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Online Observation Protocol Sheet

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Online Observation Protocol Sheet

Western Michigan University – Improving Undergraduate STEM Education

Course Number: _____ Course Name: _____ Instructor: _____ Observer: _____

Directions: Circle yes or no for each indicator during every module in the course. Print as many copies as needed to observe all modules.

Indicators		Mod _____	Mod _____	Mod _____	Mod _____	Mod _____	Mod _____
General	Posted news/updates/announcements (e.g., posting a notification regarding updated grades)	Y N	Y N	Y N	Y N	Y N	Y N
	Posted guidelines for communication (e.g., guidelines for collaborative discussions or for communicating with the instructor)	Y N	Y N	Y N	Y N	Y N	Y N
	Communicates course/module goals (e.g., list student learning outcomes)	Y N	Y N	Y N	Y N	Y N	Y N
Course Materials	Textbook or book	Y N	Y N	Y N	Y N	Y N	Y N
	Course pack or articles	Y N	Y N	Y N	Y N	Y N	Y N
	Instructor’s lecture notes, narrative, or slides without audio	Y N	Y N	Y N	Y N	Y N	Y N
	Recording of slides with lecture audio	Y N	Y N	Y N	Y N	Y N	Y N
	Audio material (other than slides), such as podcasts, interview, or lecture	Y N	Y N	Y N	Y N	Y N	Y N
	Video material	Y N	Y N	Y N	Y N	Y N	Y N
Assignments	Written assignments (e.g., an essay, or a research paper)	Y N	Y N	Y N	Y N	Y N	Y N
	Homework assignments, such as math problems, nomenclature, or problem-solving scenarios (do not include discussions)	Y N	Y N	Y N	Y N	Y N	Y N
	Student project	Y N	Y N	Y N	Y N	Y N	Y N
	Student presentations (e.g., synchronous video or submitted media to present or discuss findings)	Y N	Y N	Y N	Y N	Y N	Y N
	Required/graded assignments other than the above (except for labs and discussions)	Y N	Y N	Y N	Y N	Y N	Y N
	Instructor provides a model or example for assignments (e.g., rubrics)	Y N	Y N	Y N	Y N	Y N	Y N
	Non-required/ungraded assignments	Y N	Y N	Y N	Y N	Y N	Y N

Notes:

Indicators (Continued)		Mod _____	Mod _____	Mod _____	Mod _____	Mod _____	Mod _____
Lab work	Laboratory assignments (e.g., using a laboratory kit or list)	Y N	Y N	Y N	Y N	Y N	Y N
	Laboratory kit or list (e.g., physical materials or a list of physical items to acquire)	Y N	Y N	Y N	Y N	Y N	Y N
	Simulation/visualization website or software (interaction beyond static images)	Y N	Y N	Y N	Y N	Y N	Y N
	Physical or virtual models (static images)	Y N	Y N	Y N	Y N	Y N	Y N
	Synchronous video labs (e.g., meeting with the class through video conferencing in real-time)	Y N	Y N	Y N	Y N	Y N	Y N
	Video (synchronous or asynchronous) of student work (e.g., submitting a step-by-step process of solving a mathematical problem)	Y N	Y N	Y N	Y N	Y N	Y N
Discussion	Discussion forums (e.g., student-student discussions)	Y N	Y N	Y N	Y N	Y N	Y N
	Instructor moderates participation of students in the discussion forum (e.g., draws out inactive students/limits dominating students)	Y N	Y N	Y N	Y N	Y N	Y N
	Instructor contributes to discussion (e.g., adds information, builds consensus, summarizes, diagnoses misconceptions, provides encouragement, etc.)	Y N	Y N	Y N	Y N	Y N	Y N
	Synchronous video discussions	Y N	Y N	Y N	Y N	Y N	Y N
Testing	Ungraded/practice quizzes/exams	Y N	Y N	Y N	Y N	Y N	Y N
	Graded quizzes (e.g., weekly or bi-weekly assessments)	Y N	Y N	Y N	Y N	Y N	Y N
	Graded exams (e.g., end of unit assessments, mid-term exams, etc.)	Y N	Y N	Y N	Y N	Y N	Y N
	Review of quiz/exams answers (e.g., which questions a student got right or wrong and/or correct answers)	Y N	Y N	Y N	Y N	Y N	Y N
Groups	Group work (i.e., students are encouraged or required to work or collaborate with other students when completing at least one assignment)	Y N	Y N	Y N	Y N	Y N	Y N
Assessment	Formative assessments (i.e., non-graded or lower risk assignments that provide feedback to monitor student progress)	Y N	Y N	Y N	Y N	Y N	Y N
	Summative assessments (i.e., graded, higher risk assignments that evaluate student progress)	Y N	Y N	Y N	Y N	Y N	Y N

Notes: