

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 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 course delivery strategies that support student learning and promote a positive learning environment. The focus will be on one unit of learning, but you may reference other course sections as well. Please avoid screen-sharing personal student information. Your reviewer will complete a report and facilitate a follow up consult/debrief meeting. The feedback provided will consider 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 called "Reflections on My Teaching Review." Save the file, adding your name and the course reviewed to the title.
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.

References

- Berge, Z. L. (1995). [The Role of the Online Instructor/Facilitator](#)Opens in a new tab. *Educational Technology*, 35(1) 22-3.
- Boston, W., Diaz, S., Gibson, A., Ice, P., Richardson, J., & Swan, K. (2010). An exploration of the relationship between indicators of the Community of Inquiry framework and retention in online programs. *Journal of Asynchronous Learning Networks*, 14(1), 67-83.
- Garrison, R., Cleveland-Innes, M., & Vaughn, N. (2021). *Community of inquiry*. Athabasca University.
- Hattie, J., & 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.

Teaching Contexts

Faculty Name:

Reviewer Name:

Chair/Chair Designate:

Program Name:

Course (Code, Name, and Section):

Students Enrolled:

Date of Review:

Week of Semester:

International Students:

Course Outcome(s) Addressed in this Unit:

Taught this course before:

Taught this course in another mode of delivery:

The majority of this course was developed:

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

eConestoga Course Shell URL:

Essential Elements Scanner at 100%:

Instructional Plan updated:

Glossary

Essential Elements Scanner: A custom tool developed by the OLC that helps 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 real-time 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.

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 Student Monitoring

Strategies that Supported Student Learning

Opportunities to Enhance Practice as a Professional Educator

Note: Starred items in Sections A to D indicate alignment with the Student Appraisal of Teaching (SA).

Section A – Teaching Presence

Element	Observed	Observations and Suggestions
QA1. Provided students with contact information and opportunities to ask questions* (e.g., in Course Information, Discussion Forum, Office hours)		

Element	Observed	Observations and Suggestions
QA2. Showed a thorough knowledge of course topics, including real-world applications* (e.g., in Course Information)		
QA3. Showed interest and enthusiasm in the topic and/or lesson activities* (e.g., in an Announcement or video)		
QA4. Reinforced the Instructional Plan, including key topics, learning outcomes, important dates, and course activities* (e.g., in an Announcement, Course Calendar)		
QA5. Encouraged students to do their best* (e.g., in an Announcement or email)		

Section B – Cognitive Presence and Feedback

Element	Observed	Observations and Suggestions
QB1. Reinforced academic integrity and scholarly conduct (e.g., in a recorded video)		
QB2. Checked understanding or reinforced formative feedback activities (e.g., in an email, Discussion forum)		
QB3. Provided additional guidance with assignment instructions and course processes that help students prepare for marked assignments (e.g., in a recorded video)		
QB4. Provided helpful feedback on assignments using a variety of tools* (e.g., in Assignments)		
QB5. Stimulated and supported peer learning* (e.g., active engagement in the Discussion Forum, collaborative learning document)		

Section C – Social Presence and Community

Element	Observed	Observations and Suggestions
QC1. Reinforced guidelines that make it comfortable for all students to learn and share in the classroom* (e.g., in an Announcement)		
QC2. Encouraged participation in the course* (e.g., in an icebreaker)		

Element	Observed	Observations and Suggestions
QC3. Sought input or feedback from students on their learning experiences (e.g., with a poll or survey)		
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 or supported access to reading materials and use of eTexts and relevant features* (e.g., in a recorded video)		
QD2. Reinforced relevant technical and academic supports and services students (e.g., in an Announcement)		
QD3. Managed a process for addressing problems with the course, such as broken links (e.g., in a Discussion Forum)		
QD4. Considered the accessibility needs of students (e.g., Universal Design for Learning, Accommodations, accessibility checks, etc.)		
QD5. Managed a process for monitoring student progress and supporting at-risk students (e.g., using Course Progress Tools)		

Section E – Opportunities to Enhance Course Design