



# Designing a Protocol for Developmental Observation of Online Teaching

Doctoral Research  
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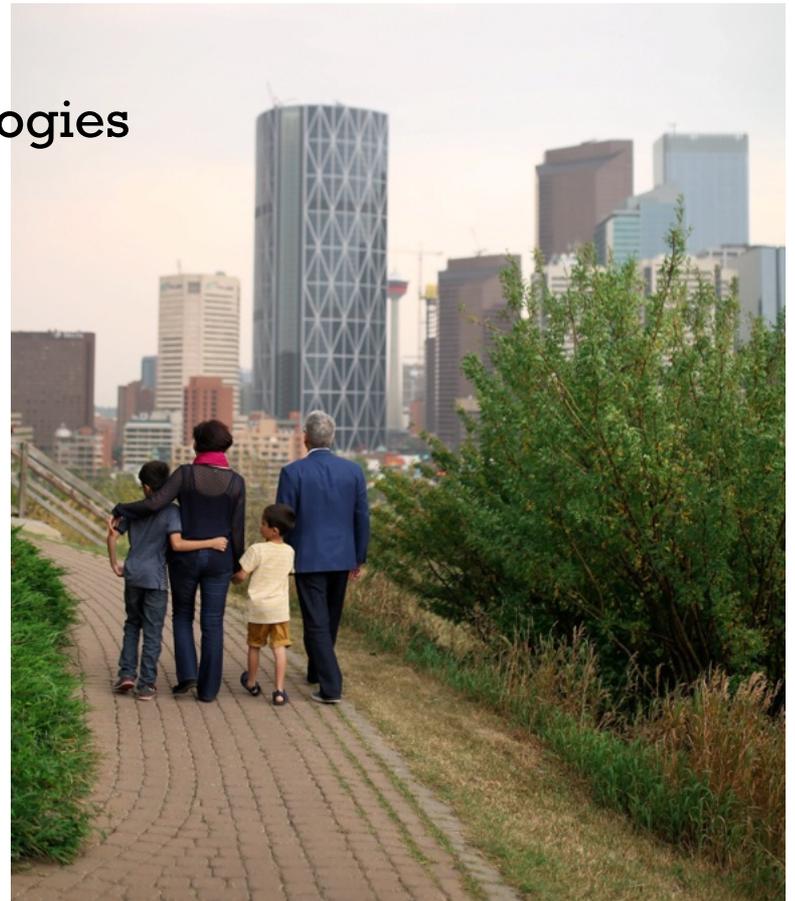


# + About Me

**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

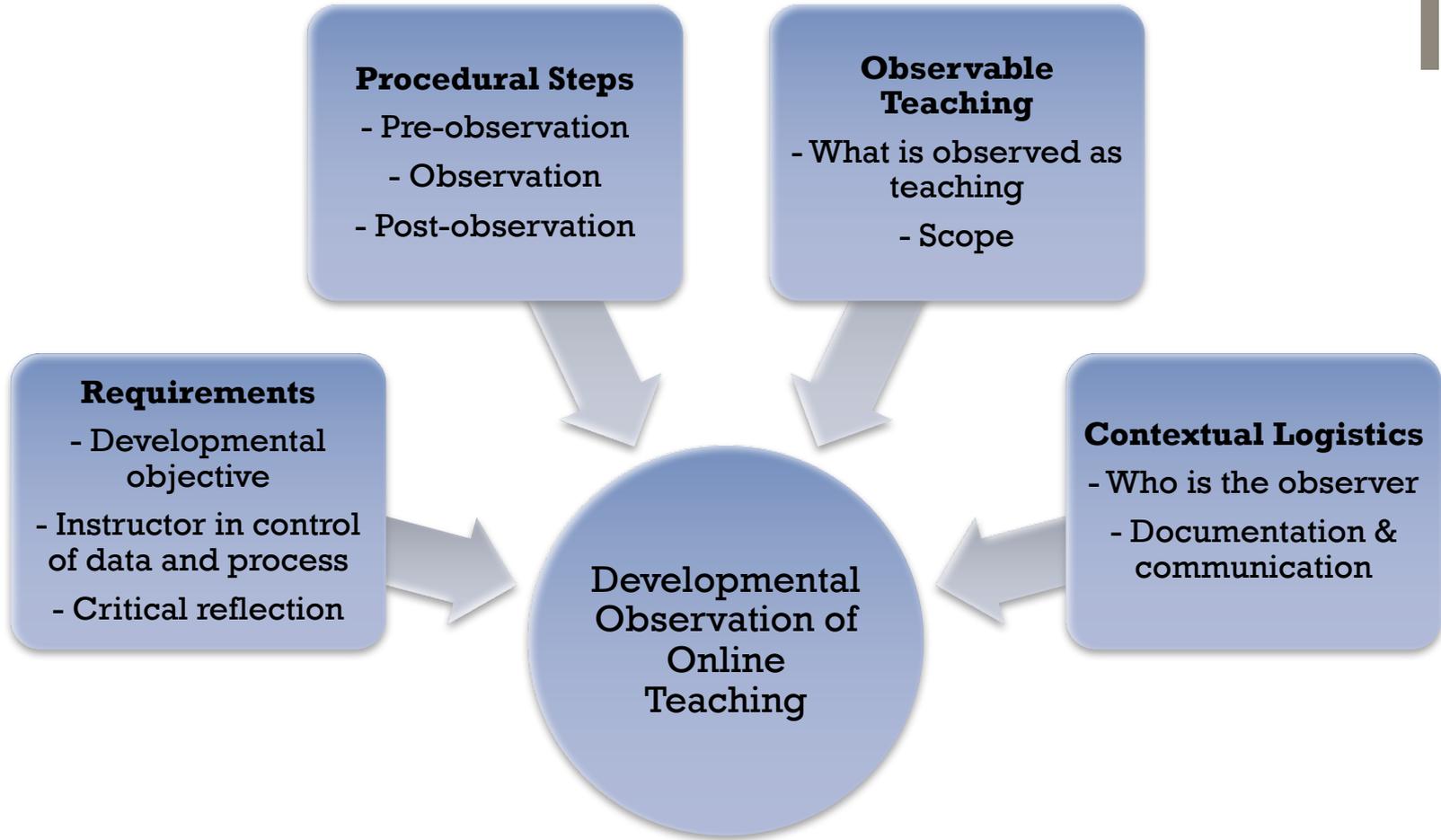


# + Research Question



- 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)
<b>Phase One</b> <b>Exploration &amp; Analysis</b>	Literature Review Contextual Analysis (document analysis)
<b>Phase Two</b> <b>Design &amp; Construction</b>	Generating Skeleton Design Evaluating Skeleton Design (survey)  Constructing Initial Protocol Evaluating Initial Protocol (Pilot interviews)  Refining the Protocol
<b>Phase Three</b> <b>Evaluation &amp; Reflection</b>	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

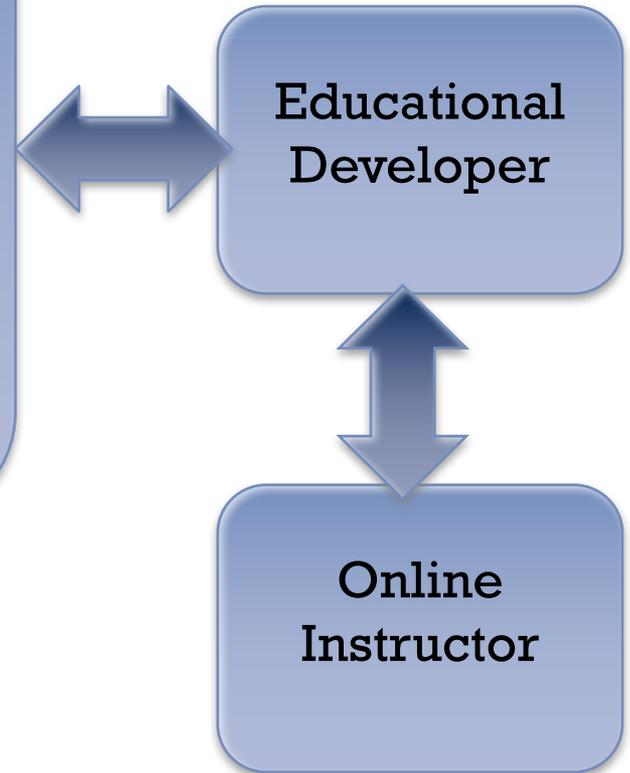
## Guide for Instructors

- 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?