

## Rubric for Peer Observation of Remote Instruction

This guide is meant to help you observe your colleague’s remote course—this could be Remote Arranged, Remote Scheduled, Hybrid, or OnlineMax. This type of observation will differ from those you have conducted in person, but you can still provide important feedback for your colleague that will help them develop as an instructor and help your department evaluate their performance as a teacher. Included below is a table listing characteristics of course materials and interactions that are known to contribute to student success in remote instruction. We suggest that you use these guided observations to help craft written feedback that addresses how your colleague is using these strategies to support student learning in their course. This can be incorporated into whatever feedback form or documentation your department generally uses for peer observation of teaching for the purposes of milestone reviews (senior or principal lecturer, mid-probationary, tenure, or promotion).

A note on formative versus summative assessment: Academic Affairs and the Center for Teaching and Learning encourage a “*formative*” process of peer observation, one that provides constructive and detailed feedback on the goal(s) the instructor is attempting to achieve in the classroom, rather than a purely “summative” or evaluative process. In a formative process, the observer carefully reviews synchronous and asynchronous course material and well as interactions between the instructor and the students, and provides feedback that the instructor can use to improve their teaching in the future. Providing formative peer observations is particularly important as many of us adapt to remote teaching for the first time.

In reviewing asynchronous materials in Learn, remember that you are not evaluating the whole course but rather sampling the material, just as you would be sampling an instructor’s classroom teaching were you to attend and observe an in-person class session. This need not take hours of work, but you should look at enough different introductions, instructions, modules, assignments, and discussion fora to have a good feel for the clarity, content, and transparency of the course.

**The following are features to look for in asynchronous course content:**

Area of Focus	Peer Observer Comments	Instructor Reflections
<p>Is the content you reviewed consistent with current research in the subject matter covered by the class? Evidence may be found in: the syllabus or course content such as voice-over-PowerPoint presentations, recorded lectures, assigned readings, or instructor-written materials.</p>		
<p>Does the course design appear to support development of critical thinking with respect to key ideas and areas of knowledge in the course’s subject matter? For example, do assignments push students to think independently and apply course material to challenging questions?</p>		
<p>Is the instructor present /visible in the part of the course you sampled? “Presence”</p>		

<p>creates a welcoming environment, and can take the form of: welcome videos; course orientation materials; use of humor or a personal touch in voice-over-PowerPoint presentations; “bridge” videos to help students transition from one section to the next; active interaction with students in a discussion forum; or other forms of individual feedback. <u>Bear in mind that some instructors may interact with students primarily by email</u>, which won’t be visible in Learn, so be sure to discuss with the instructor how they communicate with students.</p>		
<p>Are the purposes, policies, and performance expectations clearly outlined in the materials reviewed? If you were a student in the course, would you understand what is expected of you? Evidence may be found in: syllabus, course map, assignments, and introduction to a module.</p>		
<p>Are the main learning objectives clearly defined and communicated for the course as a whole or within modules that you reviewed? Evidence may be found in: a</p>		

<p>course map, syllabus, schedule, module overviews, or assignments.</p>		
<p>Is there a clear connection between assignments and learning goals of the course? Evidence may be found in: module overviews or assignment/activity directions</p>		
<p>Are students given opportunities for active learning such as student and instructor interaction or student to student interaction? Evidence may be found in: discussions (live or asynchronous), team-based projects or activities, student-to-student peer review assignments, instructional media, instructional tools, feedback methods.</p>		