

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
**ASSOCIATE FACULTY DISTANCE EDUCATION OBSERVATION**

Instructor of Record: \_\_\_\_\_ ☐ Online ☐ Synchronous  
☐ Hybrid ☐ Asynchronous

Course ID and Name: \_\_\_\_\_ Section No.: \_\_\_\_\_

**Module/Unit/Week Observation:** \_\_\_\_\_

**KEY:** S = Satisfactory N = Needs Improvement U = Unsatisfactory

For each of the following criteria being reviewed please provide a narrative in the comments section.

1.	Subject Matter Expertise	S	N	U
	1.1 Breadth and depth of subject matter expertise is clearly demonstrated.			
	Comments 1.1: <ul style="list-style-type: none"> <li>Embedded content pages, video lectures, or other visual means by which to share content of subject matter</li> <li>Responses to questions in announcements and discussion boards</li> <li>Appropriate supplementals, including videos, websites, handouts, assigned readings, practice exercises</li> <li>Relevancy of content, current and relatable to students</li> <li>Content, focus and instructions for assignments</li> <li>COR can clearly be identified in the course content (syllabus)</li> </ul>			
2.	Content Presentation and Course Design in Canvas	S	N	U
	2.1 Canvas course shows preparation through a predictable/consistent organization of material.			
	Comments 2.1: <ul style="list-style-type: none"> <li>A recognizable pattern exists in the organization of the pages inside of the module</li> <li>Clear expectations and/or explanations provided to help guide students around the course e.g., welcome video or in written form</li> </ul> Organized by pages? weeks? Modules? Units? Assignments? Is there a logical and consistent organization system of content?			
	2.2 The Module/Unit/Week of instruction has a logical curriculum design.			
	Comments 2.2: <ul style="list-style-type: none"> <li>Is there scaffolding of base knowledge/schema leading to forms of formative and summative assessment structured into the course?</li> <li>Do the modules/unit have logically related content</li> </ul>			

**Commented [BS1]:** For use outside of emergency situation – for faculty choosing to teach on-line

**Commented [BS2]:** Discuss – how much of a course needs to be reviewed to get a strong sense of its structure, flow, etc. Should we observe the course from the start to the date we enter it? Only 1 module is very limiting in capturing a full sense of the course. Would it be reasonable to get an introduction from the faculty, context on their process for planning their course?

**Commented [BS3]:** How do other disciplines conceptualize this in their programs/classes?

	<ul style="list-style-type: none"> <li>Number or labeling the Module/unit pages – thematic? Chapter based</li> </ul>			
2.3	Course navigation is clear, intuitive and consistent.			
	Comments 2.3: <ul style="list-style-type: none"> <li>Video explaining the course and how to navigate</li> <li>Student centered; mindful of making it predictable, maintains a consistent pattern</li> <li>Intro or overview page for each module or unit and then an exit or end page indicating the end of the module</li> </ul> Use of visual images or titles/headers to indicate specific elements, such as a key assignment a quiz			
2.4	The amount of course content is manageable and chunked into reasonable segments.			
	Comments 2.4: <ul style="list-style-type: none"> <li>How do we do this if we are restricted to only 1 week, 1 module for the IOI observation? Is it possible to see if the amount of content is manageable in a limited observation? Should we be able to review all modules completed by the time of the observation?</li> </ul> Syllabus shows amount of content to be covered in the schedule			
2.5	Module/Unit/Week content is consistent in structure and organization.			
	Comments 2.5: <ul style="list-style-type: none"> <li>How do we do this if we are restricted to only 1 week, 1 module for the IOI observation? Is it possible to see if the amount of content is manageable in a limited observation. Should we be able to review all modules completed by the time of the observation?</li> </ul>			
2.6	Information is presented in a variety of modalities.			
	Comments 2.6: <ul style="list-style-type: none"> <li>Written, images, video, closed captioning, audio,</li> <li>Group work in discussion boards or project group</li> <li>Zoom meetings, Announcements, Pronto, Email</li> </ul>			
3.	Course Communication and Interactions	S	N	U
3.1	Uses Canvas features to communicate and enhance student engagement in the course.			
	Comments 3.1: <ul style="list-style-type: none"> <li>Announcements</li> <li>Discussion Boards</li> <li>Comments in assignments</li> <li>Rubrics</li> <li>Message Students who...</li> </ul>			

**Commented [BS4]:** How do other disciplines conceptualize this in their programs/classes?

**Commented [BS5]:** How do other disciplines conceptualize this in their programs/classes?

**Commented [BS6]:**

	<ul style="list-style-type: none"> <li>• Pronto</li> <li>• Chat</li> <li>• Email</li> <li>• Pages with interactive elements</li> </ul>			
	3.2 Two or more different types of regular and substantive <b>instructor initiated</b> interactions are observed.			
	Comments 3.2: <ul style="list-style-type: none"> <li>• Announcements</li> <li>• Discussion Boards</li> <li>• Comments in assignments</li> <li>• Rubrics</li> <li>• Message Students who...</li> <li>• Pronto</li> <li>• Chat</li> </ul>			
	3.3 Opportunities for student-to-student engagement and interaction are present.			
	Comments 3.3: <ul style="list-style-type: none"> <li>• Discussion Boards</li> <li>• PackBack or other alternative/similar platforms</li> <li>• Zoom breakout rooms</li> <li>• On-line tools such as Jamboards, Ideas Boards or real time apps</li> <li>• Pronto</li> </ul>			
<b>4.</b>	<b>Assignments</b>	<b>S</b>	<b>N</b>	<b>U</b>
	4.1 Instructor provides clear instructions and grading criteria for assignments.			
	Comments 4.1: <ul style="list-style-type: none"> <li>• Assignment overviews</li> <li>• Rubrics</li> <li>• Syllabus – overall assignments, total point value for the course</li> </ul>			
	4.2 Instructor utilizes formative and summative assignments.			
	Comments 4.2: <ul style="list-style-type: none"> <li>• Formative = low stakes assignments, practice, demonstrating understanding of material – informing you they understand the content</li> <li>• Summative = higher stakes assignments or quizzes, application, analysis, evaluation or creation of material</li> </ul>			
<b>5.</b>	<b>Syllabus</b>	<b>S</b>	<b>N</b>	<b>U</b>

5.1	Syllabus includes required information. <ul style="list-style-type: none"> <li>SLOs</li> <li>Violence statement</li> <li>DRC statement</li> <li>Grade Rubric for how points earn grades</li> </ul>			
Comments 5.1:				
6.	<b>Accessibility (non-evaluative)</b>	<b>Yes</b>	<b>No</b>	
6.1	Instructional content has been reviewed for accessibility.			
Recommendation: Use the following to assist with this section <ul style="list-style-type: none"> <li>Ally dials – if we have access to see them</li> <li>Closed captioned videos</li> <li>Links to external sources are embedded into real language vs. just typing the link to the external source – naming the content vs. just the url</li> <li>Images at alt-text or descriptive text</li> </ul>				
7.	<b>Review of Student Surveys</b>			
Comments:				

**Commented [BS7]:** Check with the Deans on what is required for the IOI

Summary and additional comments:

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**ASSESSMENT:**   ☐ Satisfactory   ☐ Needs Improvement   ☐ Unsatisfactory

Signature of Reviewer: \_\_\_\_\_ Date: \_\_\_\_\_