

Secret Boss Training: Get Everyone to Observe Online Courses


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The Four Secrets

Good teaching practices share **7 core elements**.
Know when to do **formative** and **summative** evaluation.
Much of what we observe **isn't** actually teaching.
Draw a clear line about **e-mail, non-LMS** interactions.

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1. Encourage student-faculty **contact**.
 2. Develop student **reciprocity** & **cooperation**.
 3. Use **active** learning techniques.
 4. Give **prompt** feedback.
 5. Emphasize **time**-on-task.
 6. Communicate high **expectations**.
 7. Respect **diverse** ways of learning.

Chickering & Gamson (1986); Chickering & Ehrmann (1996)

Secret 1: 7 Principles

A stack of fresh fruit is centered against a black background. From top to bottom, the stack consists of a red apple with water droplets on its skin, a slice of orange, a slice of kiwi, another slice of orange, and a second slice of kiwi. A semi-transparent grey horizontal bar is overlaid across the middle of the stack, containing the text 'Formative vs. Summative' in a bold, dark font.

Formative vs. Summative



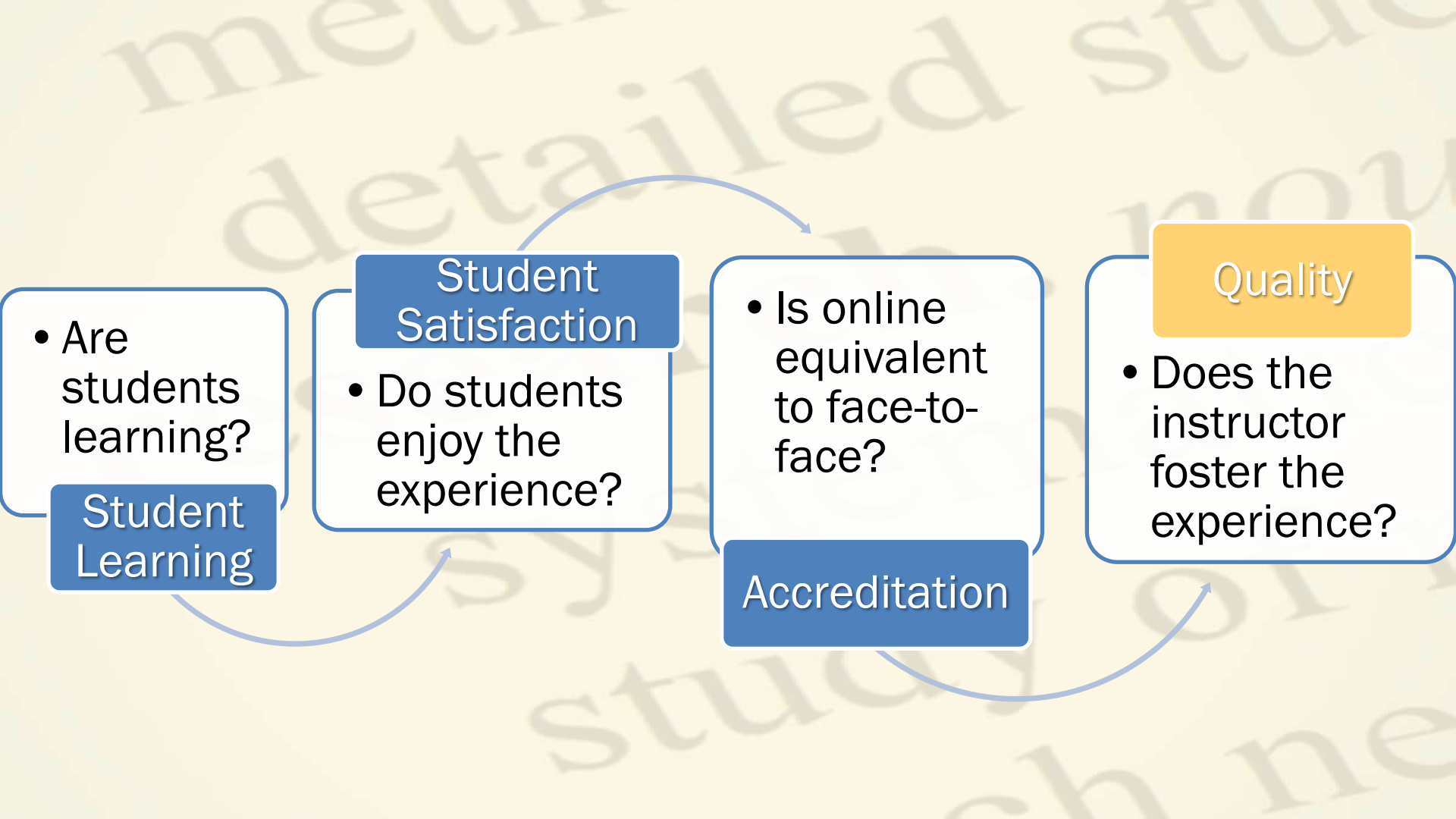
Secret 2: Be Prepared



What Is Teaching?



Secret 3: Less Than You Think



- Are students learning?

Student Learning

Student Satisfaction

- Do students enjoy the experience?

- Is online equivalent to face-to-face?

Accreditation

Quality

- Does the instructor foster the experience?

Institutional
Resources

Program &
Curriculum

Course
Content &
Design

Teaching
Behaviors

Institutional
Context

Student
Characteristics

Technology



Teaching Behaviors

A Venn diagram consisting of two overlapping circles. The left circle is orange and contains the text 'Teaching Behaviors'. The right circle is blue and contains the text 'Course Content & Design'. The overlapping area in the center is a darker, muted color.

Course
Content
& Design

Teaching Behaviors

Instructional **interactions** done in the moment:

- Demonstrations
- Discussion
- Assessment & Feedback
- Instructional Supplement
- Administrative Tasks



Course Content & Design

Instructional **content**, **materials**, and **resources** prepared ahead of time:

- Slide decks, visuals, videos
- Directions
- Assignments
- Resources
- Materials

Effective Teaching Behaviors

Facilitation

- Timely
- Frequent
- Engaging
- Relationship-Building
- Synchronous
- Asynchronous

Instruction

- Multimodal
- Ongoing
- Applied
- Interactive
- Student-Centered
- Personalized

Grading & Feedback

- Specific
- Elaborative
- Individualized
- Immediate
- Rubric-Driven
- Student-Oriented

Administration

- Current
- Clear
- Proactive
- Timely
- Policy-Driven
- Detailed
- Aligned

A photograph of a server room with several racks of servers. The racks are filled with equipment, and many lights are glowing, creating a warm, dimly lit atmosphere. Cables are visible hanging from the racks. The floor is tiled, and the overall scene is a typical data center environment.

Teaching with (and in) Technology

A close-up, low-key photograph of a person's face. The person is wearing a dark, textured mesh over their eyes. A multi-colored braided cable is connected to their ear, and a white cable is visible near their mouth. The background is dark, and the lighting highlights the person's features and the device.

Secret 4: Get Hip to Tech



Assignment feedback **speed** & **quality**

Discussion **frequency** & **quality**

Student-question answer **speed**

Announcement **frequency**

Personal & **contact** info

Log-in **frequency**

(Piña and Bohn, 2014)

Measurable Online Teaching Behaviors

A man in a dark suit, white shirt, and patterned tie is speaking at a conference table. He is wearing glasses and has his hands gesturing. In the background, other people are seated at the table, and there are nameplates and laptops. The scene appears to be a formal meeting or conference.

F2F bias: good teaching ...

is **embodied**.

is **intuitive**.

happens in **real time**.

appears **effortless**.

is **measured the same** in all modes.

... and online bias: **quantity bias**.

Observational Bias

What **communication** is allowed with observed faculty?

How far **beyond the e-classroom** can observers go?

Set observation **scope** & **duration**.

Who can **assist** the observer?

Define teaching **behaviors**.

Know who **created** what.

Look in **live** or **post-facto**?



Administrative Review

Online Observation Rubric





Look and Think



Sal Monella: Food Safety 101

Sal Monella, Food Safety 101

Course News

Week 1: Roundup!

Posted May 1, 2015 2:50 PM

Hello, 101ers.

ABOUT THE ROUNDUP

I usually post a weekly "roundup" message every Saturday, to wrap up what we talked about, and to provide some hints toward the writing assignment for each week. But first, let's review the items that count toward your Week 1 grade:

- Contribute to the two graded discussions, which include a overview of workplace messages and an introduction to writing routine informative messages.
- Draft Writing Assignment 1 and post the draft in the Week 1 Dropbox.
- Complete Editing Exercise 1 (ungraded practice) and Quiz 1 (graded).

Here at the end of the week, if you have taken an active part in our discussions (see the "How to Earn Maximum Discussion Credit" file in the Doc Sharing area), and done the editing exercise and quiz, you're in good shape to finish your draft of the Writing Assignment and then submit it to the Week 1 Dropbox before 11:59pm Mountain Time on Sunday.

BRING THE DETAILS!

I'm noticing that a number of you are posting messages in the discussions that say what you *WOULD* do to fix or change a given passage (e.g., "I would replace this paragraph with a sentence about the request"). Please get in the habit of actually *DOING* the change; show the end result (e.g., "I would replace the entire first paragraph with 'Please e-mail us your sales brochure some time this week; we need it to make a decision for our budget.'").

writing projects.

A good approach to our class is to think of each week as having a beginning, middle, and end.























- At the beginning of the week (Monday or Tuesday), take in some information: read the textbook, work on the grammar exercise.
- During the middle of the week (Wednesday and Thursday), share what you know and what you want to know. Use the discussion forums—remember, you have to post your first messages in each graded discussion no later than Wednesday each week.
- At the end of the week (Friday and Saturday), bring it all together: draft or finalize your project writing and take the grammar quiz.

You might have noticed that I didn't mention Sunday: I try to take one day "off" from class every week, and I encourage you also to budget your time so you can balance your work, family, and school commitments!

I'm here for you when you want to talk. Definitely e-mail me, post a message in our weekly Q&A discussion, or set up a phone call. This class works best when everyone contributes, so thank you for being an active part of our course. I'll see you in the Week 1 discussions!

Sal

First Name ▲ , Last Name	Submission	Grade	Scheme	Feedback
Amaris, Rojas		<input type="text" value=""/> / 100	-%	
Amber, Blay		<input type="text" value=""/> / 100	-%	
Antavis, Chism		<input type="text" value="90"/> / 100	90 %	
Briana, Jarnagin		<input type="text" value="100"/> / 100	100 %	
Christian, Major		<input type="text" value="100"/> / 100	100 %	
Davron, Nurmetov		<input type="text" value="30"/> / 100	30 %	
Francesca, Theoharis		<input type="text" value=""/> / 100	-%	
Genesis, Garcia		<input type="text" value="100"/> / 100	100 %	
Gregory, Meltzer		<input type="text" value="100"/> / 100	100 %	
Heather, Price		<input type="text" value="100"/> / 100	100 %	
Heather, Smith		<input type="text" value="70"/> / 100	70 %	
Jacqueline, Avila-Brito		<input type="text" value="95"/> / 100	95 %	
Judith, Papineau		<input type="text" value="100"/> / 100	100 %	
Kyle, Grosse		<input type="text" value="100"/> / 100	100 %	
Kyle, Jones		<input type="text" value=""/> / 100	-%	
Maria, Xoy		<input type="text" value="100"/> / 100	100 %	
Marilyn, Pianko		<input type="text" value="100"/> / 100	100 %	
Michael, Garavito		<input type="text" value="100"/> / 100	100 %	
Michael, Rustam		<input type="text" value="90"/> / 100	90 %	
Michał, Dziewiatkowski		<input type="text" value="95"/> / 100	95 %	

23 % 	Apr 25, 2015 12:55 AM	
 Evaluate		
 	Apr 24, 2015 7:21 PM	
0 % 	Apr 24, 2015 7:19 PM	
 Published: Apr 30, 2015 11:03 AM		
4 % 	Apr 24, 2015 8:24 PM	
 Published: Apr 30, 2015 11:38 AM		
13 % 	Apr 25, 2015 1:05 AM	
 Published: May 1, 2015 1:27 PM		
 	Apr 24, 2015 8:56 PM	
 Evaluate		
 	, 2015 1:29 AM	

Topic	Threads	Post
Are there any questions on Chapter 1 or on Chapter 2? ▾ Please let me know if you have any questions on the concepts covered in Chapter 1 or in Chapter 2.	0	0
Are there any questions on Chapter 3? ▾ Please let me know if you have any questions on the concepts, worked examples or homework problems in Chapter 3.	3	7
Are there any questions on Chapter 4? ▾	2	3
Are there any questions on Chapter 5? ▾ Please let me know if you have any questions on Chapter 5. Please note that we are not covering bivariate distributions (slides 19-26 of ESBE7ch05.pptx) and the hypergeometric distribution (slides 50-59 of ESBE7ch05.pptx).	4	9
Are there any questions on Chapter 6? ▾ Please let me know if you have any questions on Chapter 6. Please note that we are not covering normal approximation of binomial probabilities and the exponential probability distribution (slides 39-51 of ESBE7ch06.pptx). Regarding the relationship between the normal probability distribution and the binomial probability distribution, you should be aware the the normal probability distribution provides a very good approximation of the binomial probability distribution when the products np and $n(1-p)$ are both at least 5. Please note that n is the number of trials, p is the probability of success, and $1-p$ is the probability of failure of the binomial probability distribution.	0	0
Are there any questions on Chapter 7? ▾ Please let me know if you have any questions on Chapter 7. It should be noted that only the sampling distribution of the sample mean and the sampling distribution of the sample proportion are covered from Chapter 7.	0	0
Are there any questions on Chapter 8? ▾ Please let me know if any of the concepts or exercises in Chapter 8 are not clear to you.	2	4
Are there any questions on Chapter 9? ▾ Please let me know if you have any questions on Chapter 9.	1	1
Are there any questions on Chapter 12? ▾ Please let me know if any of the statistical concepts, examples or exercises are not clear to you.	1	3

Manage Surveys


[New Survey](#) [Edit Categories](#) [More Actions ▾](#)

Question Library

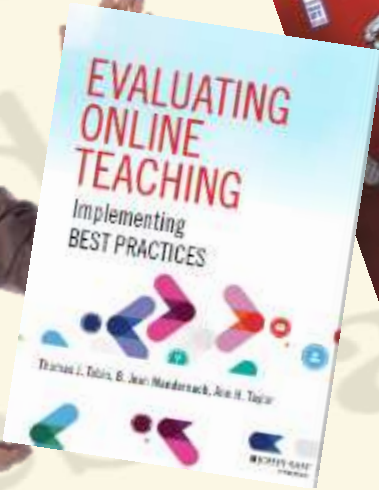
There are currently no surveys available.

A close-up photograph of a person's hands holding a pair of black binoculars. The lenses are held up to the eyes, and the view through them is a vibrant, fiery red and orange, resembling a sunset or a fire. The person's face is visible in the background, slightly out of focus. A semi-transparent dark grey banner is overlaid across the bottom half of the image, containing the text "What Did You See?".

What Did You See?



Take-Aways



Copyright
Academic Integrity
Accessibility & UDL
Evaluating Online Teaching



thomasjtobin.com