

OBSERVATION REPORT FOR ONLINE SESSIONS

The observation checklist serves as the monitoring tool for the Quality Assurance Department to internally review ongoing online sessions.

Lecturers are encouraged to use the checklist as a guidance to structure the content of the module.

Course title:

Module title and code:

No of ECTS:

MQF level:

Lecturer:

Date of session:

Useful Tips

Information on how to use online tools may be accessed through: <http://bit.ly/38QAowV>

List of online tools:

IfE Portal

- [Creating online content](#)
- [Embed video](#)
- [Create/Edit/reply to a forum](#)

Using Black Board Collaborate

- [Creating a live session](#)
- [Sharing a presentation](#)
- [Polling](#)
- [Breakout groups](#)
- [Private chat](#)

Using Panopto

- [Accessing Panopto through IfE portal](#)
- [Create a recorded session](#)
- [Record a video](#)

Using PowerPoint Voice Over

- [Creating a Power Point with Voice over](#)

Online Resources (Library)

- [Ebook central and EBSCO](#)
- [Online Video Library](#)
- [Proquest](#)
- [Sage Journals](#)
- [Sage Research Methods](#)

Some Ideas

Synchronous (Live) Online Sessions:

IfE makes use of Blackboard Collaborate. This allows lecturers to:

- Host live discussions including digital whiteboard/option to share slides;
- Hold online workshops through the Breakout Groups function. This divides students into several groups to discuss case studies and brainstorm solutions;
- Live student presentations followed by peer feedback and questions.

Asynchronous (Self-paced) Online Sessions:

This structure generally consists of the following components:

- Sharing of pre-recorded video lectures uploaded to Panopto.
- Sharing of key literature/readings through the IfE Portal with a follow-up reflective task/discussion.

It is important that shared online material is also followed-up by an activity:

- Forum discussion - participants answer open-ended questions on the IfE portal giving their opinion/ reflection on the material provided whilst also reading and giving feedback on those of their peers. Lecturer feedback is also advised.
- A follow-up task to be presented/ discussed in a subsequent lecture.
- Maintain a reflective journal/blog throughout the module.

Observation Checklist

KEY: O: Outstanding – VG: Very Good – G: Good – N.I.: Needs Improvement – N/A: Not Applicable

	Criteria	O	VG	G	N.I.	N/A
Introductory material to be made available online	Introduction explaining how the course is divided, and how to navigate throughout the course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	A self-introduction is provided by the lecturer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Lecturer's availability are clearly indicated such as accessibility through a dedicated forum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	The Assignment title is readily available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	The Rubric is readily available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	A list of required material is provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Clear instructions of what course participants are expected to do are available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of Online tools	Aims, goals and outcomes are clearly stated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Multiple opportunities for interaction: learner – learner, learner – lecturer, learner - content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Takes advantage of the available features of the platform	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Makes use of breakout groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Provides easily accessible and archived session recordings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Provides easily accessible and archived materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Methods and Approaches	Provides opportunity for active learning: course participants are able to discuss and comment on content and materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Create an online atmosphere where experiences are shared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Creates trust among participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Uses open-ended, thought-provoking questioning techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Uses paraphrasing of participants' contributions, comparisons and contrasts between participants' views	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Encourages participants to share resources ex: webpages and videos, via links during the chat/ forums	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Encourages participation from individuals and teams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Is part of a regular series of forums rather than a one-time event	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Expects learners to communicate extensively and share on forum discussion boards, or other online platforms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Supports the development of self-directed learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Provides opportunities for self-assessment and reflection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Pace of session (time management)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Provision of reinforcement and quality feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alignment of teaching, learning and assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Link to Learning outcomes for cohesion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Good Practices

✓

Recommendations

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Signature: _____

Name and Surname: _____

Designation: _____

Date: _____