

# Assessing Online Facilitation Instrument

A 2007 TIGERS Project Sponsored by CSU Center for Distributed Learning

<http://www.humboldt.edu/aof>

## Before class begins the facilitator ...

Completed



### Managerial

|   |  |
|---|--|
| Sends informational message including how to login, what materials are needed and how to get them, and who to contact for technical assistance.   |  |
| Makes the course available at least one week prior for student previewing.  |  |
| Updates the Syllabus with facilitator's name and contact information, preferred communication method, expected response times to messages and assignments, and other policies specific to this course or facilitator. |  |
| Begins recording actions taken in conducting the course on a Facilitation Activity Record.  |  |
| Distributes disability accommodation information.   |  |
| Provides a method for students to use online tools before required assignments to reduce anxiety and resolve technical issues before tasks are due.   |  |
| Corrects spelling or grammatical errors throughout the course content.  |  |
| Updates and reviews assessment due dates for accuracy.  |  |
| Confirms online grade book settings are accurate for total assessment.  |  |

### Pedagogical

|   |  |
|---|--|
| Reviews past course evaluations to determine if enhancements for instructional strategies are required. |  |
| Makes enhancements to course design where necessary.  |  |

### Technical

|  |  |
|--|--|
| Updates hyperlinks to remove dead or broken links.                                     |  |
| Checks all media for proper display (broken images, video playback, etc.)              |  |
| Tests the course navigation for accessibility and corrects any accessibility problems. |  |
| Updates course to reflect new features of the course management software.              |  |

Comments on "before class begins" interval:

**During the first week the facilitator ...**

Completed  
√

| <b>Managerial</b>  |  |
|--|--|
| Contacts missing students to encourage their participation.  |  |
| Minimizes delays for students adding the course late to gain access to course materials and un-enrolls students promptly when they drop the course.                          |  |
| Provides support information when needed, e.g., how to get remote access to the library, register for credit/no credit, drop the course, or use publisher's study materials. |  |

| <b>Social</b>   |  |
|---|--|
| Provides a personal and welcoming introduction to develop a personal presence.  |  |
| Designs a forum for students to post introductions and share experiences. Responds to each student's introduction.                            |  |
| Encourages students to share pictures or other representations (e.g., avatars) of themselves.   |  |
| Models discussion response behavior and tone. Uses a conversational tone for responses that is inviting, personal, friendly, and encouraging. |  |
| Uses humor sparingly and carefully; use emoticons to express jesting.   |  |
| Invites and encourages students to use online office hours and/or to make appointments.   |  |
| Adds a social forum for non-class related topics.   |  |

| <b>Pedagogical</b>   |  |
|--|--|
| Creates an ice breaker activity related to a course key objective or concept.                                |  |
| Communicates with students daily to maintain a positive rapport.   |  |
| Determines areas in which students need to improve and notifies students.                                    |  |
| Challenges the students by asking questions which apply to the readings and communicating high expectations. |  |

| <b>Technical</b>  |  |
|---|--|
| Provides detailed tutorial links and/or instructions on using the technology within the assignment information to help the students feel comfortable with the technology. |  |
| Assists students with login/access difficulties.  |  |

Comments on the "first week of class" interval:

**Throughout the course the facilitator ...**

Completed  
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| <b>Managerial</b>  |  |
|--|--|
| Updates the online grade book promptly after assignment due dates.                                 |  |
| Conducts course according to designated schedule with any deviations communicated in advance.      |  |
| Enforces guidelines for learner behaviors such as netiquette and due dates.                        |  |
| Reminds students of upcoming deadlines.  |  |
| Posts group rosters before group project begins.   |  |
| Creates areas for group members to work on group projects.   |  |
| Monitors attendance in class in order to follow up with missing students.                          |  |
| Maintains privacy of student grades and feedback.  |  |
| Continues updates to the Facilitation Activity Record.   |  |
| Opens and closes course materials and activities to optimize student learning and avoid confusion. |  |
| Announces absences to students with guidance on what to do during absence.                         |  |

| <b>Social</b>  |  |
|--|--|
| Organizes collaborative projects (small, large and dyads) to achieve strong social interaction.  |  |
| Monitors discussions for respectfulness based on netiquette standards and University behavior policies.  |  |
| Immediately contacts students with inappropriate posts for explanation and clarification.  |  |
| Immediately makes disrespectful posts unavailable to the class at large.   |  |
| Blocks disruptive students from class activity if behavior continues to conflict with University policy.   |  |
| Uses announcements to keep class current and personal. Announcements may include holiday wishes and real world social issues (e.g. Katrina) as well as course information. |  |
| Continues to maintain daily presences in discussion forums.  |  |
| Provides individual messages (email, postings, announcements) of encouragement.  |  |

| <b>Pedagogical</b>  |  |
|---|--|
| Provides supportive information to support course content.  |  |
| Responds to student questions promptly--consistent with timeline for feedback stated in syllabus. (Recommended: within 24 hours)              |  |
| Provides practical suggestions to students to complete their work on time.  |  |
| Detects and corrects misconceptions.  |  |
| Summarizes discussions.   |  |
| Assigns groups or creates a method for students to select groups before beginning group projects.   |  |
| Provides feedback indicating areas in which the students have succeeded as well as areas that require further development in a timely manner. |  |
| Creates transitions from one topic to the next to help students recognize time on task.   |  |
| Communicates clearly, as measured by responses from students.   |  |
| Respects and facilitates diverse talents and ways of learning.  |  |
| Invites and encourages students to complete a peer review of individual and group projects.   |  |
| Utilizes specific teaching/learning strategies which promote self-directed learning.  |  |
| Focuses discussions on specific issues and uses discussion questions and problems to actively engage students in the learning process.        |  |
| Implements rubrics established in course design.  |  |
| Uses illustrations and examples to clearly explain important concepts.  |  |
| Provides helpful, constructive suggestions to students to complete assignments  |  |

| <b>Technical</b>  |  |
|---|--|
| Announces information related to interruptions of access to servers delivering course materials in advance (when possible) or after (when necessary). |  |
| Makes reasonable accommodations due to technical difficulties beyond the students' control consistent with policies in the syllabus.                  |  |
| Models competency with course management system delivery tools and uses tools appropriately.  |  |
| Uses other technologies for the course appropriately.   |  |
| Consistently addresses universal accessibility.   |  |
| Provides handouts in easy-to-use formats, providing details for successfully downloading if necessary.  |  |
| Receives and responds to completed student assignments electronically.  |  |
| Directs students to links and information on technical support (Service Desk, Web, Trouble Tickets)   |  |

**During the last week, the facilitator ...**

Completed  
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| <b>Managerial</b>  |  |
|--|--|
| Provides general information concerning the nature and format of the final assessment(s).          |  |
| Alerts students on how long course materials will continue to be available after the end of class. |  |
| Informs on availability of, and encourages students to complete, the course evaluation.            |  |
| Completes the Facilitation Activity Record.  |  |
| Posts final grades promptly.   |  |

| <b>Social</b>  |  |
|--|--|
| Sends an email with a closing personal message to students.                              |  |
| Encourages students to share their class experience and say good bye in a closing forum. |  |

| <b>Pedagogical</b>  |  |
|---|--|
| Provides feedback on final project and makes it available to students even after the class is over. |  |

| <b>Technical</b>   |  |
|--|--|
| Lists technical aspects that worked well and those that need improvement. Forwards to, or discusses with, technical support staff. |  |

Comments on the “last week of class” interval: