



Designing a Protocol for Developmental Observation of Online Teaching

Doctoral Research
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+ About Me



**Information & Communication Technologies
Information Systems & Management**

**Educational Technology
Learning Sciences**

Educational Developer





What supports are used within your institution to foster capacity development of online instructors/faculty?

+ Agenda

- Background
- Research Process
- Outcomes
- Contribution
- Conversation & Discussion



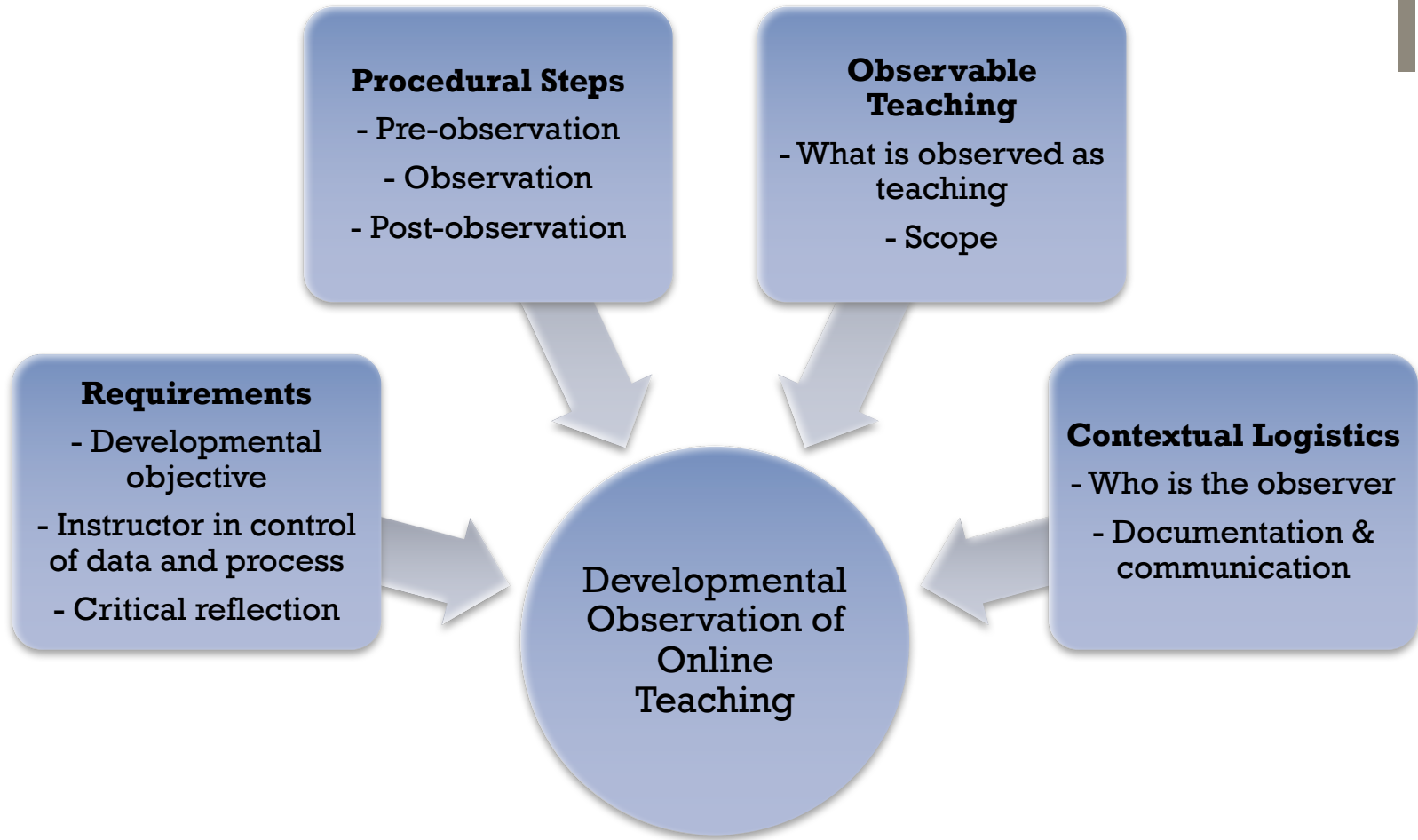
+ Research Question



- How does a protocol for developmental observation of online teaching (DOOT) support the professional growth of online instructors at a community college setting?

- Problem:
 - Frustration of online instructors needing in-situ, ongoing support from an expert
 - “Inadequate training/pedagogical knowledge available for faculty in online learning” one of the significant barriers to online learning

+ Literature Review



+ Design-Based Research (DBR)

Three Phases	Stages (actions)
Phase One Exploration & Analysis	Literature Review Contextual Analysis (document analysis)
Phase Two Design & Construction	Generating Skeleton Design Evaluating Skeleton Design (survey) Constructing Initial Protocol Evaluating Initial Protocol (Pilot interviews) Refining the Protocol
Phase Three Evaluation & Reflection	Evaluating the Protocol (tryout interviews) Reflection & Reporting

+ Study Outcomes

Educational Developers' Handbook + Orientation

- Ch1 - Overview: CoI, Purpose & Approach, Focus Areas, 3-step Protocol
- Ch2 - Observing Course Organization & Guidance
- Ch3 - Observing Assessment & Feedback
- CH4 - Observing Discussion Facilitation

Forms

- Observation Forms (3)
- Follow-up Plan

Follow up Resources

- References & Articles
- List of Teaching & Learning Offerings

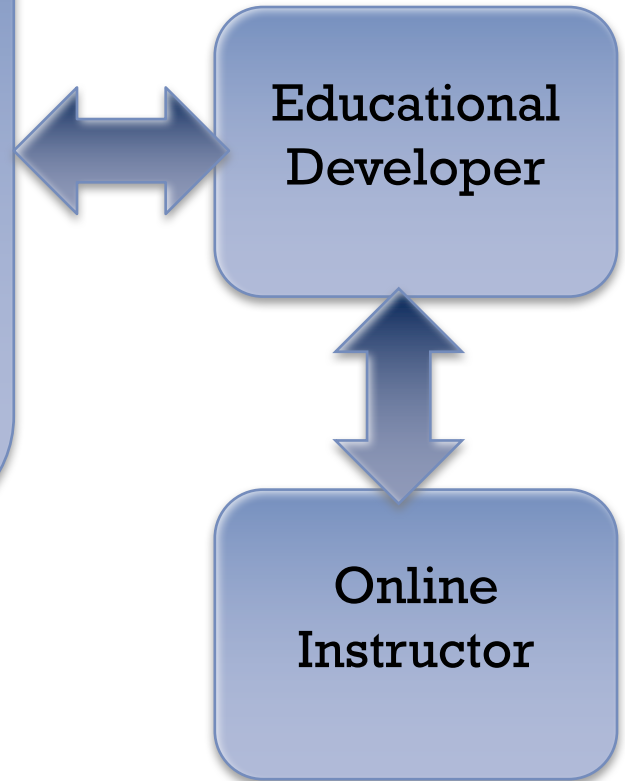
Guide for Instructors

- Choosing a Focus Area for Observation
- Process Overview

+ Study Outcomes

The DOOT Protocol

- Developmental Purpose
- Process Design (three-step),
Scope and Feasibility (focus areas)
- Definition of Observable Online Teaching
- Critical Reflection
- Follow up Planning
- Observer Skills and Orientation



+ Strengths & Benefits



- Reasonable turn around time;
- Clear next steps;
- Receiving reassurance & feedback
- Opportunity for critical reflection (think about teaching practices & the rationale for them)
- Opportunity for conversation about teaching
- Teachers feeling supported
- Improving the quality of online courses & online teaching
- Developing new skills & knowledge through the process (ed. developers)

+ Conditions for Impact



- Strong socialization of the purpose, process and timeframe
- Consistency of observer training and practice
- Orientation -> Observations -> Follow up

+ Contribution



The Protocol mitigates the gap in the provision of ongoing, incremental developmental opportunities for enhancement of online instruction.

- Enables development of new and experienced instructors within a manageable timeframe
- Provides guidelines on what could be observed as online teaching
- Provides opportunity for development of educational developers
- Connects discourses from the fields of online education and educational technology



Conversation

- Do you see the DOOT Protocol being adopted at your institution?
 - What benefits would it have?
 - How would it fit with other support practices for online teaching that you already have in place?
 - What could challenge its adoption and impact?