

# GBC Assessing Online Facilitation Instrument

Adapted from a 2007 TIGERS Project Sponsored by CSU Center for Distributed Learning

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

## Before class begins the instructor...

Completed

<b>Managerial</b>	√
Knows where students can find out how to login, what materials are needed and how to get them, and who to contact for technical assistance.	
Makes the course syllabus available at least one week prior for student previewing either on the Internet or with department assistant.	
Updates the Syllabus with instructor's name and contact information, preferred communication method, expected response times to messages and assignments, and other policies specific to this course or instructor. The syllabus also includes disability accommodation information.	
Begins recording actions taken in conducting the course on a Facilitation Activity Record.	
Provides a method for students to use online tools before required assignments to reduce anxiety and resolve technical issues before tasks are due. (Example: practice quiz, syllabus quiz, sample assignment, introduction discussion activity).	
Corrects spelling or grammatical errors throughout the course content.	
Updates and reviews assessment, assignment, and discussion due dates and points possible for accuracy.	
Confirms online grade book settings are accurate for total assessment.	
<b>Pedagogical</b>	
Reviews past course evaluations to determine if enhancements for instructional strategies are required.	
Reviews rubrics established in course and makes changes and enhancements where needed.	
Makes enhancements to course design where necessary.	
<b>Technical</b>	
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.	

**During the first week the instructor ...**

Completed  
√

<b>Managerial</b>	
Contacts missing students within the first week to encourage their participation.	
Minimizes delays for students adding the course late to gain access to course materials.	
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 (e.g., coffee shop).	
<b>Pedagogical</b>	
Creates an ice breaker activity related to a course key objective or concept.	
Communicates with students several times weekly to maintain a positive rapport.	
Determines areas in which students need to improve and notifies students. Use student tracking to assist your efforts.	
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 in finding assistance with login/access difficulties.	

**Comments:**

**Throughout the course the instructor ...**

Completed  
√

<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. (e.g. LiveNet, Discussion areas)	
Monitors login log in class in order to follow up with missing students.	
Maintains privacy of student grades and feedback.	
Continues updates to the Facilitation Activity Record.	
Uses Learning Modules to present 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 GBC 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 GBC 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 presence several times weekly 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 except weekends and holidays)	
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 (Help Desk, Web, Trouble Tickets)	

**During the last week, the instructor ...**

Completed  
√

<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:**