

ONLINE LESSON OBSERVATION

Instructor _____

Observer _____

Class/Section _____

Number of students enrolled _____

Describe lesson/unit being evaluated (to be mutually agreed upon by instructor and observer)

Type of lesson/unit observed _____

Subject matter covered _____

Date _____ Time _____

Fall ____ Spring ____ Summer ____ Year ____

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.

Areas of Evaluation:	Guidelines for evaluating online units:	Observer’s Comments:
<p>Knowledge of Subject Matter Does the instructor demonstrate a command of facts as well as interpretation of the material, understanding technical aspects of the field; recency of information and awareness of general development/ research in the field.</p>	<ul style="list-style-type: none"> • 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 a command of facts and effective interpretation of materials • Understand technical aspects of the field and place links to appropriate technical information on course website 	
<p>Methods of Instruction Are the methods used appropriate to the subject matter, course level, particular topic</p>	<ul style="list-style-type: none"> • Post lecture materials/content (text , document, resource link or media such as sound file or a movie) • Utilize discussion or collaboration effectively (or both)—discussion board or conferencing program (chat, web or video conferencing). • Demonstrations utilize media—video or movies, screen capture, series of images or PowerPoint presentation • Tutorials utilize combinations of: text, media, web-based assessment such as online quizzes, or web forms. • 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) • Plan activities that allow learners to relate course material to previous student knowledge • Relate new material to real-world application 	

	<ul style="list-style-type: none"> • Provide opportunities for hands-on practice • Design activities that involve critical thinking 	
<p>Appropriateness of Subject Matter Does the subject matter relate and contribute to the course objectives</p>	<ul style="list-style-type: none"> • Select and present information and materials that contribute to the objectives of the unit • Relate the objectives of the unit to the course objectives • Demonstrate enthusiasm for the subject matter and for students 	
<p>Appropriateness of Assignments Is the work assigned during the observed class period commensurate with students ability and the objectives of the course</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) • Design units or modules to help learners manage content • Provide learners with clear grading criteria for assignments (e.g. inclusion of rubrics, grading criteria or examples of previous student work or models) • Provide self-quizzes to encourage students to reinforce learning (e.g. inclusion of practice quizzes with feedback and resource references/links) • Provide challenging and creative assignments and assessments 	
<p>Subject Matter Organization Is the subject matter delivered efficiently? Is the lesson designed in a logical manner so that the objectives are clear and students learning needs considered?</p>	<ul style="list-style-type: none"> • Provide clear and easy to follow and intuitive navigation • 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) • 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) • 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 days) • Communicate changes and updates as soon as possible 	
<p>Preparation Are the necessary materials prepared and presented in an organized fashion? Are potential student questions/problems anticipated</p>	<ul style="list-style-type: none"> • 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) • Post course materials (syllabus, assignments, discussion topics, etc.) in advance so learners can plan • Create course content (lesson, unit, module) on the course web site using appropriate methods: lecture, discussion, tutorial, seminar, demonstration, or combination of methods. 	

	<ul style="list-style-type: none"> • Method /system of communication to students is in place (email distribution list, discussion board, or listserv) • Anticipate areas of questions and supply appropriate replies (e.g. web site contains FAQs, examples and/or models) • Assure 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) • Provide students a method 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) 	
<p>Forms of Instructional Delivery Are educational facilities appropriately and effectively used (board, media, technology)? Are teaching aids current and appropriate to the course objectives? Does the instructor present course material (layout, organization, text, color) clearly and appropriately?</p>	<ul style="list-style-type: none"> • Present material on website layout easy to follow and understand the path • Post course materials on pages that provide sufficient contrast between background and text (no fluorescent colors, black backgrounds, or text colors difficult for students with varying degrees of blindness) • Use font sizes or style sheets that can be modified by user’s browsers. • Use link names indicating the destination page name (not “click here”) 	
<p>Effective Communication (including email, discussion boards, or other technologies) Does instructor demonstrate enthusiasm for the subject matter and for students; listen to students; answer student’s questions clearly and appropriately; encourage all students to participate in discussion and to express divergent opinions; create a course climate conducive to promoting respect and confidence; encourage equal participation regardless of ethnicity, cultural background, age, gender or lifestyle</p>	<ul style="list-style-type: none"> • Offer students multiple ways of contacting instructor (e.g. web site includes email address, office hours or phone numbers in course materials) • 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) • 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) • 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 opportunities for online discussion, chat, negotiation, debate • Moderate discussion and contribute advanced content knowledge and insights, when appropriate without taking over • Model desired methods of communication • Foster sharing of knowledge, questions and expertise • Refer students with questions or problems to appropriate campus resources or 	

	<p>services? (e.g. email or instructor indicates referral were used)</p> <ul style="list-style-type: none"> • 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) • Incorporate social aspects to improve satisfaction, provide a realistic environment, present multiple viewpoints, and overcome anonymity • 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) • Encourage all students to participate in discussions and to express divergent opinions • Encourage equal participation 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. encouragement is evident in the setting of assignments; reminders about netiquette and collaboration techniques are evident on web site or "sent mail"; inclusion of rapport building activities) • Follow Section 508 Standard practices in creating course materials online (e.g. web pages include text equivalents for media, labels for data tables and web forms, etc.) (Observer may consult with DSPP representative on campus) 	
<p>Critical Thinking Skills Does instructor stimulate critical thinking by presenting material inductively or otherwise promoting independent thinking and the evaluation of ideas or principles?</p>	<ul style="list-style-type: none"> • Provide activities that allow learners to attach personal meaning to content • Involve students in collaborative, cooperative, team, or problem-based learning • Involve students in activities such as structured question and answer sessions, think and write exercises, interactive seminars, or case studies • Provide opportunities for hands-on practice and application 	
<p>Evidence of Creativity Has the instructor attempted to present the subject matter imaginatively in a way that engages students and increases their mastery of the material?</p>	<ul style="list-style-type: none"> • Provide course materials that appeal to diverse talents and learning styles (e.g. inclusion of media rich content, page interactions) • Provide various methods of instruction to reach students with different learning styles (e.g. inclusion of activities such as Q & A sessions, discussions, collaboration, hands-on projects, visuals, sounds, and page interactions) 	