

Instructor Evaluation for the Online Classroom

Matt Calfin, Ed.D.
April 27, 2015



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Learning Objectives

- By the end of our session, you will be able to:
 - Understand how instruction in the on-ground classroom differs from the virtual classroom
 - Apply the categories of the Instructor Evaluation tool to the online environment
 - Utilize standards outlined by California Chancellor's Office, Grossmont College, and the Quality Matters organization to evaluate an online course



Current Topic

1. Online Learning and On-Ground Learning
2. Online Learning Evaluation Resources
3. Instructor Evaluation Examples
4. Conclusion



On-Ground versus Online Learning

“Hello Dr. Calfin,

My dog got ahold of my MacArthur book and destroyed it.

Although I was upset, I had to laugh because it sounds like a total made up excuse.

Do we need that book for any other assignments in class?”



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On-Ground versus Online Learning

On-Ground

Student and instructor travel to classroom

Classroom instruction is limited to designated time and location

Classroom interaction is verbal

Classroom comprised of students who are able to travel to classroom

Student participation in the course limited to classroom sessions

Online

No commute for student or instructor

Classroom instruction and learning is continuous (asynchronous)

Classroom interaction is text-based

Classroom comprised of students not bound to a geographical location

Student participation in the course is unlimited (given internet access)



On-Ground versus Online Learning

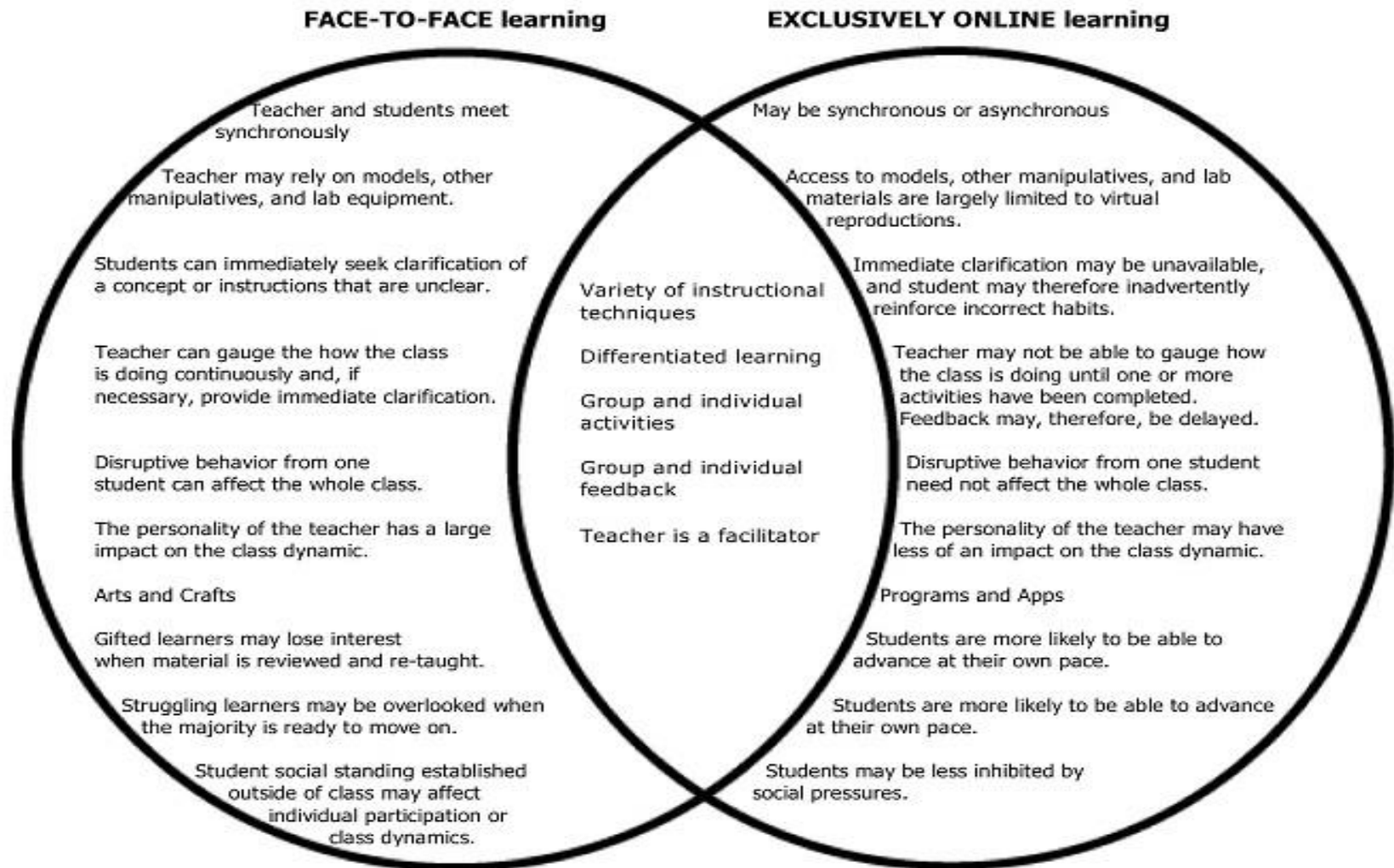


Source: Bannerman, I. (2015). Retrieved on March 1, 2015 from:
<http://www.jimnolansblog.com/2012/04/online-classes-cartoon-by-isabella-bannerman.html>



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On-Ground versus Online Learning



Source: Retrieved on March 1, 2015 from:
<http://onlinelanguagelearning.blogspot.com/2013/05/face-to-face-learning-versus.html>



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Comparing Instructional Delivery

On-Ground

Syllabus

Instructor Announcements

Room arranged in an inviting,
accessible format

Course content synchronous

Classroom discussions,
presentations

Course
Expectations

Course
Layout

Course
Content

Student
Engagement

Online

Syllabus

Instructor Announcements

Course site structure is welcoming
and accessible

Concepts shared asynchronous in
an intentional course design

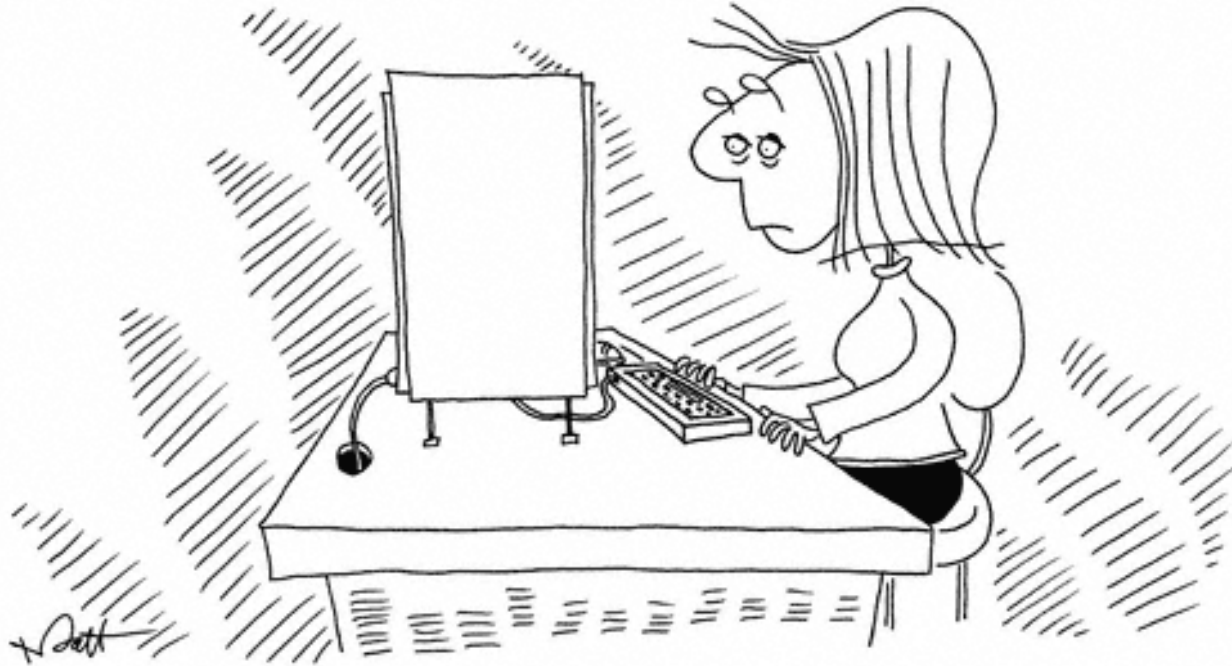
Discussion and message boards,
Wikis, blogs, group presentations



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On-Ground versus Online Learning

Teaching Online



"You have 736 new messages!"

Source: Hall, M. (2015) Retrieved on March 1, 2015 from:
<http://www.theenglishteacheronline.com/illustrated-teaching-online/>



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Peer/Manager Instructor Evaluation Form

GROSSMONT/CUYAMACA COMMUNITY COLLEGE DISTRICT

**PEER/MANAGER
INSTRUCTOR EVALUATION**

Instructor: Course: Date:

Evaluation statement prepared by:

Categories for evaluation are based on the official *Job Description* and include the following:

- A. **Subject Matter Mastery:**
 - Command of subject matter
 - Communication of subject matter
- B. **Organizational Skills:**
 - Preparation for class
 - Relationship of content to course objectives
- C. **Teaching Skills:**
 - Teaching methods used
 - Responsiveness to students
 - Availability to students
 - Classroom climate created
 - Awareness of student differences
 - All materials required of, and provided to, students are ADA & FRA Sect. 508 compliant
- D. **Professional Skills:**
 - Evidence of professional growth
 - Quality of professional relationships
 - Department, Division, College and District requirements are followed
 - Related duties as specified in the official *Job Description*

COMMENTS/SUGGESTIONS

The instructor meets the standards for employment at this institution.

Strongly Agree 5 4.5 4 3.5 3 2.5 2 1.5 1 Strongly Disagree

RECOMMENDATIONS: The Collective Bargaining Agreement, (sections 5.6.2.14, 5.7.5.1, 5.8.5.1) states that IF recommendations are made by the evaluator(s), a written response to these recommendations is required by the **evaluator** and that response must be submitted to the appropriate dean within ten working days of receipt of the Summary Report.

Evaluator Date



A. Subject Matter Mastery

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Evaluation Category: Subject Matter Mastery

Subcategory: Command of subject matter

Subcategory: Communication of subject matter

Instructor Participation

“State at the beginning of the course how often you want your students to log on and participate”

(Bender, 2012, p. 95).

Subject Matter Mastery Examples

- Classroom Expectations
- Asynchronous versus synchronous
- Lecture Material
- Instructor’s Assignments
- Student Feedback
- Announcements



What are Announcements?

“The announcement area is a sort of in-between place, a virtual spot whose primary function is to point the way to other places”

(Bender, 2012, p. 72)

Announcements convey information to your online learners about your course. They can be utilized to:

Welcome students and provide a course introduction to the course	Clarify course assignments
Introduce the instructor	“Keeping students informed about due dates” (Bender, 2012, p. 74)
Address course expectations	Sharing “pertinent course-related news on the media” (Bender, 2012, p. 74)
Remind students of course information	Convey Grossmont College news and events

Source: Bender, T. (2012). *Discussion Based Online Teaching to Enhance Student Learning* (2nd Ed.). Sterling, VA: Stylus.



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B. Organizational Skills

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_____ Evaluator _____ Date



Evaluation Category: Organizational Skills

Subcategory: Preparation for class

Subcategory: Relationship of content to course objectives

Course Design

“The challenge of education is to match the content of the subject to the needs of the learners” (Simonson, 2004, p. 4). This is achieved through effective course design.

Course Design Components

- Structure of the Course
- Learning Objectives
- Organization of Content
- Instructional Strategies

-OEI Course Design Rubric

Source: Simonson, M. (2004). Research that guides practice: Designing instruction for the distant learner or equivalency theory and the U-M-T approach. Retrieved on June 1, 2014 from Nova Southeastern University:

<http://www.schoolofed.nova.edu/dll/Module2/Planning-Instruction.doc>



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C. Teaching Skills

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Evaluation Category: Teaching Skills

Subcategory: Teaching Methods Used

“As with teaching on campus, it is beneficial to provide a variety of learning activities to match the different ways in which students learn and to challenge them...”

(Bender, 2012, p. 158)

Teaching Method Examples

- Written Assignments
- Group Projects
- Virtual Field Trips
- Student Portfolios
- Blogs
- Discussions



Teaching Methods Used: Discussion

“The Discussion Board is an important tool for interpersonal interaction and can replicate the robust discussions that take place in the traditional classroom” (Blackboard, 2015).

Discussion Board Uses	
“An online meeting place for social interaction among peers.	An additional medium for collaboration and the exchange of ideas.
A medium to pose questions about homework assignments, readings, and course content.	A graded activity that demonstrates understanding or application of course material.
A way to demonstrate the understanding or application of course material.	A record of discussion which can be reviewed at a later point”.

Source: Blackboard (2015). Retrieved from http://library.blackboard.com/ref/af0b9ce2-a44e-4bf9-a3e0-e54102fa592f/Content/_instructor_course/instructor_course_tool_discussion_about.htm



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Evaluation Category: Teaching Skills

Subcategory: Responsiveness to Students

Responsiveness in the online classroom is demonstrated through instructor presence.

“Kassinger (2004) has defined instructor presence as the instructor’s interaction and communication style and the frequency of the instructor’s input into the class discussions and communications.”

Responsiveness Examples

- Posting regularly to the discussion board
- Responding in a timely manner to e-mail and assignments,
- Generally modeling good online communication and interactions’ (p. 118)” (Sheridan and Kelly, 2010, p. 768).

Source: Sheridan, K. & Kelly, M. (2010). The Indicators of Instructor Presence that are Important to Students in Online Courses. *MERLOT Journal of Online Learning and Teaching*, 6(4), 767-779.



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Evaluation Category: Teaching Skills

Subcategory: Availability to Students

“...the instructor should make every student feel recognized and included, by responding quickly to comments and acknowledging students by name when referring to their contribution”

(Bender, 2012, p. 104).

Availability Examples

- Logging into the course often
- Participating in the discussions
- Hold virtual office hours
- Synchronous learning opportunities
- Telephone conferences



Evaluation Category: Teaching Skills

Subcategory: Classroom Climate Created

“Ideally, we should strive to involve our students to such an extent in the joy of learning that they become deeply immersed (Vella, 1997).

We can tell this occurs online when their comments are frequent and involved, as well as being deep, thoughtful, insightful, and excited”

(Bender, 2012, pp. 80-81).

Classroom Climate Examples

- Students understand course expectations
- Course layout is welcoming
- Student discussion contributions are substantive.
- Assignments are completed in a timely manner.
- Instructor provides thoughtful feedback.



Evaluation Category: Teaching Skills

Subcategory: Awareness of Student Differences

Subcategory: All materials required of, and provided to, students are ADA & FRA Sect. 508 compliant

“Throughout the community college system, distance education continues to grow to include more infrastructure, course offerings, and services. With this growth comes the responsibility to reach and accommodate more students, including those with disabilities”.

(Grossmont, 2015).

Awareness Examples

- Students’ experience with technology
- Instructor is sensitive to students submitting late contributions to the course
- Rubrics used to differentiate student learning
- Video captioning used for lectures and transcripts for podcasts.



D. Professional Skills

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Evaluation Category: Professional Skills

Subcategory: Evidence of Professional Growth

Grossmont College F/T Instructor

“Participate in required development activities.

Continue to develop professional skills and knowledge.

Attend/participate in professional conferences, seminars or meetings”.

Professional Growth Examples

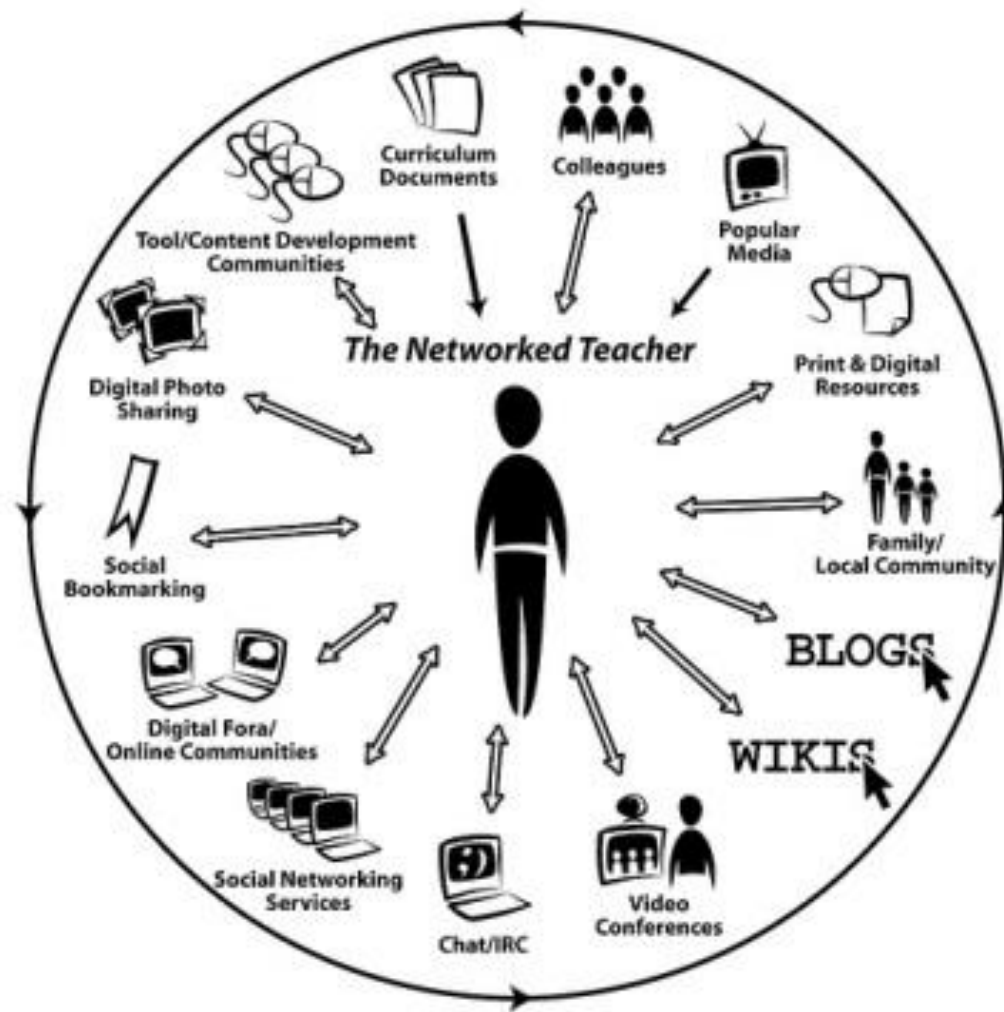
- Received training in online instructional best practices
- Utilized emerging technology in the online classroom
- Attended relevant conferences (e.g. Online Teaching Conference)
- Participated in online course peer reviews (Quality Matters)

Source: Grossmont College F/T Instructor Position Description



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Evaluation Category: Professional Skills



Source: The Networked Teacher (2015). Retrieved on March 1, 2015 from:
<http://renitashiwdarsan.blogspot.com/2014/03/a-21st-century-classroom.html>



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Evaluation Resources

Evaluation Resources

Quality Matters

The Quality Matters Program (QM) is an international organization representing broad inter-institutional collaboration and a shared understanding of online course quality.

Standards for Quality Online Teaching



The @ONE Project makes it easy for California Community College faculty and staff to learn about technology that will enhance student learning and success.

Online Education Initiative (OEI) Course Design Rubric



The OEI is an initiative to increase the number of CCC students who obtain college associate degrees and transfer to four-year colleges each year by providing online courses.

Grossmont College Regular and Effective Contact Policy

This policy provides guidelines to ensure proper student-instructor interaction in online courses.



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Evaluation Resource: Quality Matters

QUALITY MATTERS

QOM



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Evaluation Resource: Quality Matters

Quality Matters Standards



Standard 1

- Course Overview and Introduction

Standard 5

- Course Activities and Learner Interaction

Standard 2

- Learning Objectives (Competencies)

Standard 6

- Course Technology

Standard 3

- Assessment and Measurement

Standard 7

- Learner Support

Standard 4

- Instructional Materials

Standard 8

- Accessibility and Usability



Evaluation Resource: Standards for Quality Online Instruction



Preparing for Success through Technology

Standards for
Quality
Online Teaching



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Evaluation Resource: Standards for Quality Online Instruction



Quality Online Instruction Standards

Standard 1

- Instructor understand and applies current effective practices for online teaching.

Standard 2

- Instructor effectively uses a range of technologies tools that support student learning.

Standard 3

- Instructor understands the value of active learning within the online classroom.

Standard 4

- Instructor understands the importance of teacher-student communication, and applies this knowledge in various ways within the course.

Standard 5

- Instructor knows, understands, and facilitates legal, ethical, and safe technology use.



Evaluation Resource: Standards for Quality Online Instruction



Quality Online Instruction Standards

Standard 6

- Instructor ensures that course material is accessible.

Standard 7

- Instructor designs and utilizes formative and summative assessments to help students achieve the course learning objectives.

Standard 8

- Instructor knows and understands methods for collecting data regarding student learning, and uses this data to modify teaching and course content.

Standard 9

- Instructor participates in ongoing professional development.

Standard 10

- Instructor is able to arrange media and content that supports student learning, success, and progression through the course.



Evaluation Resource: OEI Rubric



Online Education Initiative



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Evaluation Resource: OEI Rubric



Online Education Initiative

OEI Component	Description
Course Design	<ul style="list-style-type: none">• Consists of structure of the course, learning objectives, organization of content, and instructional strategies.
Interaction and Collaboration	<ul style="list-style-type: none">• Communication between and among learners and instructors, synchronously or asynchronously. (Interaction)• A subset of interaction and refers specifically to those activities in which groups are working interdependently toward a shared result. (Collaboration)
Assessment	<ul style="list-style-type: none">• Instructional activities designed to measure progress towards learning outcomes, provide feedback to students and instructor, and/or enable grade assignment.
Learner Support	<ul style="list-style-type: none">• Support resources made available to students taking the course.



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Evaluation Resource: R&E Contact Policy

Grossmont College Regular and Effective Contact Policy for Distance Education

Background:

In hybrid or fully online courses, ensuring **regular effective contact** guarantees that the student receives the benefit of the instructor's presence in the learning environment both as a provider of instructional information and as a facilitator of student learning. In a face-to-face course the instructor is present at each class meeting and interacts via all class announcements, lectures, activities and discussions that take a variety of forms. For example, discussions can be held as part of a lecture format, group work scenarios, or content review sessions. The instructor also serves as a content advisor when he or she answers questions both as they come up in class and as they arise in individual situations. These types of questions are dealt with via the telephone, email, or face-to-face office visits.

Title 5 regulations do not make a distinction between regular and distance education courses beyond the need to have a separate curriculum approval process and the need to ensure regular effective contact. Therefore, it is assumed that those qualities of regular effective contact described above for the face-to-face environment should also be applied to the distance education situation. The distance education guidelines require colleges to develop a policy regarding regular effective contact that addresses "the type and frequency of interaction appropriate to each distance education course/section or session".

Grossmont College Policy:

All distance education courses at Grossmont College, whether hybrid or fully online will include regular effective contact as described below:

1. **Initiated interaction and frequency of contact:** Instructors will regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course. Distance education courses are considered the "virtual equivalent" of face-to-face courses. Therefore, the frequency of the contact will be at least the same as would be established in a regular, face to face course. **At the very least**, the number of instructor contact hours per week that would be available for face-to-face students, will also be available, in asynchronous and/or synchronous mode, with students in the distance education format. Contact shall be distributed in a manner that will ensure that regular contact is maintained, given the nature of asynchronous instructional methodologies, over the course of a week an should occur as often as is appropriate for the course. **A response time of 24-48 hours, Monday through Friday is desirable** but may vary based on course requirements and extenuating circumstances. It must be clear whether or not the instructor will be available after hours or on weekends and holidays.
2. **Establishing expectations and managing unexpected instructor absence:** An instructor and/or department established policy describing the frequency and timeliness of instructor initiated contact and instructor feedback, will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester. If the instructor must be out of contact briefly for an unexpected reason (such as illness or a family emergency that takes the instructor offline), notification to students will be made in the announcements area of the course that includes when the students can expect regular effective



Evaluation Resource: R&E Contact Policy

R&E Contact Policy Component	Description
<p>Initiated interaction and frequency of contact</p>	<ul style="list-style-type: none"> • Frequency of the contact would be the same as face-to-face course. • Contact should be maintained over the course of a week • A response time of 24-48 hours, M-F is desirable. • Instructor needs to communicate weekend and after hours availability.
<p>Establishing expectations and managing unexpected instructor absence</p>	<ul style="list-style-type: none"> • The frequency and timeliness of instructor initiated feedback will be posted in the syllabus and/or other course documents prior to the start of the course. • Instructor needs to communicate and make arrangements due to absence.
<p>Type of Contact</p>	<ul style="list-style-type: none"> • Instructors will use at least three or more resources to maintain contact with students. Including: weekly announcements, threaded discussion boards, e-mail contact, podcasts, e-lectures, timely feedback for student work, virtual office hours.



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Applying Standards: Subject Matter Mastery



Evaluation Resource	Criteria
Quality Matters	<ul style="list-style-type: none">• Instructional Materials• Course Technology

- [Example One: Communication of Subject Matter Video](#)
- Example Two: Discussion Board Response

 **Christian Vaughan** 6 months ago
RE: Chapter 1 Accounting Equation

I am still a little confused as to the definition of equity. Is it money the company has to use or is it money owed to investors, or is it something completely different?

▲ Hide 2 replies (1 unread)

 **Judith Zander**  6 months ago
RE: Chapter 1 Accounting Equation

When you say "money", do you mean cash? The only place you will see the amount of cash a company has is in Assets under Cash.

Here's a way to think of the accounting equation that might help: $A = L + E$. The Assets are everything that the company has that it uses to earn revenue. The Liabilities and Equity show who actually owns (or has a legal interest in) those Assets. So let's say a company has no Liabilities, then all of the Assets belong to the owners (Equity). So the right side of the equation shows the ownership of the company's assets (either outside ownership - L or inside ownership - E).



Applying Standards: Organizational Skills

Evaluation Resource	Criteria
Online Education Initiative (OEI) Course Design Rubric	<ul style="list-style-type: none">• Course Design-Goals and Objectives, Content Presentation• Learner Support-Orientation to Course and CMS, Supportive Software

- [Example One: Sample Course Overview Video](#)
- Example Two: “Start Here Tab, Announcement, and PowerPoint”

START HERE



Start Here

Attached Files: BUS 120 FDOC F14.ppt (2.83 MB)

Welcome!!!

Here are the steps you need to take to familiarize yourself with the class, using the course menu column to your left for the following items:

1. Read the Syllabus carefully & save it to your computer or print it out if you want to have it for quick reference.
2. Print the Calendar & put it somewhere you see every day so you don't ever miss a deadline. You could enter them in your personal calendar if that works best for you.
3. Register for Connect. There is a two-week Courtesy Access (free trial) that begins the first day of class, so you don't need to purchase anything yet. See the "First Day of Class" PowerPoint presentation attached above.
4. Once in your Connect account, scroll all the way to the bottom of the page, and click on Troubleshooting in order to check your computer's ability to run Connect. Here's a link: <http://connect.mheducation.com/connect/troubleshoot.do>
5. Now for your first two assignments: introduce yourself on the Discussion Board and create your Blackboard Profile. The instructions for both are on the Discussion Board.



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Applying Standards: Teaching Methods Used

Evaluation Resource	Criteria
Standards for Quality Online Teaching	Standard 2 <ul style="list-style-type: none">Instructor effectively uses a range of technologies tools that support student learning.
	Standard 3 <ul style="list-style-type: none">Instructor understands the value of active learning within the online classroom.

[Example: Use of Prezi](#)



Applying Standards: Responsiveness to Students

Evaluation Resource	Criteria
Regular and Effective Contact Policy	Initiated interaction and frequency of contact <ul style="list-style-type: none">A response time of 24-48 hours, M-F is desirable.
Standards for Quality Online Teaching	Standard 4 <ul style="list-style-type: none">Instructor understands the importance of teacher-student communication.



Kayla Rivera

Hello Everyone

6 months ago

Hello! My name is Kayla Rivera. This is my second year of attending Grossmont College. I am currently on the Women's Basketball team for Grossmont College. I'm a student-athlete with also a part-time job. I enjoy going to the gym, hanging out with my friends and family, and going on spontaneous adventures. My major is international business with spanish and north america still in the process of whether to add marketing as well. Overall I wish all of you wonderful semester!

Reply



Carlos Contreras ★

RE: Hello Everyone

6 months ago

Hi Kayla and welcome to the class. I've heard great things about our basketball team- I wish the team the best. That sounds like a very interesting major you're in. There is lots (and I do mean lots!) going on in terms of North American economic integration. I recommend you take my History 115 (Modern Americas) or my History 126 (Mexico)- where we delve into all of that in the modern era. The biggest thing right now is Mexico having just amended its constitution to allow foreign participation in its (huge) energy market. Houston and Canadian energy companies have been waiting for this for years. I look forward to your participation in this class.

Applying Standards: Availability to Students

Evaluation Resource	Criteria
Online Education Initiative (OEI) Course Design Rubric	<ul style="list-style-type: none">Learner Support-Instructor Role and Information

Contacts



Professor Judith Zander

Email judith.zander@gcccd.edu

Work Phone During office hours: ☎ [619.644.7555](tel:619.644.7555)

Office Location Room 54-516B

Office Hours Tuesdays Noon-1:00

Personal Link <http://judithzander.wordpress.com>

Notes

~Teaching classes in Financial Accounting (BUS 120) and Managerial Accounting (BUS 121). ~Associate's degree: Grossmont College, Bachelor's degree: San Diego State University, Master's degree: National University



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Applying Standards: Classroom Climate Created

Evaluation Resource	Criteria
Online Education Initiative (OEI) Course Design Rubric	<ul style="list-style-type: none">• Interaction and Collaboration-Development of Learning Community

Welcome to BUS 120 - Financial Accounting. I'm excited to start the class and I hope you are too. Off we go!

I wish you all the best in this class and please know that it is a safe place to be. We will build a community of teachers (you included) and learners (me included) who respect each other and who keep the successful completion of this course as our common goal.

Please tell us about yourself. Click on the title of this message "Introduce Yourself Here" and then click on "Create Thread" at the top of the page. **Type your name in the subject line** and write about yourself in the "Message" box.

Post a picture of yourself by clicking on this icon in the menu bar or by scrolling down from your message to attach a file.

This is your first assignment and it's worth 5 points. The deadline is Monday night, August 25th.



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Applying Standards: Awareness of Student Differences

Evaluation Resource	Criteria
Online Education Initiative (OEI) Course Design Rubric	<ul style="list-style-type: none">• Interaction and Collaboration-Interaction Logistics• Assessment-Expectations

Rubric for Written Work



Rubric for Written Work

Your grading rubric for your exams/essays: No plus or minus grading.

A: (90 -100%) Outstanding achievement. Essays indicate an excellent and insightful understanding of the material and its consequences/meaning to history and are well supported by appropriate examples drawn from the readings. Writing is well organized and clear. Peer responses, if required, are respectful, clear, demonstrate understanding, and offer material for further reflection. Spelling and grammar are perfectly correct.

B: (80-89%) Praiseworthy performance, definitely above average. Essays provide a coherent argument supported by some specific examples and demonstrate above average understanding of the material and the ability to make connections. Peer responses are respectful and informative.

C: (70-79%) Student's basic effort; an average, satisfactory performance. To improve, essays need to be more coherent, demonstrate better connections, and require better supported by examples.

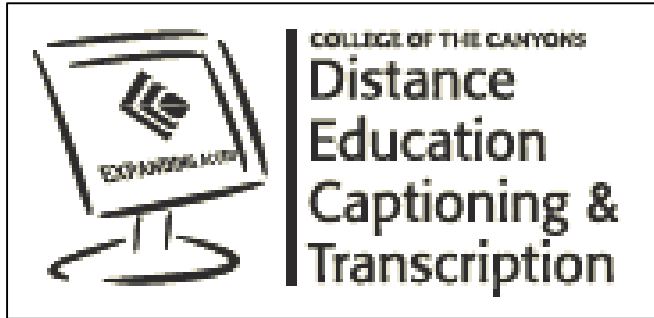
D: (60-69%) Need for improvement; student needs to redouble efforts to grasp basic themes of the course.



Applying Standards: All Materials Accessible

Evaluation Resource	Criteria
Online Education Initiative (OEI) Course Design Rubric	<ul style="list-style-type: none"> • Learner Support-Technical Accessibility Issues • Learner Support-Accommodations for Disabilities

The California Community College Chancellor’s Office has free resources for instructors to use to ensure accessibility.



Source: Sidekick: Tools that inspire. (n.d.). Retrieved August 11, 2014, from <http://www.toolsthatinspire.com/>

Applying Standards: Evidence of Growth

Evaluation Resource	Criteria
Standards for Quality Online Teaching	Standard 9 <ul style="list-style-type: none">• The instructor participates in ongoing professional development.

The California Community College Chancellor's Office provides access to 3C Media, CCC Confer, and @One as free resources. Grossmont College has an institutional subscription to Quality Matters.



Current Topic

1. Online Learning and On-Ground Learning
2. Online Learning Evaluation Resources
3. Instructor Evaluation Examples
4. Conclusion



Conclusion: Learning Objectives

- Are you will be able to:
 - Understand how instruction in the on-ground classroom differs from the virtual classroom
 - Apply the categories of the Instructor Evaluation tool to the online environment
 - Utilize standards outlined by California Chancellor's Office, Grossmont College, and the Quality Matters organization to evaluate an online course



Future Session

Academic Senate Meeting

May 4, 2015

11:00a.m.

Session Topics

- Identify the components of Blackboard that relate to instructor evaluation
- Utilize an Online Course Evaluation to evaluate an online course



Questions?

For questions regarding Online Teaching and Learning at Grossmont College, please contact:

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