**ONLINE COURSE OBSERVATION FORM**

Timeframe the Online Course Was Observed\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Evaluee\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Evaluator\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course Title and Class Number\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A. **Responsibilities of the Evaluator and Evaluee prior to the Class Observation:**

1. The evaluator will contact the evaluee as early as possible during the semester to determine a mutually agreeable method and timeframe for conducting the online observation.

Methods for observing an online course include: (1) participating as an observer in the evaluee’s Canvas course (including participating in a live session if one occurs during the two-week evaluation period, though the live session is meant to be supplemental to a review of the Canvas shell) or (2) arranging a time to review the distance education platform together (Canvas course, etc.) where the evaluee will guide the evaluator through the online course.

 The evaluator will review the course syllabus, assessment methods and/or tools (e.g. exam, rubric), and other pertinent course materials either before the class observation or during the observation. The evaluator will also need a Course Outline of Record for the class; it can be found on the META website.

2. To gain *observer* status in the evaluee’s Canvas course, the evaluator will e-mail the evaluee and request access as an observer. The evaluee will them add them as an **observer** *through the “People” tab on their Canvas* course using the evaluator’s Palomar Email address. Online course observations are to last no longer than two weeks—at which point, the evaluee shall remove the observer from their Canvas shell using instructions found on the ATRC and/or TERB websites.

3. The evaluee will give notice to online students that another faculty member will view the discussion board and/or online class participation, if the evaluee believes this is appropriate.

4. Prior to the online course evaluation, the evaluee may send a list of some course features that the evaluee would like the evaluator to assess during the online observation. Examples might include: Are the deadlines and student responsibilities clearly stated? Do the instructions for projects and assignments foster collaboration and discussion?

The [CVC Course Design Rubric](https://onlinenetworkofeducators.org/course-design-academy/online-course-rubric/) is the rubric approved by the Faculty Senate and TERB to provide guidance on how to design an effective online course.

The CVC Course Design Rubric has four sections:

1. Content Presentation
2. Interaction
3. Assessment
4. Accessibility

Utilize the [CVC Course Design Rubric](https://onlinenetworkofeducators.org/course-design-academy/online-course-rubric/) to help guide you through your peer online course review. You are not expected to complete or submit sections A-D of the rubric; it is meant only as guidance. The sections of the rubric that align to each evaluation question are included. For additional instructions on how to utilize the CVC Rubric, please review the [@ONE Course Design Resources](https://ccconlineed.instructure.com/courses/837/modules).

**B. The major focus of the online observation:**

Answer each of the following questionsregarding the online class observation.

1. In what ways has the instructor prepared students for this online course and ensured that students have information about Palomar services? For guidance, refer to CVC Course Design Rubric Sections: “A9-A11: Learner Support” and “A12-A14: Institutional Support.”
2. Describe how the instructor has organized the course, giving particular attention to the information provided in the course syllabus and to statements about course objectives. Regarding technical skills, in what ways has the instructor developed an online course that is easy to navigate and use? For guidance, refer to CVC Course Design Rubric Section: “A4-A8: Use of CMS”
3. Describe the clarity of course content. In what ways is the content challenging or thought-provoking? Is content consistent with the Course Outline of Record? How does the instructor demonstrate knowledge and currency in his/her discipline? (You will find the Course Outline of Record on the META website). For guidance, refer to CVC Course Design Rubric Section: “A1-A3: Unit-Level Objectives”
4. Describe the ways in which the instructor communicates with students, motivates them, encourages discussion, and promotes student interactions with each other. For guidance, refer to CVC Course Design Rubric Sections: “B1-B3: Instructor Contact” and “B4-B6: Student-to-Student Contact.”
5. Describe the clarity of the instructor’s course expectations, grading policy, method of assessments and feedback. For guidance, refer to CVC Course Design Rubric Sections: “C1-C4: Effective Assessment” and “C5-C8: Guidance and Feedback.”
6. Describe how they have aligned to the state standards for accessibility and in which areas they could continue to improve upon and how. (Please emphasize an evaluee’s progress toward meeting these state standards.) For guidance, refer to CVC Course Design Rubric Section D to review the accessibility of the online course.
7. What is noteworthy about this class and why? Other comments?

**OPTIONAL SECTION FOR SYNCHRONOUS CLASS OBSERVATIONS**

1. How does the instructor communicate the objectives of the class session?
2. Describe the instructor’s organization and presentation of information.
3. How does the instructor motivate students and maintain interest?
4. In what ways does the instructor encourage class participation?
5. Which of the following methods does the instructor employ?

Mark and comment as appropriate.

[ ]  lecture

[ ]  discussion

[ ]  demonstration

[ ]  group work

[ ]  other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What about the session is particularly noteworthy and why?
2. Comments regarding the specific observations requested by evaluee.

(see section A number 2)

1. Additional comments and suggestions.

**C. Actions after the Online Observation is Completed:** The evaluator will meet with the evaluee at a mutually agreeable time after the evaluation report is completed to review the online observation. Later, after grades are posted, the evaluator will meet with the evaluee again to review the student evaluations and review report.