**Coventry University (Dec 2022)**

Management Led Online Observation Form for asynchronous observation.

**Please Note**

**(An asynchronous teaching observation must include evidence of student engagement. As such it is likely to involve a combination of observation of online resources and learning activities including Aula spaces, shared resources (short videos, guidance documents etc.), collaborative & discussion spaces and feedback)**

# ASYNCHRONOUS TEACHING ONLINE

**Part 1** – **(to be completed before the observation by the Lecturer/Facilitator)**

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| **Lecturer/ Facilitator’s Name** | **Faculty/School/Dept.** | **Course Title** * **Module Title**
* **Level**
 | **Year** |
| **Observation Date** | **Observer’s Name** | **Session Type: Module or Course** |
| **Observation Focus** – *are there any aspects of your online practice you would like the assessor to focus on and provide specific feedback?*  |
| **Reflection on previous observations** *(your reflections on your previous observation)* |
| **Session Aims and Learning Outcomes** *a brief outline of the purpose of the session being observed and the student profile and an indication of what the lecturer expects the learner to be able to do by the end of the session i.e. knowledge, skills, understanding, etc.)* |

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| **Teacher-** *Please provide the assessor with any relevant information for the online course/module/online session that is being observed, for example: platform/software, number of participants etc.* |

**Part 2** – **(To be completed by the Observer and to be discussed with the teacher during the debrief)**

**Please put N/A if not appropriate to the observation. Please see the full CU Online Web Standards if required and the full assessment criteria (Teaching Observation page of the Academic Development Website – Supporting Documentation)**

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| **Category**  | **Column for Observer to complete please rate as appropriate.** |
| **Web design standards (Course only)** | **Assessor comments** | **Rating: - Excellent, Good, Satisfactory, Poor or Not applicable** |
| * logical and consistent format
* designed for legibility and readability issues.
* clear and consistent navigation
 |  |  |
| **Course information standards** | **Assessor comments** | **Rating: - Excellent, Good, Satisfactory, Poor or Not applicable**  |
| * course outline/syllabus and course description (if applicable)
* clear information about the role of instructor and learners in achieving LOs
* clear information about how to communicate with instructor.
* transparent grading information (if applicable)
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| **Writing Standards** | **Assessor comments** | **Rating: - Excellent, Good, Requires Improvement, Poor or Not applicable** |
| * positive tone for a supportive learning environment
* content appropriate for student group
* academic content is cited appropriately.
* clear use of language
* correct grammar, punctuation, and spelling
 |  |  |
| **Resource standards** | **Assessor comments** | **Rating: - Excellent, Good, Satisfactory, Poor or Not applicable** |
| * learning materials are current.
* Quality of the teaching and learning materials.
* materials are presented with clearly.
* variety of types of materials
* clear information about learner support resources
 |  |  |
| **Organisation standards** | **Assessor comments** | **Rating: - Excellent, Good, Satisfactory, Poor or Not applicable** |
| * learning path clear
* learning materials show the relationship between course components and Learning Outcomes.
* content is free of cultural and demographic bias.
* clear information about time commitment
 |  |  |
| **Learner Engagement** | **Assessor comments** | **Rating: - Excellent, Good, Satisfactory, Poor or Not applicable** |
| * interactive tasks are present and facilitate deeper understanding.
* variety of types of tasks
* feedback to learners is incorporated into course design.
* Student participation and interaction
* Evidence of inspirational on-line Delivery
* Checking that learning is taking place.
* Course is appropriate and adapted for the student group.
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| **Technology standards** | **Assessor comments** | **Rating: - Excellent, Good, Satisfactory, Poor or Not applicable** |
| * course is designed around the principle of learners encountering a low technological bar.
* learners are informed of any specialist technological requirements, e.g., machine spec, software.
* delivery technology orientation is provided.
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 **[See rubric in Appendix for clarification of expectations for Excellent, Good, Satisfactory, Poor]**

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| **Please rate the relevant aspects of the online evaluation relating to the principals for course delivery September 2021: -** |  |  |
|  | *Please highlight or underscore as appropriate* |  |
|  Learning is applied with problems and activities as a stimulus for learning. | Excellent | Good | Satisfactory  | Poor | n/a |  |
|  Students actively engage in learning and learning activities. | Excellent | Good | Satisfactory  | Poor | n/a |  |
|  Students interact regularly with staff and peers. | Excellent | Good | Satisfactory  | Poor | n/a |  |
|  Teaching and learning designed to be inclusive and accessible to all. | Excellent | Good | Satisfactory  | Poor | n/a |  |

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| **General feedback**  |
| **Strengths *-*** *identification of strengths and best practice* |

**Part 3 – (Outcome) (Especially important if applying for Professional Accreditation with Advance HE)**

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| **Action Plan - covering suggested areas for development to be addressed before the next Management Led teaching observation -** (this should be jointly discussed and agreed by the observer and lecturer) |
| **Critical evaluation of the observation covering key aspects (**this should be completed by the Tutor/lecturer) |
| Teacher/ Lecturer’s Signature: DateObserver’s Signature Date |

 **Part 4** – (Assessor to complete and to discuss with the Lecturer/Facilitator)

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| **Institutional Feedback for Action**1. 1. Quality of the systems used for online activity
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| 1. 2. Opportunity identified to generate session for Academic Professional Development (i.e. best practice to share)
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