Peer Observation: Online Teaching

When doing a peer observation of an instructor's organization and delivery of an on-line course, as far as possible, follow the same general procedure as for a face-to-face classroom observation. By using a set of fairly standard observational criteria and adapting them to the unique aspects of an on-line environment, it is possible to obtain peer performance information that will be comparable across teaching modes.

A suggested process:

1. Obtain access and review the course materials in the course management system (e.g., Blackboard).
2. Choose a component to observe. For example, a module, lesson, assignment, unit.
3. Review in detail the component you have chosen for organization, goals, objectives, methods, and assessment.
4. Plan to monitor the instructor and learners during the time period this component is active during the course.
5. Plan to observe/inspect the various modes of communication used in the component.
   a. An online course may have no real time face-to-face interaction. If it does, plan to observe that session either live or as a recording. Use the observational criteria below.
   b. If some form of interactive media is used (a discussion board, chat, wiki, etc.), monitor the postings and again use the observational criteria below but adapt your observations to a written mode of communication as opposed to a verbal one.
   c. If learners work in small groups and turn in logs or products, review a few and assess the guidance, feedback and assessments provided by the instructor. Again fit your observations into the observational criteria below.
   d. For individual learner products, review a few and assess the guidance, feedback and assessments provided by the instructor. Again fit your observations into the observational criteria below.
## INTRODUCTION

- Introduced Content Area
- Established Mood and Climate
- Motivated Learners to Learn
- Related Utility of the Skill
- Established a Knowledge Base
- Stated Objectives Clearly

**Observations:**

**Strengths:**

**Recommendations:**

## PRESENTATION (ONLINE) TECHNIQUES

- Organized Presentation
- Introduced Resource Materials
- Used Visuals, Examples, Illustrations
- Clarified Technical Terminology
- Promoted Critical Thinking
- Responded to Learner Feedback
- Evaluated Learner Understanding

**Observations:**

**Strengths:**

**Recommendations:**

## CLOSURE

- Summarized Major Points
- Introduced No New Materials
- Provided Sense of Achievement
- Related to Introduction for Cohesion

**Observations:**

**Strengths:**

**Recommendations:**

## TEACHER TACTICS

- Involved Learners in the Lesson
- Exhibited Enthusiasm for Lesson
- Gave prompt feedback

**Observations:**

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Observation sheet developed by the Mentoring & Consultation Team of the Academy of Master Teachers at Univ. Texas Medical Branch, Galveston, TX. The observational criteria are adopted from the UTMB School of Health Professions Online Peer Observation Form of 11/6/2014.

Last edited Feb 2016.
- Defined expectations on communication quality
- Selected appropriate teaching strategies

**Strengths:**

**Recommendations:**

<table>
<thead>
<tr>
<th>VERBAL &amp; NONVERBAL BEHAVIORS</th>
<th>OBSERVATIONS</th>
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<tbody>
<tr>
<td>• Appropriate Written Communication</td>
<td></td>
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<tr>
<td>• Encouraged Learner-to-Instructor Interactions</td>
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<tr>
<td>• Encourages Learner-to-Learner Interactions</td>
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<tr>
<td>• Effective Time Management</td>
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<td>Respected diverse talents and ways of learning</td>
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**Strengths:**

**Recommendations:**

**Overall Strengths:**

**Summary of Recommendations:**