Developmental Review of Asynchronous Online Teaching

Dear Faculty: Conestoga's developmental review of asynchronous online teaching aims to provide faculty with input on effective asynchronous course delivery. Thank you for participating.

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 set goals, provide direction, and scaffold student learning outcomes (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).
- **Support and monitoring activities** provide course management and resource access for students, especially those at risk (Berge, 1995).

Review Process and Report

You will meet synchronously with a reviewer to share your course delivery strategies that support student learning and promote a positive learning environment. Please focus one learning unit (e.g., one week), but you may reference other units. 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. Review your completed report and reflect on the comments and suggestions.
2. Open the document sent to you called "Reflections on my Teaching Review." Save the file; add your name and the course to the title.
3. Provide at least one comment or question for each of the four sections. Your reflections will inform the debrief/coaching session.
4. Email your completed reflection document back to your reviewer within 3 days.
5. Your reviewer will arrange a meeting with you to discuss the review and share further insights.
6. After the debrief/coaching meeting occurs, the report and reflection documents will be sent to your Chair/Chair designated with you cc'd.

We aim 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/FacilitatorOpens 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:
Domestic and international students:
Course outcome(s) addressed:
Prior course delivery information:
Course authorship information:
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

Each section contains a summary of strategies that supported student learning and opportunities to enhance practice as a professional educator.

Teaching Presence

Cognitive Presence and Feedback

Social Presence and Community

Course Supports and Student Monitoring

Section A – Teaching Presence

Element	Observed	Observations and Suggestions
QA1. Provided students with contact information and opportunities to contact you with questions (e.g., in Course Information, Discussion Forum, Office hours)		
QA2. Showed relevant knowledge and expertise, including real-world applications of course topics (e.g., in Course Information)		
QA3. Showed an interest in students (e.g., in an icebreaker activity)		
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 in their learning (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 student understanding and/or reinforced formative feedback activities (e.g., in an email, Discussion)		
QB3. Provided supported guidance with instructions and processes to help students prepare for marked assignments (e.g., in a recorded video)		

Element	Observed	Observations and Suggestions
QB4. Provided helpful feedback on assignments using a variety of tools* (e.g., in Assignments)		
QB5. Stimulated and supported peer-to-peer learning where available (e.g., Discussion Forum, collaborative learning document)		

Section C – Social Presence and Community

Element	Observed	Observations and Suggestions
QC1. Reinforced guidelines for respectful communication in the classroom (e.g., in an Announcement)		
QC2. Created a welcoming and supportive environment for communication (e.g., in Discussion)		
QC3. Supported discussions* by inviting diverse opinions		
QC4. Ensured pairs or group work is functional and supported (e.g., in Groups)		
QC5. Handled sensitive subject matter or unexpected events in class calmly and empathetically*		

Section D – Course Supports and Student Monitoring

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 (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., 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 for Course Design

This section may provide ideas and suggestions to address or enhance course design and development. It does not relate to aspects of course delivery.