

## APPENDIX C-5e: PEER OBSERVATION FORM FOR FACULTY TEACHING ONLINE



Modesto Junior College

Columbia College

### YCCD Faculty Evaluation Peer Observation Form for Faculty Teaching Online

|                   |         |                       |  |
|-------------------|---------|-----------------------|--|
| Instructor's Name |         | Peer Evaluator's Name |  |
| Course            | Section | Date                  |  |

**Instructions:** In order to evaluate an online course, the peer evaluator must ask the course instructor to be added as an Auditor to the course that is to be evaluated. The peer evaluator may also elect to contact the Coordinator of Distance Education in order to be added to the course. Record your observations of each of the four major categories listed below. Use the comment box to note both areas of commendation and suggestions for improvement. Be specific and descriptive. **The bullets are *suggested* items for consideration within each category and therefore should not be construed as a checklist.** Use a separate form for each observation visit.

(This form is available electronically at <http://www.yosemite.edu/hr/documents.htm>)

| NAVIGATION   | COMMENTS |
|--|----------|
| <ul style="list-style-type: none"> <li>• Navigational instructions make the organization of the course easy to follow</li> <li>• Provides orientation to course and its structure</li> <li>• Clearly organizes and explains online assignments and related due dates</li> <li>• Uses modules to organize course content</li> <li>• Clearly presents expectations and grading policies</li> </ul>   |          |
| COURSE DESIGN  | COMMENTS |
| <ul style="list-style-type: none"> <li>• Online course design clearly articulates course policies and procedures</li> <li>• Learning modules clearly state learning goals</li> <li>• The course uses a variety of online tools to facilitate student comprehension and engagement</li> <li>• Online course content addresses different learning styles</li> <li>• Online course design describes available technical support</li> <li>• Communicates a sense of enthusiasm and excitement</li> <li>• Use of humor is positive and appropriate</li> </ul> |          |

|  |                        |
|--|------------------------|
| <p><b>COMMUNICATION AND INTERACTION</b></p> <ul style="list-style-type: none"> <li>• Instructor responds to emails within 72 hours or less</li> <li>• Encourages mutual respect among students</li> <li>• Encourages students to interact with one another and with the instructor</li> <li>• Treats class members equitably and respectfully</li> <li>• Recognize and responds when students do not understand</li> <li>• Responds constructively to student questions, opinions and other input</li> <li>• Creates a sense of community in the online course</li> <li>• Effectively handles inappropriate discussion postings or other unacceptable online behavior</li> </ul> | <p><b>COMMENTS</b></p> |
| <p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>• Demonstrates appropriate depth of knowledge of course subject</li> <li>• Content is appropriate to course level</li> <li>• Explains difficult terms, concepts, or problems in more than one way</li> <li>• Relates assignments to course content</li> <li>• Includes examples relevant to student experiences and course content</li> <li>• Provides opportunities for students to engage in active learning (i.e., peer review, interactive simulations, Web research, experienced-based projects, and multi-media presentations)</li> </ul>   | <p><b>COMMENTS</b></p> |

**In addition, please answer the following questions:**

- 1. What do you believe the instructor has done especially well in conducting this course?**
  
- 2. What might the instructor do to enhance the course?**
  
- 3. Is there anything else you would like to add?**