**Appendix 3b - Observations - Sample Template #2** *a*

### Faculty of Land & Food Systems

### Peer Review of Teaching: Online Course Observations

### Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Reviewer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### Class size (enrolled/estimated attendance) : \_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_

This review includes items in **four major areas**: **Website Design, Course and Content Implementation, Quality of Interactions, and Assessment**[[1]](#endnote-1). The items are based on best practices for the design and implementation of online courses. If any of the items are not evident in your review of the course, you can ask about them in your post-review meeting.

*a* Template designed by M.-C. Fortin, E.C.Y. Li-Chan, and C.A. Rideout ( July 2015), with information adapted from Arizona Board of Regents OIA online course review tool (2014), MacEwen Checklist for Online Interactive Learning, and Blackboard Exemplary Course Program Rubric (2014).

**Scoring Guidelines**

|  |  |  |  |
| --- | --- | --- | --- |
| **3** | **2** | **1** | **0** |
| Very evident throughout  the course | Mostly evident | Partially evident | Not evident |

**A. Website Design**

|  |  |
| --- | --- |
|  | Score |
| 1. The website is well organized and navigation is intuitive. The menu is clear, relatively succinct and, the site offers easy access to the course syllabus, schedule, assessment methods, content and participation expectations. |  |
| 1. Design elements (colour, fonts, eye-catching elements) increase clarity and promote engagement. |  |
| 1. Materials are in formats appropriate for the online environment i.e. a variety of formats is used to present the material. Examples could include voice over PowerPoint presentations, streaming video, audio or video recordings, case studies, e-books, podcasts, online UBC library links, screencasts, etc. |  |
| 1. The role of the instructor and the expectations for student involvement are explained in a section designed to be read in the first week of the course. |  |
| 1. Clear instructions for contacting the instructor on an individual basis are provided in a section designed to be read in the first week of the course. |  |
| 1. The menu includes a clear item indicating where students are to begin. |  |
| 1. Link for technical support is easy to find. |  |
| 1. Link for the UBC Library’s course reserve is easy to find, if applicable. |  |
| 1. Course content is presented in manageable units or lessons which are logically sequenced. |  |
| 1. Course content within each unit or lesson is organized in subunits or chapters to avoid long pages and minimize scrolling. The subunits have informative titles for students to retrieve content or return to a specific subject with ease. |  |
| 1. The website includes clear explanations for the execution and submission of assignments. |  |
| 1. The discussion board is divided in forums which are named with informative keywords for easy navigation and retrieval of information. |  |
|  |  |

***Comments regarding Website Design****:*

**Scoring Guidelines**

|  |  |  |  |
| --- | --- | --- | --- |
| **3** | **2** | **1** | **0** |
| Very evident throughout  the course | Mostly evident | Partially evident | Not evident |

**B. Course and Content Implementation**

|  |  |
| --- | --- |
|  | Score |
| 1. The instructor contacts students at the beginning of the term to provide information on how to access the course and begin on the first week of class. |  |
| 1. Unit-level learning outcomes and learning activities are aligned with course-level outcomes. |  |
| 1. The academic rigour, scope and depth of content of the instructional materials are appropriate for the course level and are sufficiently comprehensive for students to meet the learning outcomes. |  |
| 1. There is evidence of regular updating of content, materials and hyperlinks by the instructor and/or of collaboration with CTLT IT staff. |  |
| 1. Materials provided and downloading pdf copies of articles are in accordance with the Canadian copyright law and are sourced from the UBC Library unless they have been developed at UBC. |  |
| 1. Instructor troubleshoots technological difficulties and appears to have good knowledge of the learning platform. |  |
| 1. Course assignments provide students with opportunities to practice and apply concepts and skills in ways that reinforce learning outcomes. |  |
| 1. Ample opportunities are available for interactions, honest dialogue and sharing understanding of course content |  |
| 1. The instructor uses well-labelled spaces in the discussion board for discussing content which are separate from spaces for the discussion of process (special announcements, questions on assignments etc. ). |  |
| 1. The naming of discussion forums, discussion threads within discussion forums, subject lines within discussion threads make navigation and the retrieval of information easy. |  |
| 1. Discussions align with learning units |  |
| 1. Discussion forums that are dedicated to content dominate the discussion board and address important and/or difficult topics, promote critical thinking and/or address topics seen in the required readings/viewings/audios. |  |
| 1. The instructor intervenes regularly to advance the discussions on content and/or push the debate further if necessary. The instructor uses key learning opportunities to facilitate construction of knowledge and critical thinking. |  |

***Comments regarding Course and Content Implementation:***

**Scoring Guidelines**

|  |  |  |  |
| --- | --- | --- | --- |
| **3** | **2** | **1** | **0** |
| Very evident throughout  the course | Mostly evident | Partially evident | Not evident |

**C. Quality of Interactions**

|  |  |
| --- | --- |
|  | Score |
| 1. Instructor provides learning activities at the beginning of the course to help students get used to the website. |  |
| 1. Instructor introduces him/herself and also asks students to introduce themselves at the beginning of the course, in order to establish a sense of community. |  |
| 1. Instructor creates social interaction through group collaboration, when appropriate. |  |
| 1. Instructor clearly models a positive communication style. Instructor monitors activities for respectfulness. |  |
| 1. Instructor provides clear and appropriate guidance, supportive feedback and a safe and nurturing online environment especially when a correction has to be made in the discussions. |  |
| 1. Instructor is able to formulate questions in a way that limits or prevents quick searches on google as the way to find answers. If such evidence is presented, the instructor reviews it thoroughly to model proper critical assessment of sources gathered in this way. Alternatively, a request to avoid quick searches is evident.. |  |
| 1. Instructor posts responses to frequently asked questions from one-on-one communications for everyone to see. |  |
| 1. Instructor emphasizes the importance of good study skills and time management throughout the course. |  |
| 1. Instructor demonstrates command of subject matter and conveys enthusiasm for subject |  |
| 1. Students actively participate in online activities, actively seek guidance on course content from instructor (as needed), seem engaged and appear to appreciate their learning experience. |  |
| 1. The website provides opportunities for students to anonymously provide midterm feedback about the course and instructor and the instructor offers relevant and appropriate responses to the survey |  |
|  |  |

***Comments regarding Quality of Interactions:***

**Scoring Guidelines**

|  |  |  |  |
| --- | --- | --- | --- |
| **3** | **2** | **1** | **0** |
| Very evident throughout  the course | Mostly evident | Partially evident | Not evident |

**D. Assessment**

|  |  |
| --- | --- |
|  | Score |
| 1. The course includes periodic formative assessments to determine whether students are keeping current with the class and learning the content. |  |
| 1. The course includes appropriate summative assessments to determine whether students are meeting the course learning outcomes. |  |
| 1. Assessments are varied in format (e.g., journals, essays, quizzes, projects, exams, etc.). |  |
| 1. Assessments are aligned with learning outcomes and are appropriate in scope and rigour |  |
| 1. Clear rubrics are provided for grading of assignments and evaluating participation in online discussions. |  |
| 1. The instructor provides personalized and constructive feedback on assignments within timeframes stated in the syllabus. |  |
| 1. The instructor provides information concerning the final exam, suggestions for review, and/or review questions. |  |
|  |  |

***Comments regarding Assessment:***

**E. Overall comments:**

1. **What are some particularly effective or ineffective aspects of the instructor’s teaching practice, course content, or student’s learning?**
2. **What were the instructor’s major strengths, as demonstrated from these observations?**
3. **What suggestions do you have for improving upon this instructor’s teaching?**

1. [↑](#endnote-ref-1)