Online Teaching Peer Observation of Teaching Excellence

This summative peer evaluation of online teaching peer observation form provides performance indicators based on the teaching observation and related to the four pillars of the Definition of Teaching Excellence at Texas Tech. The indicators include items that are consistent with best practices and is intended to facilitate an instructor's professional growth.

The online teaching peer observation form provides instructors with an example of one way to observe the effectiveness of online teaching. This form can be used as a developmental tool to provide 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 or a peer-to-peer tool for the purpose of providing feedback for online teaching in programs like Teaching and Mentoring through Peer Observation (TeMPO).

Guidelines for Observation

- Prior to the observation, the observer be given access to needed portions of the online course and 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.
- Observations and feedback about the online course should be discussed in a post-observation conference.

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 helpful comments to the instructor. Be specific, descriptive and constructive. 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.

Student Centered Communication and Interaction

- Communication is clear and error-free
- Instructor tone is positive and welcoming
- Organizes course site so that it is easy to navigate
- Student inquiries are addressed in a timely manner
- Discussions and assignments to promote student participation
- Instructor indicates enthusiasm for subject and working with students

Feedback – Student Centered Communication and Interaction
Strengths Observed:
Suggestions:

Evidence Based Instructional Strategies and Materials

- Uses a variety of evidence based instructional and active learning techniques
- Engages students in opportunities for higher-order thinking
- Encourages students to ask questions
- Uses a variety of technology tools to facilitate learning
- Presents instructional materials in various formats to benefit a variety of learning styles
- Provides accessible text and images in files and documents to meet ADA accessibility standards
  https://www.depts.ttu.edu/elearning/accessibility/
- Videos used have captions/transcript and/or audio material that has a transcript

Feedback – Evidence Based Instructional Strategies and Materials
Strengths Observed:
Suggestions:

Intentional Feedback and Assessment Opportunities

- Implements a variety of assessment tools to gauge student progress
- Frequent feedback is provided to students that is timely, clear, meaningful and constructive
- Communicates with students regularly and consistently

Feedback –Intentional Feedback and Assessment Opportunities
Strengths Observed:
Suggestions:

Learner Engagement
- There are opportunities to interact with and seek guidance from the instructor
- Learning opportunists guide students toward increasingly independent learning and application of relevant skills
- Multiple opportunities to participate in learning community activities or peer-to-peer sharing are provided

Feedback—Learner Engagement
Strengths Observed:
Suggestions:

Feedback—Learner Engagement

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