

Faculty		Course	
Semester <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer		Year	Course Day & Time
Observer		Date	

Note to Observer: Please review the course outline and syllabus prior to your observation. As the observer of an online course, you will observe one "unit", which could be a lesson, module, chapter or other instructional format. You will need access to course web site, "sent messages", publisher materials, group forums, and any other relevant course instructional resources. The bulleted items in each section serve only as guidelines. If more space is needed in the comments field of this section, the observer will write additional comments at the end of the document. Specific comments and explanations are important as they provide valuable information to the faculty member. Attach additional sheets if necessary.

1. Encourages Effective Contact Between Students and Faculty

- Does the Instructor:**
- offer students multiple ways of contacting instructor? (e.g. web site includes email address, office hours or phone numbers in course materials)
 - assure that all learners are "on board" at the beginning of the course? (e.g. inclusion of some form of initial contact, a meeting, a phone call, a welcome-email)
 - encourage the development of an online learning community making newcomers feel welcome and contributors valued? (e.g. web site shows evidence of "community" such as student introductions, profiles, discussion board exchanges)
 - give prompt and supportive feedback? (e.g. web site includes instructor-set response-timelines; responses in "sent mail" are within the response-timeline and include positive comments)
 - refer students with questions or problems to appropriate campus resources or services? (e.g. email or instructor indicates referral were used)

Comments:

2. Develops Reciprocity (Collaboration) & Cooperation Among Students

- Does the Instructor:**
- design activities that encourage and require students to work together, exchange ideas, and learn? (e.g. assignments or discussion board shows evidence of group projects requiring discussion, negotiation, debate)
 - moderate discussions, contribute insights and resources when appropriate without taking over? (e.g. discussion board messages reflect student participation; instructor intervenes if students post inaccuracies or go off-task; messages include resource links for enrichment when appropriate)
 - set or facilitate the setting of communication rules and group decision-making norms, mediate disputes, halt inappropriate participation? (e.g. web site clearly states rules (netiquette) and collaboration techniques; instructor admonitions appear, when necessary, on web site or email)
 - provide acknowledgement of and feedback on learner contributions? (e.g. evidence of offering points and praise for participation is on course web site, "sent messages" and/or grade book)

Comments:

	<ul style="list-style-type: none"> encourage multiple viewpoints and equal participation regardless of ethnicity, cultural background, age, gender or lifestyle? (e.g. encouragement is evident in the setting of assignments; reminders about netiquette and collaboration techniques are evident on web site or "sent mail") 	
3. Uses Active Learning Techniques		
	<p>Does the instructor:</p> <ul style="list-style-type: none"> plan activities that allow learners to relate course material to previous student knowledge? (e.g. evidence in assignments) relate new material to real-world application? (e.g. evidence in assignments) provide opportunities for hands-on practice? (e.g. evidence in assignments) design activities that involve critical thinking? (e.g. evidence in assignments) 	<p>Comments:</p>
4. Gives Prompt Feedback		
	<p>Does the Instructor:</p> <ul style="list-style-type: none"> return students' calls/emails according to instructor set response timeline? (e.g. "sent messages" show evidence that responses are made within set timeline) acknowledge the receipt of assignments quickly? (e.g. "sent messages" show evidence of reply even if assignment is to be reviewed at a future date) provide feedback on assignments and help with remediation, as needed? (e.g. "sent messages" show evidence of follow-up) anticipate areas of questions and supply appropriate replies? (e.g. web site contains FAQs, examples and/or models)? allow learners to track assignment completion and impact on final grade? (e.g. evidence of progress or grades is in course website or in timeline-set email notification) contact learners who have not participated or completed assignments and help them to get back onto the course timeline? (e.g. "sent messages" show evidence of follow-up) 	<p>Comments:</p>
5. Emphasizes Time on Task		
	<p>Does the instructor:</p> <ul style="list-style-type: none"> break down course work into manageable units commensurate with student ability and objectives of the course? (e.g. syllabus indicates assignments are appropriate to course objectives and student learning outcomes) balance design of units to help learners manage load? (e.g. assignment load appears evenly distributed in the timeline of the course) post a schedule of estimated learner time on task for course activities? (e.g. direction timeline for assignments in the unit includes suggested time for completion in hours, weeks or 	<p>Comments:</p>

	days)	
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6. Communicates High Expectations (and Plans Course Carefully)

	<p>Does the instructor:</p> <ul style="list-style-type: none"> • provide learners with clear lesson and course objectives/ goals/ expected outcomes at the start of each unit or week? (e.g. inclusion of objectives /goals /outcomes at beginning of each unit) • provide challenging and creative assignments and assessments? (e.g. inclusion of thought-provoking and engaging assignments in the unit) • provide self-quizzes to encourage students to reinforce learning (e.g. inclusion of practice quizzes with feedback and resource references/links) • provide learners with clear grading criteria for assignments? (e.g. inclusion of rubrics, grading criteria or examples of previous student work or models) • demonstrate knowledge of the course subject matter and awareness of general developments /research in the field? (e.g. both instructor and publisher materials contain accurate and up-to-date information, current in the subject field.) • demonstrate knowledge of course tools or course management system to best communicate or model high expectations? (e.g. web site makes use of tools appropriate to the delivery (facilitation) of the course objectives / goals / outcomes) • update, check for accuracy, and maintain the course web site at regular intervals so that student expectation and anticipation is raised? (e.g. web page content, grade points, schedules, etc. are proof-read for accuracy and are updated on a regular basis, as indicated in timeline) 	<p>Comments:</p>
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7. Respects Diverse Talents and Ways of Learning

	<p>Does the instructor:</p> <ul style="list-style-type: none"> • include course materials that appeal to diverse talents and learning styles? (e.g. inclusion of media rich content, page interactions) • vary methods of course instruction to reach students with different learning styles? (e.g. inclusion of activities such as Q & A sessions, discussions, collaboration, hands-on projects) • encourage and foster a course climate conducive to promoting respect, confidence and inclusion of multiple viewpoints regardless of ethnicity, cultural background, age, gender or lifestyle? (e.g. inclusion of rapport building activities on discussion board, blogs, wikis, etc.; evidence that instructor's email messages, discussion board posts and assignments encourage and praise each and every student's participation) • follow Section 508 Standard practices in creating course materials online. (e.g. web pages include text equivalents for media (observer may consult with DSPP representative on campus), labels for data tables and web forms, etc.) 	<p>Comments:</p>
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Additional Comments:

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