

Online Teaching Observations

1. General guidelines

- a. The same Teaching Observation form is used for observing online teaching as any other mode. The following clarifies special considerations that apply only to online teaching observations. Additional resources are included that observers may find useful.
- b. Chairs will need to request access to an online course. Open a request by emailing blackboardsupport@cuw.edu. Include the following:
 - i. Course name and number
 - ii. Course CRN
 - iii. Include that you are the chair of your department
 - iv. Include you are requesting access for purposes of a teaching observation
 - v. When observation is complete, email blackboardsupport@cuw.edu with the above information and request you be removed from the online course.
- c. Observers may choose to review a specific time-period during while the course is active
 - i. Collaborative courses, consider a 2 – 3 week period
 - ii. Independent courses, might be longer depending on student activity
- d. The idea is to build a picture involving the categories on the observation form that relate to
 - i. Engagement
 - ii. Scaffolding
 - iii. Relationship to course content, learning outcomes, etc.
 - iv. Timeliness and richness of feedback
- e. Course design is NOT part of the observation. Examples:
 - i. Learning objectives
 - ii. Assignments requirements and descriptions
 - iii. Set up of folders, files, drop boxes, discussion forums, tests, gradebook, etc.
- f. Elements that can be part of the observation
 - i. Course announcements
 - ii. Discussion forum posts
 - iii. Grading history and feedback
- g. A note about instructors using email to communicate with students: During the post-observation discussion, the observer may want to ask if/how instructors communicate with students via email. The idea is not to dissuade the instructor from using email. Rather, to discuss if email is the best method. Would use of announcements or discussion forums be a more effective method?
- h. Documenting data/evidence
 - i. Reports can be printed, if desired, and instructions are on the following pages. However, observers are not required to do so, but may observe the interactions in a variety of ways.
 - ii. Observers can make screenshots of relevant examples or copy/paste to a separate document.

2. Gathering evidence: Discussion Forums

- a. Click on the Discussions link.
- b. Then click on the Discussion Forum title you want to review.

Discussion Board

Create Forum

Forum	Description	Total Posts	Unread Posts	Unread Repli
<input type="checkbox"/> Pray & Chat		12	12	0

- c. Click the box on the left (below Thread Actions) to check all forum threads.
- d. Then click Collect.

Forum: Pray & Chat

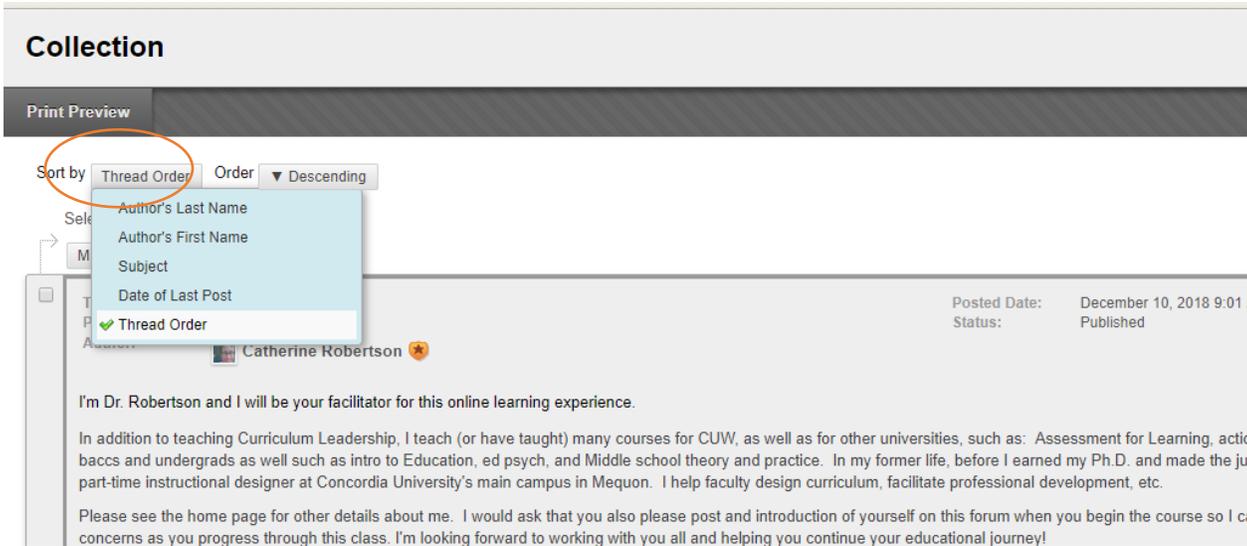
Create Thread Subscribe

Thread Actions Collect Delete

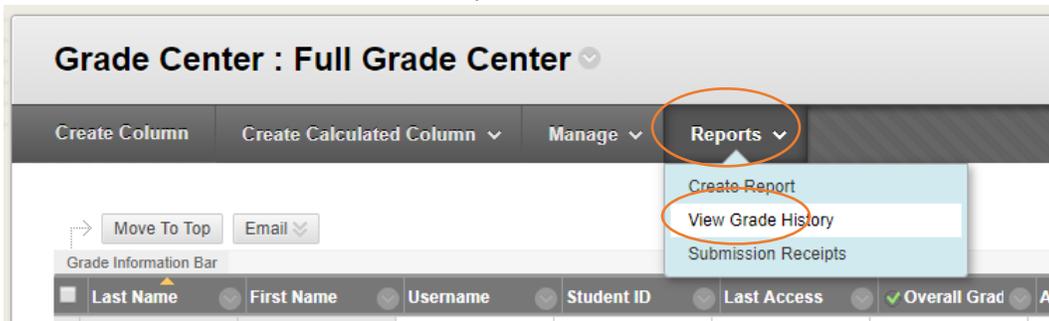
<input checked="" type="checkbox"/>	Date	Thread	Author	Status	Unread Posts	Unread F
<input checked="" type="checkbox"/>	2/4/19 11:58 AM	February Prayer	Catherine Robertson	Published	1	0
<input checked="" type="checkbox"/>	1/25/19 11:56 AM	Introduction	Alissa Schneeberg	Published	2	0
<input checked="" type="checkbox"/>	1/23/19 5:37 PM	Wyatt Tramburg	Wyatt Tramburg	Published	2	0
<input checked="" type="checkbox"/>	1/22/19 8:33 PM	Hello!	Thomas Schalmo	Published	2	0
<input checked="" type="checkbox"/>	1/20/19 4:05 PM	Hello!	Brittany Day	Published	2	0
<input checked="" type="checkbox"/>	1/13/19 3:41 PM	Hello!	Yumiko Senanayake	Published	2	0
<input checked="" type="checkbox"/>	12/10/18 9:01 AM	Dr. R's Intro	Catherine Robertson	Published	1	0

Thread Actions Collect Delete

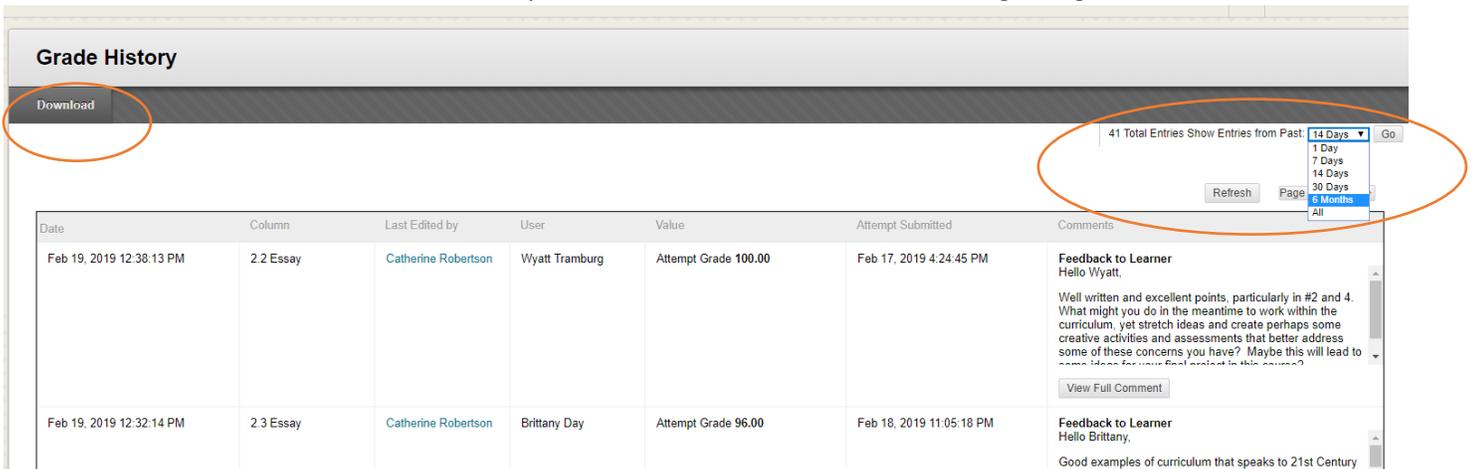
- e. Sort posts as desired (suggested: Thread Order). Can be exported to a PDF file if desired. Or, copy and paste specific posts.



- 3. Gathering evidence: View Grade History (timeliness and feedback)
 - a. From the Full Grade Center hover mouse over Reports.
 - b. Click View Grade History



- c. On the right side of page, choose the time span to view (suggested: 6 months). Click Go. Can be downloaded to a .crv file (open in Excel) if desired. Sort as desired (suggested: Attempt Submitted). Focus on those last edited by the instructor, or those that still need grading.



- d. Note: Multiple submissions are frequently allowed so one submission may be graded and a duplicate submission may have the status “needs grading” indefinitely.

Feb 19, 2019 8:57:28 AM	4.3 Essay	Catherine Robertson	Alissa Schneeberg	Attempt Grade 100.00	Feb 15, 2019 3:29:04 PM	Feedback to Learner Good Morning Alissa, Well written. Effective inclusion of a variety of topics from the reading, and thoughtful linking of them to your specific school situation. The ideas of critical thinking and problem solving and adding them to your school curriculum on a more intentional basis is an important and valid goal. View Full Comment
Feb 18, 2019 11:05:18 PM	2.3 Essay	Brittany Day	Brittany Day	Attempt submitted (needs grading).	Feb 18, 2019 11:05:18 PM	
Feb 17, 2019 4:24:45 PM	2.2 Essay	Wyatt Tramburg	Wyatt Tramburg	Attempt submitted (needs grading).	Feb 17, 2019 4:24:45 PM	
Feb 17, 2019 2:38:08 PM	6.3 Poster Presentation	Thomas Schalmo	Thomas Schalmo	Attempt submitted (needs grading).	Feb 17, 2019 2:38:08 PM	
Feb 15, 2019 3:29:04 PM	4.3 Essay	Alissa Schneeberg	Alissa Schneeberg	Attempt submitted (needs grading).	Feb 15, 2019 3:29:04 PM	
Feb 14, 2019 3:39:27 PM	7.1 Learning Journal	Catherine Robertson	Thomas Schalmo	Attempt Grade 90.00	Feb 10, 2019 8:45:58 AM	Feedback to Learner Thoughtful journal - good use of specifics on teaching for

4. Examples

- a. Only discussion forum is the Pray & Chat. Note: Course is self-paced (independent) not collaborative (course design decision, not part of the observation).

Discussion Board

Create Forum

→

Delete

<input type="checkbox"/>	Forum	Description
<input type="checkbox"/>	Pray & Chat	▼

→

Delete

- b. I see Dr. R posted a welcome message at the start of the course. I also see one month after the course began (February) a prayer was posted to the class. Q: Are there opportunities to connect to the class as a whole in this manner, but relate to course content or objectives?

Forum: Pray & Chat

Create Thread
Subscribe
Search

→

Thread Actions

Collect

Delete

<input type="checkbox"/>	Date	Thread	Author	Status	Unread Posts	Unread Replies To Me	Total Posts
<input type="checkbox"/>	2/4/19 11:58 AM	February Prayer	Catherine Robertson	Published	1	0	1
<input type="checkbox"/>	1/25/19 11:56 AM	Introduction	Alissa Schneeberg	Published	2	0	2
<input type="checkbox"/>	1/23/19 5:37 PM	Wyatt Tramburg	Wyatt Tramburg	Published	2	0	2
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<input type="checkbox"/>	1/13/19 3:41 PM	Hello!	Yumiko Senanayake	Published	2	0	2
<input type="checkbox"/>	12/10/18 9:01 AM	Dr. R's Intro	Catherine Robertson	Published	1	0	1

- c. I see Dr. R posted a reply to each student's introduction (not all are included in this document). Student names included. Dr. R. shared relevant and appropriate personal details. I notice a personable, yet professional tone.

Thread: Dr. R's Intro
 Post: Dr. R's Intro
 Author: Catherine Robertson

Posted Date: December 10, 2018 9:01 AM
 Status: Published

I'm Dr. Robertson and I will be your facilitator for this online learning experience.

In addition to teaching Curriculum Leadership, I teach (or have taught) many courses for CUW, as well as for other universities, such as: Assessment for Learning, action research, baccs and undergrads as well such as intro to Education, ed psych, and Middle school theory and practice. In my former life, before I earned my Ph.D. and made the jump to high part-time instructional designer at Concordia University's main campus in Mequon. I help faculty design curriculum, facilitate professional development, etc.

Please see the home page for other details about me. I would ask that you also please post an introduction of yourself on this forum when you begin the course so I can learn about your concerns as you progress through this class. I'm looking forward to working with you all and helping you continue your educational journey!

Thread: Hello!
 Post: RE: Hello!
 Author: Catherine Robertson

Posted Date: January 13, 2019 8:21 PM
 Status: Published

Welcome Yumiko!

I am grateful to have you as part of this class. It sounds like you have wonderfully rich perspectives to offer. We have something in common - I love music and seeing students in that one-on-one environment.

One of my sons is in middle school as a 7th grader and I commend you for teaching at that level for all your years - every time I visit the school I see as you start with WAVE - I have been teaching online for several years and am happy to pass on any tips that might be helpful - or, if you find something you, please share!

Hope you enjoy the class and please reach out with questions or concerns. Cheers! Dr. R.

- d. What I notice:
- i. Date submitted compared to date graded 2 – 4 days
 - ii. Dr. R. consistently addresses the student by name when giving feedback (engagement/rapport)
 - iii. Dr. R. related previous assignments to the current assignment (see 8.1 Learning Journal) (scaffolding)
 - iv. Dr. R. asked follow up questions to prompt the student to reflect.

Grade History

Download

92 Total Entries Show Entries from Past: 6 Months

Refresh Page 1 of 4

Date	Column	Last Edited by	User	Value	Attempt Submitted	Comments
Feb 20, 2019 12:41:16 PM	6.3 Poster Presentation	Catherine Robertson	Thomas Schalmo	Attempt Grade 90.00	Feb 17, 2019 2:38:08 PM	Feedback to Learner Hello Tom, Nice presentation. Clear slides and the inclusion of quotes is an engaging way to see the differences among the authors in this field. Perhaps you could use this for some related PD in your school? The one component that is missing that was asked for in the directions was your reflection on how you relate to each of the ideas as a... View Full Comment
Feb 20, 2019 8:56:09 AM	8.1 Learning Journal	Catherine Robertson	Yumiko Senanayake	Attempt Grade 70.00	Feb 16, 2019 2:25:01 PM	Feedback to Learner Good Morning Yumiko, Some solid ideas - but yes, think about how you might revise them to be more thorough. Your first philosophy statement back in Unit 1 should function as a guide for you - then make edits, additions, etc. based on what you learned in the course. You can revise for a higher grade, thanks for the question. View Full Comment
Feb 19, 2019 12:38:13 PM	2.2 Essay	Catherine Robertson	Wyatt Tramburg	Attempt Grade 100.00	Feb 17, 2019 4:24:45 PM	Feedback to Learner Hello Wyatt, Well written and excellent points, particularly in #2 and 4. What might you do in the meantime to work within the curriculum, yet stretch ideas and create perhaps some creative activities and assessments that better address some of these concerns you have? Maybe this will lead to some ideas for your final project in this course?