



AS GOOD AS I GET: SELF REVIEW OF ONLINE TEACHING

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Agenda

- Review literature on evaluation of online teaching.
- Complete an individual mock-review using the *Self Review of Online Teaching Guide*.
- Discuss strengths and areas for improvement in the *Self Review of Online Teaching Guide*.
- Share recommendations for initiating an effective review of teaching process.



Learning Objectives

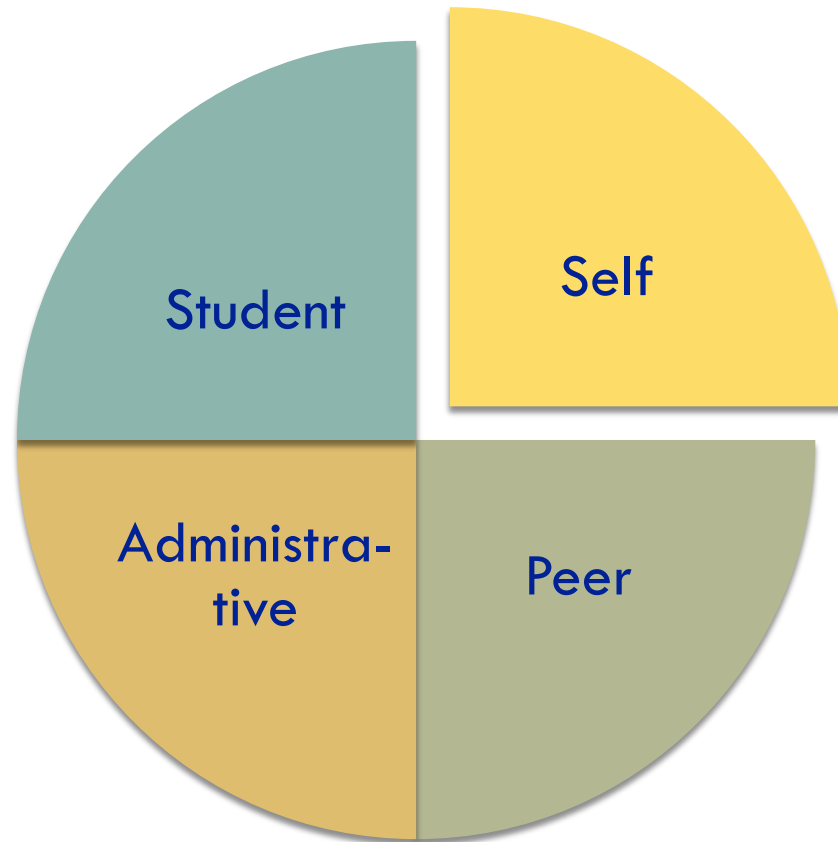
- Identify benefits and challenges institutions face in reviewing online teaching.
- Compare and contrast key components of a review guide of online teaching.
- Develop a process that promotes collegiality, respect, and professional development.



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Benefits and Challenges

Different Types of Review



Challenges



- Developing an instrument that applies to the online environment and addresses design and not delivery.
- Gaining faculty buy-in to the process.
- Conducting the process efficiently.

Benefits



- Quality learning experiences for students
- Support for faculty professional development
- Educate the institutional community about online learning
- Demonstrate quality to accrediting agencies



Self Review Guide

Mock Review

- If you teach an online or blended course, complete the self-review guide based on your course.
- If you do not teach an online or blended course, complete the self-review taking on the persona of a “typical” faculty member at your institution.
- Note your questions and comments for further discussion.

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Key Components and Discussion

7 Components of Review Guide

1. Encourages contact with students and faculty
2. Develops reciprocity and cooperation
3. Encourages active learning
4. Gives prompt feedback
5. Emphasizes time on task
6. Communicates high expectations
7. Respects diverse talents and ways of learning

Revising the Review Guide



What additional components should be added to the Self Review Guide?

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Developing a Process

Customize Guide

- Edit Guide to align with your institutions policies and practices.
- Involve faculty in Guide revision process.
- Keep course design and course delivery separate; Self Review Guide focuses on delivery.
- Begin with a pilot study and ask for faculty volunteers to assess and refine the Guide.
- Emphasize that the Guide is simply that – a guide – and recognize that context matters.

Implementation Process

- Involve faculty in outlining the review process.
- Emphasize collegiality and continuous improvement in review process.
- Align process with end of course reviews.
- Post Guide on website for easy access; invite additional comments and feedback.
- Consider adding a final summary page submitted to faculty supervisors or to include in tenure and review documentation.
- Consider using the Guide for peer reviews after a reasonable time of testing and feedback.



Questions?

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Academic Impressions (2013)

- Evaluating Online Faculty Conference

Eskey and Roehrich (2013)

- Described how the Faculty Online Observation (FOO) method is used to review online adjunct faculty teaching at Park University.
- Challenges:
 - “the need to develop appropriate evaluation methods that are relevant, specifically, to the online environment.”
 - New instructors tended to be more receptive to the process, whereas more experienced faculty showed more resistance.
 - Original process (OIES) was resource-intensive; FOO streamlined.
- Benefits:
 - Ensure students are being provided with a quality learning experience.
 - Supporting faculty in their professional development as online instructors.

Mandernach, Donnelly, Dailey, & Schulte (2005)

- Described how the Online Instructor Evaluation System (OIES) at Park University served the purposes of mentoring and evaluation, providing both formative and summative reviews.
- Challenges:
 - Need for models “geared specifically to the unique demands, expectations and requirements of modern online learning.”
 - Departmental leaders who may be performing evaluations may need to be educated on the differences between traditional and online classroom evaluations, especially if they have not had experience teaching online.
 - Able to separate design from delivery because standardized curriculum is used.
- Benefits:
 - Educate the university community about best practices of online learning.

Tobin (2004)

- Sought to identify behaviors that indicate competence in online teaching.
- Compared and contrasted the experience of a traditional classroom observation/evaluation with an online classroom observation/evaluation.
- Challenges:
 - ▣ How often to “visit” the online classroom?
 - ▣ Some questions on traditional classroom evaluation tool may not apply to the online classroom.
 - ▣ What might be considered “good” in the traditional classroom may be considered “bad” in the online classroom.
- Benefits:
 - ▣ Demonstrate quality to accrediting agencies.

Tu (2004)

- Described how peer and student evaluation can be integrated.
- Challenges:
 - ▣ Many institutions try to apply face-to-face criteria to online.
 - ▣ Need for peer evaluators to be trained.
- Benefits:
 - ▣ More valuable to faculty than separate peer and student evaluations.