

Pedagogical Observation Form
(For courses with online presence)

Instructor Name: _____ Observer: _____ Date: _____

Course: _____ Number of students enrolled: _____ Class type: _____

Specific items reviewed: _____

Date of Pre-conference: _____ Date of Post-conference: _____

Pedagogical Observer

Pedagogical Observer is a tenured faculty member trained to observe, document, and support effective teaching practices that promote student learning. Instructors will receive a pedagogical observation during their first and second year plus at least one additional time during their probationary period.

Pre-Conference

1. The Observer will meet with the Instructor for a pre-conference and gathers information about the course including syllabus, objectives, etc. During this meeting, the observation process will be discussed and this form will be shared. The Observer will review the process and talk about the developmental purpose of the pedagogical observation process, informing the Instructor that the observation will be sent to them and their department chair and will become part of the Instructor's annual review.
2. The unit of analysis will be at least one to two completed course modules (weeks or sessions) and will focus on faculty on-line teaching practices. The Instructor should provide access to the online course and communicate the most important areas of the course shell to be reviewed. The specific sample should be agreed upon in advance. If any content is not accessible through BB, the Instructor may share the materials during the pre-conference. The Instructor will add the observer to the course shell: (for Blackboard users use this link: [Add/Remove User](#) and request Student Observer access).
3. The Pedagogical Observer is encouraged to consider the following context markers: (a) Is this a new course for this Instructor?; (b) Is this a pilot course? (c) Are there specific things about this class that would be helpful to know? (Gatekeeper or General Education course, courses with high fail rates, courses with controversial topics, course materials prepared by others, etc.) (d) Are there any other concerns or issues that the Instructor would like to share to help contextualize the observation?

Observation

4. The Observer will access the course shell, and take detailed, objective notes about the Instructor and student activity.
5. The Observer will complete this Pedagogical Observation form (pages 2-4), based on observation notes.

Post-Conference

6. The Observer will meet with the Instructor within two weeks for a post-conference to discuss the practices observed, identify strengths of teaching, offer suggestions (if relevant). The Observer and Instructor will engage in a supportive discussion about teaching practice.
7. Optionally, the Instructor may choose to write a reflection or clarification (within one week) which should be submitted to the Observer to attach to the Observation form.
8. A copy of this completed and signed form will be provided to the Instructor and confidentially sent to the Chair.

If an item is not applicable, or if there was no opportunity to observe a particular item, “N/A or no opportunity to observe” will be applied. *Please note that a given observation is only a small snapshot of teaching practice so many N/A’s is not necessarily a cause for concern.*

PROFESSIONAL TEACHING	Observer’s Notes	Ranking
1. The syllabus provides contact information for the Instructor as well as preferred method for contact. [OSCQR 10].		
2. Appropriate methods and devices for accessing and participating in the course are communicated. [OCSQR 8]		
3. Instructor provides students with learning objectives/outline/overview for the class module. [1]		
4. Instructor has organized the material into a consistent, obvious, explicit and logical framework. [1]		
5. Course offers access to a variety of engaging resources that facilitate communication and collaboration, deliver content, and support learning and engagement. [OSCQR 29]		
6. Expectations for timely and regular feedback from the Instructor are clearly stated (questions, email, assignments). [OSCQR 38]		

INCLUSIVE TEACHING	Observer's Notes	Ranking
1. Syllabus provides information about how to seek accommodations. [OSQCR 5]		
2. Learners have an opportunity to get to know the Instructor. [OSCQR 40]		
3. Course contains resources or activities intended to build a sense of class community, support open communication, and establish trust. [OSCQR 41]		
4. Instructor uses respectful and inclusive language, images, and examples to ensure an accessible and welcoming learning community. [5]		
5. Course offers opportunities for learner-to-learner interaction and constructive collaboration. [OSCQR 42] [5] [11] [12]		
6. Instructor has chosen content to reflect a diversity of voices, where appropriate. [9] [10]		
7. Technology tools meet accessibility standards (as indicated by Blackboard Ally; captioning is used). [OSCQR 15]		
8. Instructor draws upon student experience/real-world examples/other disciplines where appropriate. [3] [4]		

EFFECTIVE TEACHING PRACTICES	Observer's Notes	Ranking
1. Course includes activities for learners to develop higher order thinking and problem-solving skills, such as critical reflection and analysis. [OSCQR 30]		
2. Course incorporates activities that emulate real world applications of the discipline, such as experiential learning, case studies and problem-based activities. [OSCQR 31]		
3. Course includes frequent and appropriate methods to assess learners' mastery of content. [OSCQR 45] [6] [7] [8]		
4. Learners have opportunities to review their performance and assess their own learning throughout the course (pre-tests, automated self-tests, reflective assignments, etc.). [OSCQR 47] [8]		

Notes from Preconference:

Post- Observation Notes:

Addressing Feedback from Year 1:

Overall Impression and Feedback:

Observer Signature: _____

Date _____

Instructor Signature: _____

Date _____

Works Cited

- [1] S. A. Ambrose, M. W. Bridges, M. DiPietro, M. C. Lovett and M. K. Norman, "Chapter 2: How Does the Way Students Organize Knowledge Affect Their Learning?," in *How Learning Works: Seven Research-Based Principles for Smart Teaching*, Hoboken, New Jersey: Jossey-Bass, 2010.
- [2] S. A. Ambrose, M. W. Bridges, M. DiPietro, M. C. Lovett and M. K. Norman, "Chapter 5: What Kinds of Practice and Feedback Enhance Learning?," in *How Learning Works: Seven Research-Based Principles for Smart Teaching*, Hoboken, New Jersey: Jossey-Bass, 2010.
- [3] S. A. Ambrose, M. W. Bridges, M. DiPietro, M. C. Lovett and M. K. Norman, "Chapter 3: What Factors Motivate Students to Learn?," in *How Learning Works: Seven Research-Based Principles for Smart Teaching*, Hoboken, New Jersey: Jossey-Bass, 2010.
- [4] S. A. Ambrose, M. W. Bridges, M. DiPietro, M. C. Lovett and M. K. Norman, "Chapter 1: How Does Students' Prior Knowledge Affect Their Learning?," in *How Learning Works: Seven Research-Based Principles for Smart Teaching*, Hoboken, New Jersey: Jossey-Bass, 2010.
- [5] L. Nilson, *Teaching at Its Best: A Research-Based Resource for College Instructors*, 3rd ed., San Francisco: Jossey-Bass, 2010.
- [6] P. C. Brown, H. L. Roediger and M. A. McDaniel, *Make it Stick: The Science of Successful Learning*, Cambridge, Massachusetts: Belknap Press, 2014.
- [7] C. Dirks, M. P. Wenderoth and M. Withers, *Assessment In the College Classroom*, New York: W. H. Freeman, 2014.
- [8] S. A. Ambrose, M. W. Bridges, M. DiPietro, M. C. Lovett and M. K. Norman, "Chapter 7: How Do Students Become Self-Directed Learners?," in *How Learning Works: Seven Research-Based Principles for Smart Teaching*, Hoboken, New Jersey: Jossey-Bass, 2010.
- [9] J. Handelsman, S. Miller and C. Pfund, "Chapter 4: Diversity," in *Scientific Teaching*, New York, W. H. Freeman, 2007.
- [10] S. A. Ambrose, M. W. Bridges, M. DiPietro, M. C. Lovett and M. K. Norman, "Chapter 6: Why Do Student Development and Course Climate Matter for Student Learning?," in *How Learning Works: Seven Research-Based Principles for Smart Teaching*, Hoboken, New Jersey: Jossey-Bass, 2010.
- [11] S. L. Eddy, S. E. Brownell and M. P. Wenderoth, "Gender Gaps in Achievement and Participation in Multiple Introductory Biology Classrooms," *CBE-Life Sciences Education*, vol. 13, no. 3, pp. 478-492, 2014.
- [12] C. Moss-Racusin, J. F. Dovidio, V. L. Brescoll, M. J. Graham and J. Handelsman, "Science Faculty's Subtle Gender Biases Favor Male Students," *Proceedings of the National Academy of Sciences*, vol. 109, no. 41, pp. 16474-16479, 2012.