**Online Peer Observation Form**

Online course peer review is best when an observer reviews an entire course using the 13 standards listed below. However, you may focus on a few standards if you want feedback on specific aspects of the course. For each standard, the observer should indicate whether the standard has been met, needs improvement, or not met. The observer should provide meaningful, collegial feedback in the space provided to assist the instructor in making improvements to the course in order to meet the standard.

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| **Instructor** |  | |
| **Observer** |  | |
| **Class Observed** |  | |
| **STANDARD** | **STATUS** | **FEEDBACK** |
| ***1. Navigation***  The course has a consistent and intuitive navigation system enabling learners to quickly locate course information and materials. | * Standard met * Needs Improvement * Standard not met |  |
| ***2. Student Orientation***  A course orientation is offered and includes an introduction to the instructor and a way for students to introduce themselves to each other. | * Standard met * Needs Improvement * Standard not met |  |
| **3. *Syllabus***  Learners have easy access to a course syllabus which contains crucial course information and requirements prior to starting. | * Standard met * Needs Improvement * Standard not met |  |
| **4. *Instructor Response and Availability***  Instructor response time and availability is clearly stated. | * Standard met * Needs Improvement * Standard not met |  |
| **5. *Course Resource Requirements***  Hardware, software, and specialized resources required are clearly identified. | * Standard met * Needs Improvement * Standard not met |  |
| **6. *Learning Objectives***  Module-level learning objectives are aligned with course-level objectives, easy to find, clearly stated, and measurable. | * Standard met * Needs Improvement * Standard not met |  |
| **7. *Grading and Assessment***  The course grading policy is stated clearly. Criteria for assessment of learners’ work is clear and descriptive and aligned with the course grading policy and learning objectives. | * Standard met * Needs Improvement * Standard not met |  |
| **8. *Activities***  Course activities are aligned with learning objectives and make opportunities for teacher-learner and learner-learner interactions that support active learning. | * Standard met * Needs Improvement * Standard not met |  |
| **9. *Engagement***  Students are encouraged to work in teams, collaborate, and build community. Discussion prompts guide and elicit student participation. Instructor explains criteria for good discussion participation. Instructor provides netiquette guidelines to ensure respectful interaction and models good online discussion participation practices. Instructor provides student interaction space. | * Standard met * Needs Improvement * Standard not met |  |
| **10. *Instructional Materials***  Instructional materials are appropriate and aligned with learning objectives. | * Standard met * Needs Improvement * Standard not met |  |
| **11. *Technical Support***  Information regarding access to technical support during course progress is easy to find and clearly stated. | * Standard met * Needs Improvement * Standard not met |  |
| **12. *Accessibility***  The course offers a variety of means of access to materials to meet the needs of diverse learners.  Course instructions describe or link to the institution’s accessibility policies and services. | * Standard met * Needs Improvement * Standard not met |  |
| **13. *Overall Course Functionality***  All aspects of the course perform well and support learner progress on learning objectives. | * Standard met * Needs Improvement * Standard not met |  |

Additional Comments: