

Montclair State University

Online Teaching Peer Observation Form

Overview: The Online Teaching Peer Observation form, developed by the Instructional Technology and Design Service (ITDS) group at Montclair State University provides faculty with a starting point to observe/evaluate the effectiveness of online/hybrid teaching. Use the following criteria to provide feedback on the online/hybrid course you are observing or customize this form to meet the needs of your respective department. Faculty can use this form to review their peers or to self-assess online teaching practice. This form was developed to support the continuous improvement of online teaching practices. It was based on multiple quality assurance frameworks including the Quality Matters Program's rubric, the Rubric for Online Instruction from California State University at Chico, and Montclair State University's OCIA course design model (Orientation, Content, Interaction, Assessment).

This form includes the following categories:

- I. Course Overall
- II. Instructional Materials
- III. Learning Activities and Interaction
- IV. Learning Assessment
- V. Technology and Accessibility

Review Details: Include relevant reviewer and course details below.

Faculty Name: _____

Course ID: _____

Semester/Term: _____

Course Title: _____

Reviewer Name: _____

Review Date: _____

Online Teaching Peer Observation Form

Instructions: Use the following checklist to comment on each particular element. Select the drop-down item to indicate the level of presence observed. Space for comments and suggestions is provided for each category.

I. Course Overall

Criteria	Level of Presence	Comments
Course navigation is intuitive and easy to understand (i.e. finding information, unused items removed from the course navigation bar, information on how to get started).	Select an Option ▾	
The instructor information is current and includes office hours and contact information.	Select an Option ▾	
Student Learning Outcomes and module learning objectives are provided.	Select an Option ▾	
The Montclair Syllabus is up to date with detailed information regarding assignments, grading policies, course schedule, and student expectations (i.e., participation requirements, and other course policies (ie: late policy)	Select an Option ▾	
The course content is structured in a logically sequenced set of modules (i.e., Module 1 or Week 1.)	Select an Option ▾	
Instructor presence is visible throughout the course via announcements, student assignment feedback, A “welcome message”/home page, etc.	Select an Option ▾	
Academic integrity policies regarding Generative AI, plagiarism, cheating, etc., are clearly defined and enforced.	Select an Option ▾	

Online Teaching Peer Observation Form

Feedback - Course Overall

Comments:

Suggestions:

Online Teaching Peer Observation Form

II. Instructional Materials

Criteria	Level of Presence	Comments
The instructional materials are aligned with the student learning outcomes	Select an Option ▾	
The instructional materials are appropriate to the course in terms of workload per week of instruction/credit hours and course level.	Select an Option ▾	
The instructional materials are easily accessible to students. All links in the course are active and up-to-date.	Select an Option ▾	
The materials are presented in various formats that address diverse learning styles and preferences (e.g., multimedia, text, images, performance activities).	Select an Option ▾	
The instructor makes the distinction between required and optional materials.	Select an Option ▾	
Library resources are appropriately included to aid student learning.	Select an Option ▾	

Feedback - Instructional Materials
Comments:
Suggestions:

Online Teaching Peer Observation Form

III. Learning Activities, Interaction, and Community

Criteria	Level of Presence	Comments
Evidence of RSI (regular substantial interaction) is present in the course and may be represented by some/all of the following: (office hours, discussions, group work, social reading/annotation, etc.)	Select an Option ▾	
The instructor maintains a consistent and timely teaching presence via videos, announcements, assignment feedback, synchronous meetings, etc.	Select an Option ▾	
The instructions for student interaction (discussions, group work, collaborative projects, etc.) are clearly stated for each type of activity.	Select an Option ▾	
The instructor encourages vibrant class interactions by asking probing, open-ended questions and providing constructive feedback.	Select an Option ▾	
The instructor employs a variety of learning activities and instructional strategies to engage students, including, but not limited to: class discussions, group discussions, group projects, case analyses, peer review activities, presentations, wikis, blogs, e-portfolios, etc.	Select an Option ▾	
The instructor has built an inclusive community through respectful dialogue between themselves and students (ie: using students' names, motivating and encouraging) and between students and their peers. The instructor also allows for respectful disagreement, debate, and constructive criticism.	Select an Option ▾	
Opportunities for students to introduce themselves, ask questions, provide feedback, etc. are provided.	Select an Option ▾	

Online Teaching Peer Observation Form

Feedback - Learning Activities and Interaction

Comments:

Suggestions:

Online Teaching Peer Observation Form

IV. Learning Assessment

Criteria	Level of Presence	Comments
The course grading policy/scheme stated at the beginning of the course matches what is set up in the Assignments and Gradebook sections of the course (including assignment group weights)	Select an Option ▾	
The instructor uses formative and summative assessment strategies to gauge student progress and achievement.	Select an Option ▾	
Long-term/large assessments are scaffolded/chunked into smaller deliverables spread throughout the term.	Select an Option ▾	
The assessments measure the stated Student Learning Outcomes and module learning objectives.	Select an Option ▾	
Assessments are not overly reliant on one type (ie: quizzes/exams); assessments include more opportunities for authentic assessment practices (ie: discussions, projects, case studies)	Select an Option ▾	
Sample assignments are provided to illustrate instructor expectations.	Select an Option ▾	
Rubrics, or other criteria, are provided to help students understand the instructor's expectations for assignments.	Select an Option ▾	
The instructor provides constructive feedback to students promptly.	Select an Option ▾	
The instructor leverages tools designed to reinforce academic integrity, such as plagiarism-detection software (Turnitin), for written assignments and/or question randomization for quizzes.	Select an Option ▾	

Online Teaching Peer Observation Form

Feedback - Learning Assessment

Comments:

Suggestions:

Online Teaching Peer Observation Form

V. Technology and Accessibility

Criteria	Level of Presence	Comments
Appropriate technologies are well integrated into the course to enhance teaching and learning.	Select an Option ▾	
Technical support information for students is included for all required technology tools.	Select an Option ▾	
Course Materials are accessible to screen readers and other assistive technologies (e.g., PDFs are Optical Character Recognition (OCR) compatible, text equivalents are provided for graphics, etc.)	Select an Option ▾	
Video and audio materials are accompanied by alternative formats such as transcripts or closed captions.	Select an Option ▾	

Feedback - Technology and Accessibility
Comments:
Suggestions:

Overall Comments: