

NEW YORK CITY COLLEGE OF TECHNOLOGY
OF THE CITY UNIVERSITY OF NEW YORK

Guidelines for Assessing the Online Component of a Hybrid and Online Course Class Meeting

General Guidelines for the Peer Observer

For hybrid courses, the observer should arrange with the instructor to review class activities on the course site and/or online resources, and **may**, by agreement with the instructor, observe one full face-to-face class session, and report all findings in a single observation report. The face-to-face observation is not a requirement for hybrid courses.

For fully online courses, the observer should review class activities and instructor-student interaction on the course site and/or online resources, and report findings in a single observation report.

For hybrid and online courses, the instructor should **use the following guidelines to inform his or her observation**.

Specific Guidelines for Observation

A. Course Site and/or Online Resources Management

1. The instructor provides adequate announcements and directions to enable easy navigation of the site and/or online resources.
2. The instructor provides content that is easily accessed in files, through active links or through other site and/or online resources paths.
3. The instructor organizes content in a consistent manner, across the site and/or online resources.
4. The instructor provides a syllabus including course policies and requirements, deadlines, grading policies, schedule of weekly topics, technology prerequisite and/or online resources, and online component instructions in the course information or syllabus area.
5. The instructor provides instructor's contact information and office hours for online meetings (and face-to-face meetings, if this is a hybrid course), and Computer Information Services contact information for system reliability issues.

B. Instructional Coherence

1. The instructor presents and explains content clearly.
2. The instructor presents topics and activities that are appropriate for each learning unit.
3. The instructor provides content at a level appropriate for students enrolled in the course.
4. The instructor provides assignments and activities that require each student to spend a commensurate amount of time each week doing online work for the number of course credit-hours (1 credit hour equals 1 classroom/online instruction hour and minimum of 2 hours of out-of-class student work).

“...An amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

(1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for approximately fifteen weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time; or, (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, clinical practica, studio work, and other academic work leading to the award of credit hours.”

Retrieved from New York City College of Technology Credit Hour Policy:

<https://www.citytech.cuny.edu/aboutus/docs/policies/CreditHourPolicy.pdf>

5. The course assignments contain clear directions for students, including due dates.

C. Teaching Strategies

1. The instructor provides individual student assignments, discussion questions and/or group projects that are engaging, complex, require problem-solving, integration and synthesis of course material, critical thinking, and the possibility of many different answers and/or approaches.
2. The instructor offers examples to clarify points.
3. The instructor provides appropriate and timely feedback for assignments, postings and other student activities.
4. The course assignments and activities reflect the learning objectives of the course.

D. Instructor/Student Interaction

1. The instructor demonstrates mastery of the subject matter.

2. The instructor shows evidence of preparation of the course site and/or online resources for use in the class lesson.
3. The instructor demonstrates a positive rapport with students based on posts and other interactions on the course site and/or through other online resources.
4. The instructor provided a productive online learning environment.