

# Developmental Review of Fully Online (Asynchronous) Teaching

Dear Faculty: Thank you for participating in the developmental review of fully online teaching for your asynchronous online course.

## Report Design

This report form was designed on evidence-based research relating to key principles for teaching an outcomes-based asynchronous online course:

- **Teaching presence** helps to set goals, provide direction, and scaffold meaningful and worthwhile learning outcomes for students (Garrison, Cleveland-Innes, Vaughn, 2021, p.1).
- **Cognitive presence involves** encouraging students to construct meaning and confirm their learning (Boston et al., 2010).
- **Feedback opportunities** make learning visible while providing a sense of progress and achievement (Hattie & Zierer, 2019).
- **A community, developed through** authentic sharing and positive engagement among class members, supports learning (Virtue et al., 2019).
- **Course administration** provides management of the course and support students, especially those at risk (Berge, 1995).

## Review Process and Report

You will meet synchronously online with a reviewer to share your fully online teaching strategies that support student learning and promote a positive student experience. The focus of your sharing will be on one unit of learning (e.g., one week), but you may reference other relevant sections of your course section shell. Please avoid screen-sharing personal student information. Your reviewer will complete a report and facilitate a follow up consult/debrief meeting. The developmental feedback your reviewer provides will take into consideration your teaching contexts.

## Instructions For Faculty

1. Read through your completed report and reflect on the comments and suggestions. (\*) Represents items aligned with the SAT instrument.
1. Open the document emailed to you by your reviewer called "Reflections on My Teaching Review." Save the file, adding your name and the course reviewed to the title of the document.
2. For each of the four sections, provide at least one comment or question. Your reflections will inform the debrief/coaching session.
3. Email your completed reflection document back to your reviewer within 3 days.
4. Your reviewer will arrange a meeting with you to discuss the review and share further insights.
5. After the debrief/coaching meeting occurs, the report and reflection documents will be sent to your Chair with you cc'd.

Our goal is to have the review to the Chair/Chair designate within 2-3 weeks of your first contact with your reviewer. If you have any questions about this process, please email: [teachingandlearning@conestogac.on.ca](mailto:teachingandlearning@conestogac.on.ca).

**Faculty Name:**

**Reviewer Name:**

**Chair/Chair Designate:** C

**Program Name:**

**Course (Code, Name, and Section):**

**Students enrolled:**

**Date of Review:**

**Week of Semester:**

**This class appears to be:**

**Course Outcome(s) Addressed in this Unit:**

**Instruction Plan sent in advance:**

**Taught this course before:**

**Taught this course in another mode of delivery:**

**The majority of this course was developed:** T

**Did you participate in the authorship of this version of the course?**

**eConestoga Course Shell URL:**

**Essential Elements Scanner at 100%:**

**Instructional Plan updated:**

## Summary of the Review

### Teaching Presence

Strategies that Supported Student Learning

Opportunities to Enhance Practice as a Professional Educator

### Cognitive Presence and Feedback

Strategies that Supported Student Learning

Opportunities to Enhance Practice as a Professional Educator

### Social Presence and Community

Strategies that Supported Student Learning

Opportunities to Enhance Practice as a Professional Educator

### Course Administration and Students at Risk

Strategies that Supported Student Learning

Opportunities to Enhance Practice as a Professional Educator

## Section A – Teaching Presence

Element	Observed	Observations and Suggestions
QA1. Provided students with contact information and response time (e.g., in Course Information)		
QA2. Showed a thorough knowledge of course concepts (e.g., in Course Information)		
QA3. Showed interest and enthusiasm in the subject (e.g., in an Announcement)		
QA4. Reinforced learning outcomes and expectations that follows the Instructional Plan* (e.g., in an Announcement)		
QA5. Related course material to real-world applications (e.g., in a recorded video)		
QA6. Motivated students to do their best (e.g., in an Announcement or email)		

## Section B – Cognitive Presence and Feedback

Element	Observed	Observations and Suggestions
QB1. Facilitated opportunities for students to ask questions through supportive invitations and responses* (e.g., in a Discussion forum, FAQ, Office hours)		
QB2. Reinforced academic integrity and scholarly conduct (e.g., in a recorded video)		
QB3. Checked understanding or reinforced formative feedback activities (e.g., in an email, Discussion forum)		
QB4. Provided guidance with assignment instructions and processes (e.g., in a recorded video)		
QB5. Provided helpful feedback on assignments using a variety of tools* (e.g., in Assignments)		
QB6. Sought input or feedback from students on their learning experiences (e.g., with a poll or survey)		

## Section C – Social Presence and Community

Element	Observed	Observations and Suggestions
QC1. Reinforced guidelines that make it comfortable for all students to learn in the classroom* (e.g., in an Announcement)		
QC2. Encouraged participation in the course* (e.g., in an icebreaker)		
QC3. Simply stimulated discussions* and invited opinions		
QC4. Ensured pairs or group work is functional and supported (e.g., in Groups)		
QC5. Handled sensitive subject matter, unexpected events, or triggering topics calmly and empathetically*		

## Section D – Administration and Student Support

Element	Observed	Observations and Suggestions
QD1. Reinforced important dates, policies, and assignment submission processes (e.g., in the IP, Calendar)		
QD2. Reinforced or supported access to reading materials and use of eTexts and relevant features (e.g., in a recorded video)		
QD3. Reinforced relevant technical and academic supports and services students (e.g., in an Announcement)		
QD4. Managed a process for addressing problems with the course, such as broken links (e.g., in a Discussion Forum)		
QD5. Considered the accessibility needs of students (e.g., Universal Design for Learning, Accommodations, accessibility checks, etc.)		
QD6. Managed a process for monitoring student progress and supporting at-risk students (e.g., using Progress Tools)		

## Section E – Opportunities for Course Design

### QE1. Ideas to address or enhance course design

## Glossary

**Essential Elements Scanner:** A custom tool developed by the OLC that will help Instructors identify components of their course that do not satisfy requirements outlined in the Essential Elements Checklist.

**Fully Online (Asynchronous) Teaching:** Course is delivered in eConestoga with no in-person classes.

**Instructional Plan:** An Instructional Plan is a detailed schedule outlining course delivery elements. It guides faculty delivery and student planning and preparation. It is based on a college-wide template that ensures that a) faculty have determined the best way to deliver a course over the time-period available, b) that evaluations have been distributed in a way that allows for marking and feedback, c) students can anticipate and prepare for the key concepts being delivered each class, and d) the date for each evaluation is clearly communicated to students and other stakeholders.

**Outcomes-Based Education:** This approach identifies outcomes that the successful student will be able to achieve by the end of the course and aligns learning opportunities and assessments to these stated outcomes.

**Respect:** In partnership with civility and empathy, respect is a key component of a functional learning environment. It is challenging to respect each student and the class as a community when some do show the respect we expect, yet faculty who score high on respect on the Student Appraisals of Teaching (SAT) usually score well overall. The opposite is also true.

**Triggering Topics:** Some students have very painful personal experiences related to rape, drugs, abortion, death, car accidents, alcohol abuse, cancer and other sensitive topics. It is important to let them know if such a theme is introduced or emerges and to never speak flippantly about such topics.

**Universal Design for Learning (UDL):** Universal Design for Learning is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. It proposes that if you think about the needs of students with disabilities or other challenges and think about how to adapt your teaching and materials to help them that you can create a delivery that is universally more helpful. Just as the cut-outs on curbs for sidewalks was done for wheelchairs but helped people on bikes and with strollers so can your making enhancements to your teaching help everyone.