

Developmental Review of Asynchronous Teaching Form - Template

Dear Faculty: Thank you for participating in the developmental review of asynchronous teaching process, in which you meet with a reviewer to describe and share (via screensharing) aspects of your course delivery that support student learning and promote a positive student experience in your asynchronous course. Note that no specific information about students (e.g., graded assignments) is shared during the review meeting.

Please see the instructions below. Our goal is to have the review to the Chair/Chair designate within 2 weeks of your first contact with your reviewer. If you have any questions about this process, please email: teachingandlearning@conestogac.on.ca

Instructions For Faculty

1. Please read through your review report and reflect on the comments and suggestions.
2. 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.
3. Add at least one comment, question, and/or reflections to each section. Your comments will inform the debrief and coaching session with your reviewer.
4. Email the reflections back to your reviewer within 3 days.
5. Your reviewer will have arranged a meeting with you to discuss the review and share further insights.
6. After the meeting occurs, the review and reflections documents will be sent to your Chair with you cc'd.

Course Information

Course Information	Details
Faculty Name	
Reviewer Name	
Chair/Chair Designate	
Program	
Course	
Students enrolled	

Date of meeting	
Week of review	
Course Outcomes (for the week under review)	
Materials (provided by the faculty member in advance of the review meeting)	
Materials (provided by the faculty member in advance of the review meeting)	
The class appears to be	
<ul style="list-style-type: none"> ▫ Mostly international, Mostly domestic, Mixed 	
This course has been delivered asynchronously by others	
<ul style="list-style-type: none"> ▫ Multiple times before, Once or twice before, Never before, Don't know 	
I have delivered this course asynchronously	
<ul style="list-style-type: none"> ▫ Multiple times before, Once or twice before, Never before 	
I have taught this course previously in another format (e.g., in-person, hybrid in-person, hybrid online, remote)	
<ul style="list-style-type: none"> ▫ Yes, No 	
The majority of this course is	
<ul style="list-style-type: none"> ▫ Developed by OLC, Developed by a person who oversees curriculum, Self-developed. Other 	
This course is used as the "model" course (i.e., duplicated for different faculty to teach)	
<ul style="list-style-type: none"> ▫ Yes, No 	
Meeting duration in minutes	
<ul style="list-style-type: none"> ▫ __ minutes 	

Report Summary

Report Items	Comments
QA1 Essential Elements (to 100% on the scanner)	
QB1 Outcomes and Course Content Alignment	

<p>QC. Good teaching practice encourages teacher presence</p>	<p>Teacher presence helps to set goals and provide direction for students to achieve meaningful and worthwhile learning outcomes (Garrison, Cleveland-Innes, Vaughn, 2021, p.1).</p>
<p>QC1: Strategies for teacher presence that support learning and a positive learning environment</p> <p>Examples:</p> <ul style="list-style-type: none"> • A welcome message (textual, audio, visual) • Encourages healthy exchange of ideas • Initiates contact with students • Prominent announcement area • Communication policy and times to response • Regular office hours • Prompt responses • Explicit communication of outcomes for the course • Motivation and encouragement that inspires students • Describes expertise and experience in the course subject <p>Where to look:</p> <ul style="list-style-type: none"> • Announcements • Email messages • Instructional Plan • Discussion Forum 	
<p>QC2: Opportunities to enhance teacher presence as a professional educator, and suggested resources to review</p>	
<p>QD Good teaching practice encourages a learning community</p>	<p>The learning community helps to meet students' learning needs through social presence and peer learning (Virtue, Maddox, & Pfaff, 2019).</p>

<p>QD1: Strategies for building community that support learning and a positive learning environment</p> <p>Examples:</p> <ul style="list-style-type: none"> • Meet/icebreaker activity • Sharing of voluntary information about selves and ideas as relevant to the course • Survey to learn more about student goals, interests, etc. • Regular opportunities for discussion, collaborative assignments, and/or study groups • Guidelines for or discussion of respectful communication and conduct • Study tips with strategies for using time well • Active facilitation of asynchronous class discussions • Application of intercultural sensitivity and communication <p>Where to look:</p> <ul style="list-style-type: none"> • Content/Assignments • Discussion forum • Email messages • Announcements 	
<p>QD2: Opportunities to enhance building community as a professional educator, and suggested resources to review</p>	
<p>QE Good teaching practice encourages effective feedback</p>	<p>Feedback makes learning visible by correcting, guiding, and furthering learning while providing a sense of progress and achievement (Hattie & Zierer, 2019).</p>
<p>QE1: Strategies for effective feedback that support learning and a positive learning environment</p> <p>Evidence</p> <ul style="list-style-type: none"> • Description of course feedback methods 	

<ul style="list-style-type: none"> • Clearly communicated course and assignment grading instructions and criteria • Assignment information connects with learning outcomes • Opportunities to submit drafts for feedback • A discussion forum where students can ask questions and receive information • Examples and exemplars are provided • Self-check, knowledge check activities are provided • Instructions, guidance, and supports are provided for peer or collaborative learning activities • Late penalties or other relevant information is available • Personalized student feedback is provided in appropriate formats for students • Ensure that students feel a connection with their faculty member when receiving feedback • Feedback is sought from students for course improvement • Expectations and resources shared about scholarly conduct <p>Where to look:</p> <ul style="list-style-type: none"> • Content • Evaluations/Rubric • Feedback • Discussion forum • Self-assessments, quizzes, checklists 	
<p>QE2: Opportunities to enhance effective feedback as a professional educator, and suggested resources to review</p>	

<p>QF Good teaching practice encourages course facilitation and administration</p>	<p>Course facilitation and administration includes managing course content, addressing course and technical questions and issues, monitoring student participation, and supporting students at risk.</p>
<p>QF1: Good course facilitation encourages ease and frequency of course use and effective monitoring of student engagement</p> <p>Evidence</p> <ul style="list-style-type: none"> • Instructional Plan accurately outlines concepts, policies, and assignments • Course provides estimated time/time expectations for activities and assignments • Due dates and time frames are published and available • A plan for reaching out to at risk students is in place • Supplemental learning materials are provided • Accommodations information and resources are available • College resources are provided to students • Unavailable resources, out of date links, etc. are updated in a timely way <p>Where to look</p> <ul style="list-style-type: none"> • Course Information • Instructional Plan • Content • Announcement/Email • Calendar • Progress Summary and Course Admin Tools 	
<p>QF2: Opportunities to enhance effective feedback as a professional educator, and suggested resources to review</p>	
<p><i>QG Opportunities to Enhance Course Design</i></p>	

References

Garrison, Cleveland-Innes, Vaughn, 2021. *Community of inquiry*. <https://coi.athabascau.ca/>

Hattie, J., and Zierer, K. (2019). *Visible learning insights*. London: Routledge, doi: 10.4324/9781351002226

Virtue, E. E., Maddox, G., Pfaff, K. (2019). The lasting effects of learning communities. *Learning Communities Research and Practice*, 7(2), Article 6. Available at: <https://washingtoncenter.evergreen.edu/lcrjournal/vol7/iss2/6>