the case, it is important that the instructor provide the observer with access to the course in order for the observation(s) to take place.

## Guidelines for Observation

* Prior to the observation, the observer should meet with the instructor to discuss how much course information should be reviewed (i.e. a class session, a week).
* The observer should complete this online teaching peer observation form and schedule a follow-up meeting with the instructor.
* Depending on the purpose of the observation, the observer should have access to the course for at least 3 weeks.
* The observation may occur within the first six weeks of the semester (or equivalent for intensive courses), depending on the agreement that the instructor and observer reach during the pre- observation conference.

## Not Included in the Classroom Teaching Peer Observation Protocol

* Evaluation of the course design. Contact the Center for Teaching Excellence for an evaluation of the design of an online course.
* Evaluation of a syllabus, which should be addressed using the [Syllabus Best Practices recommendations](https://sc.edu/about/offices_and_divisions/cte/teaching_resources/syllabus_templates/index.php) https://sc.edu/about/offices\_and\_divisions/cte/teaching\_resources/syllabus\_templates/index.php.
* Best practices that are specific to certain fields or instructional styles.

Instructor’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Peer Observer Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course Number and Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date(s) of Observation(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Instructions**: Record your observations of each of the categories below. Alternatively, the observer may choose to provide feedback within areas selected during the pre-observation conference. Use the feedback section to provide comments to the instructor. Be specific and descriptive. The bulleted points serve as suggestions or contexts to consider when reviewing aspects of teaching within each category and should not be construed as a checklist.

## Communication and Interaction

* Communication is clear and error-free
* Instructor tone is positive and welcoming
* Student inquires on Blackboard are addressed in a timely manner
* Moderates discussions to promote student participation
* Answers questions clearly, confidently and simply
* Shows enthusiasm for subject

| **Feedback – Communication and Interaction** |
| --- |
| Identified Strengths: |
| Points for Discussion: |

## Instructional Strategies and Instructional Materials

* Uses a variety of instructional and active learning techniques
* Engages students in higher-order thinking
* Encourages students to ask questions
* Uses a variety of technology tools to facilitate learning
* Organizes course site so that it is easy to navigate
* Presents instructional materials in various formats for diverse learners
* Provides accessible text and images in files and documents to meet [ADA accessibility standards](https://sc.edu/about/offices_and_divisions/cte/teaching_resources/coursedevelopment/accessibility/index.php) https://sc.edu/about/offices\_and\_divisions/cte/teaching\_resources/coursedevelopment/accessibility/index.php
* Uses fonts that are legible and visually consistent
* Uses videos that have captions/transcript and/or audio material that has a transcript

| **Feedback – Instructional Strategies and Instructional Materials** |
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| Identified Strengths: |
| Points for Discussion: |

## Assessment and Feedback

* Uses a variety of assessment tools to gauge student progress
* Implements assessments that facilitate diverse learners’ growth
* Frequent feedback is provided to students
* Offers feedback that is clear, meaningful and positive
* Provides timely and corrective feedback on assignments
* Engages with students regularly and consistently

| **Feedback – Assessment and Feedback** |
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| Identified Strengths: |
| Points for Discussion: |

| **General Comments/Feedback** |
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| Identified Strengths: |
| Points for Discussion: |