

ENGETeaching Review Form

A. Teacher and Course Information

Name of Teacher: _____

Name of Observer: _____

Course Format: **(In-Person/Online/Hybrid)**

(for synchronous sessions) Observation Date: _____

B. Course Planning Information

To be completed by instructor prior to the review

Highlights or areas you would like the reviewer to focus on. This may be parts of the course you focused your efforts on developing, or notes about things that you may have not had control over.

ClassPlan (for specific observed class session, if applicable)

C. Review Categories

To be completed by reviewer ~~see~~ accompanying [information document](#) for things to consider for each category

Course organization and Overview

In what ways and to what extent do the overall organization of the course and the overview materials provided by the instructor support students' ability to successfully navigate the course?

Please highlight 1-3 specific practices that are working well and identify any suggested improvements (see information document for potential practices that support this component).

- Highlights:
- Suggestions:

Instructional Materials and Strategies

In what ways and to what extent to the instructional materials for each assignment or activity support students' ability to meet the targeted learning outcomes? Please highlight 3 specific practices that are working well and identify any suggested improvements (see information document for potential practices that support this component).

- Highlights:
- Suggestions:

Learner Assessment

In what ways and to what extent do the assessment support the ability of both the students and the instructor to evaluate students' progress toward/achievement of the learning outcomes? Please highlight 1-3 specific practices that are working well and identify any suggested improvements (see information document for potential practices that support this component).

- Highlights:
- Suggestions:

Interaction and Feedback

In what ways and to what extent does the interaction, including feedback provided by the instructor create an inclusive learning environment that engages and scaffolds students in achieving the learning outcomes? Please highlight 3 specific practices that are working well and identify any suggested improvements (see information document for potential practices that support this component).

- Highlights:
- Suggestions:

Course Technology and Learner Support

In what ways and to what extent do the course technologies and support provide to students with access to the resources they need to be successful? Please highlight 3 specific practices that are working well and identify any suggested improvements (see information document for potential practices that support this component).

- Highlights:
- Suggestions:

Accessibility and Usability

In what ways and to what extent do the features of the course technologies create a learning environment that is accessible to all students? Please highlight 3 specific practices that are working well and identify any suggested improvements (see information document for potential practices that support this component).

- Highlights:
- Suggestions:

Overall Summary This section is intended to be an overall summary and the "factoid" part of the review that can be included in dossiers, etc.

D. Response

To be completed by instructor following review

Please reflect on the goals you set for this class and how well those goals were met

Response to any comments above

E. Signatures

I have discussed this teaching review with the teacher.

Signed: _____ Date: _____

I have reviewed and received a copy of this review of my teaching.

Signed: _____ Date: _____

Information for Reviewers

Purpose

Reviews of teaching are used to provide feedback to instructors in order to identify effective practices as well as areas for improvement. These reviews are also included as evaluative data in annual reviews of performance and in dossiers submitted in promotion and tenure reviews. The Department of Engineering Education review process is designed to produce an evaluation as required by our institution while prioritizing the objective of continuously improving teaching and learning at the individual and program levels. To accomplish this task, the review form is separated into internal and public sections. The internal section allows for in-depth considerations for the faculty member as they continue enhancing their teaching, and the public section allows for summary overview of the faculty member's teaching effectiveness.

Background

The material in this document has been developed based on a previous version of the ENGE teaching evaluation form, the [Quality Matters Rubric](#), and information developed by TLOS at VT. The categories included are intended to represent the many facets of teaching and organizing a course, and also acknowledge that there are multiple ways to engage students and encourage their learning.

Please note that the intent is not to imply that a course or an instructor should do every single one of these things in every context. Instead, this document should serve as a general guide for reviewers to highlight things to look for in each of the categories. Some of the items contained below are most applicable for overall course materials or online classes, while others are more applicable to synchronous online sessions or in-person delivery modes. The categories in this document match those found in Part C of the review form.

The structure of the review will also depend on the course delivery mode. To better capture the facets of teaching that often occur outside of time in the classroom, the review process should include the following parts:

1. Review of course materials available to students (i.e., access to a course Canvas site or equivalent)
2. For courses that meet in person or online courses with a synchronous component, it is encouraged that the reviewer attend part or all of one of these sessions.
3. A follow-up meeting for the reviewer and instructor to discuss comments on the review form.

Course organization and Overview

Considerations for course materials (i.e. course Canvas site)

- Any digital course materials are easy to navigate and well organized, and provide a way for students to understand the purpose and structure of the course through the syllabus or other available resources.

- Communication expectations for online discussions, email, and other forms of interaction are clearly stated.
- Course and institutional policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided.
- Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.
- Computer skills and digital information literacy skills expected of the learner are clearly stated.
- Expectations for prerequisite knowledge in the discipline and/or any required competencies are clearly stated.
- A self-introduction by the instructor is professional and is available online.

Things to consider when observing synchronous class sessions

- Teacher arrives to class on time
- States the relation of the class to the previous one
- Locates class materials as they are needed
- Knows how to use the educational technology needed for the class
- Posts or verbally provides class goals or objectives
- Posts or verbally provides an outline of the organization of the class
- Transitional statements between class segments
- Follows the preset plan, or contains deviations/adjustments made at the instructor's discretion that can be explained
- Conveys the purpose of each class activity
- Summarizes periodically and at the end of class

Instructional Materials

Considerations for course materials

- The instructional materials contribute to the achievement of the stated learning objectives or competencies.
- The relationship between the use of instructional materials in the course and completing learning activities is clearly explained.
- The course models the academic integrity expected of learners by providing both source references and permissions for use of instructional materials.
- The instructional materials represent up-to-date theory and practice in the discipline for areas of the course within their control.
- A variety of instructional materials is used in the course as it makes sense for a course context.

Things to consider when observing synchronous class sessions

- More than one form of instruction is used as it makes sense for a course context
- Teacher provides explicit directions for in-class tasks

- Teacher allows enough time to complete in-class tasks, such as group work
- Teacher uses examples to explain content
- Teacher defines new terms or concepts

Learner Assessment

Considerations for course materials

- Learning and activities appear to be well aligned with assessments and desired outcomes.
- The course grading policy is stated clearly at the beginning of the course.
- Specific and descriptive criteria are provided for the evaluation of learners' work, and their connection to the course grading policy is clearly explained.
- The assessments used are sequenced, varied, and suited to the level of the course.
- The course provides learners with multiple opportunities to track their learning progress with timely feedback.

Interaction and Feedback

Considerations for course materials

- The learning activities promote the achievement of the stated learning objectives or competencies.
- Learning activities provide opportunities for interaction
- The instructor's plan for interacting with learners during the course is clearly stated.
- The requirements for learner interaction are clearly stated.

Things to consider when observing asynchronous class sessions

- During discussion, the teacher pauses after asking questions
- Accepts student responses
- Draws nonparticipating students into the discussion
- Prevents specific students from dominating the discussion
- Helps students extend their responses
- Maps the direction of the discussion
- Mediates conflict or difference of opinion
- Demonstrates active listening techniques
- Attends to student comprehension or puzzlement
- Provides feedback at given intervals
- Uses positive reinforcement
- Incorporates student ideas into the class
- Elaborates or repeats complex information
- Makes explicit statements drawing student attention to certain ideas
- Pauses during explanations to allow students to ask questions

Course Technology and Learner Support

Considerations for course materials

- The tools used in the course support the learning objectives or competencies.
- Course tools promote learner engagement and active learning.
- Appropriate technology is used in the course.
- The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.
- Course instructions articulate or link to the institution's accessibility policies and services.
- Course instructions articulate or link to the institution's academic support services and resources that can help learners succeed in the course.
- Course instructions articulate or link to the institution's student services and resources that can help learners succeed.

Accessibility and Usability

- Course navigation facilitates ease of use.
- The course design facilitates readability.
- The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.
- The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners.
- Course multimedia facilitates ease of use.