



MI Online Observation: Peer-to-Peer

Introduction

Narrator: Hello. In this activity, we will review the Master Instruction Online Classroom Observation Process. We will begin by observing a real-world online scenario between faculty peers. You will have an opportunity to learn about the overall process and each aspect of the Master Instruction Online Classroom Observation form. You will observe an online classroom scenario and complete the form based on your findings. An exemplar will be provided for each characteristic of Master Instruction found on the form. We will also follow along as the observer and observee complete a virtual dialogic reflection following the observation. Our scenario begins in a WebEx meeting between Assistant Professors, Devin Alessio and Sabine Rothman in the RN-BSN program.

Email

Narrator: Professor Alessio just received an email from Professor Rothman. Let's see what the email has to say.

Professor Rothman:

Professor Alessio,

Thank you for agreeing to complete the Master Instruction Online Classroom Observation process with me. I am excited about the prospect of advancing the practice of *Master Instruction* through self-reflection and peer observation. I understand that peer review of teaching is considered a formative review, and I look forward to your reflections about my teaching practices. I welcome the opportunity to talk about best practices in the online learning environment so that I can enhance my teaching and facilitate successful student learning outcomes.

Attached is my self-reflection and the course syllabus for your review. I teach NR447, Collaborative Healthcare.

Please let me know if you would like to schedule a WebEx tour of the course prior to the observation process. This will give us an opportunity to talk more in-depth about my self-reflection.

Thank you again for completing a MI peer observation with me.

Professor Rothman

Professor Alessio:

Professor *Rothman*,

I look forward to completing the Master Instruction Online Classroom Observation process with you. Thank you for providing your self-reflection for review. I hear your passion for teaching nursing and your success using Socratic questioning to challenge students' assumptions and



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encourage critical thinking. I agree, this method is a proven strategy to further dialog and deepen learning through clarification of concepts and probing for rationale and evidence. I applaud your goal to learn and effectively use one new instructional method this academic session to vary teaching methods and engage students.

I teach NR451, RN Capstone, so I welcome the opportunity to meet with you and become more familiar with your teaching goals and course prior to the observation.

Thank you, Professor Alessio

WebEx Meeting

Professor Rothman: Good morning Professor Alessio!

Professor Alessio: Good morning!

Professor Rothman: Thank you for meeting with me today to discuss my upcoming *Master Instruction* Observation.

Professor Alessio: It's my pleasure! Chamberlain's *Master Instruction* Observation process is a great opportunity to collaborate with colleagues to enhance teaching practice. Our students gain from this dedicated process of faculty growth and development.

Professor Rothman: I agree. The observation process gives strong support for scholarly teaching. Not only is it an opportunity to acknowledge my strengths, but also it's a supportive way to improve teaching quality. I look forward to your suggestions and recommendations about strategies to enhance the effectiveness of my teaching practice. In my self-reflection, I identified specific goals for improvement, including available resources to use, such as the CFE courses and resources. For example, I would like to include formative assessments to assist students in assessing learning, but am not certain how to do that online.

Professor Alessio: It's true, our course syllabus includes focused assignments that align with course outcomes, but there is opportunity to add creative formative assessments. Teaching online provides opportunity to think outside-of-the box of using quizzes as formative assessments. In your self-reflection you mention that you are considering asking students to post a comment about what they feel, think, know, or are confused about based specifically on that week's discussion topics.

Professor Rothman: Yes, my idea is that I can look for patterns or themes and summarize the main points in my responses. These assessments will help identify information that requires reinforcement. I plan to review the Grading Essentials RLO and review the printout of my responses with my ADOF. Have you used this or other types of formative assessments in your class?



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Professor Alessio: I have invited students to complete a one-minute post, identify the muddiest point, or provide a one-sentence summary on important concepts. These assessments help me identify student understanding. I particularly like using the one-sentence summary that asks students to write a sentence that answers the questions “who, when, where, how, and why?” The one-sentence summary provides information about how students synthesize and summarize large amounts of information into one-sentence.

Professor Rothman: What great suggestions! Although I have been teaching online for several years, I find there is always room for improvement. Thank you for sharing effective strategies from your classroom. I very much appreciate how the *Master Instruction* Observation process places emphasis on development and supports exploration of practice alternatives and solutions to deepen student learning and enhance teaching. I look forward to meeting with you after the observation to talk more about Master Instruction strategies. Our conversation was so collegial and respectful. I appreciate you taking time to listen to my goals.

Professor Alessio: Thank you for meeting with me and inviting me into your online classroom. We have much to learn from one another. Peer observation can be a very positive experience if carried out collaboratively, benefiting both the observer and observee.

Professor Alessio’s Virtual Office

Narrator: Professor Alessio realizes the importance of the Master Instruction Online Classroom Observation.

Professor Rothman: Before I conduct Professor Rothman’s observation I should review the process on how to document the observation using the Master Instruction Online Classroom Observation form.

Narrator: Professor Alessio accesses the Master Instruction Online Classroom Observation RLO, on the CFE portal.

Master Instruction Online Classroom Observation Process

Narrator: Hello. In this activity, we will be discussing Master Instruction Online Classroom Observation. Master Instruction Online Classroom Observation is designed to advance the practice of Master Instruction through self-reflection and peer observation of online faculty. Integral to Master Instruction is creating a positive, participatory learning environment through deliberate use of evidence-based strategies to foster deep student learning. Self and dialogic reflection expands perspectives to confront and resolve actual and desired teaching practices, and facilitate successful student learning outcomes.

The descriptors found in the left column are characteristics of Master Instruction and not specific tasks. Through self-reflection, the individual faculty member must interpret the



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criterion in the way that best meets the learning objective, content to be delivered, and online learning environment setting.

Prior to the observation, the designated observer will review the self-reflection of the faculty member, and then observe the faculty-student interaction, and provide detailed feedback of the observation to promote professional development. Faculty are required to validate completion of the Master Instruction Online Classroom Observation process, twice per fiscal year.

A Likert scale is used to record observation responses of each characteristic of Master Instruction, to guide professional development only, and it is not intended to serve as a performance evaluation. After rating the extent to which each characteristic of Master Instruction is observed, use the comments section to explain your rationale for the selected rating.

Following the observation, the observer will share his or her insights from the review with the faculty colleague in a private meeting. The purpose of this meeting is to expand perspectives through dialogic reflection to transform teaching practices. The faculty member will also reflect upon and rate his or her practice of Master Instruction to guide professional development.

Now we will examine the Master Instruction Online Classroom Observation Form. Click the monitor to proceed.

Master Instruction Online Classroom Observation Form

Narrator: There are six characteristics of Master Instruction, on the observation form. The first is content management. The second characteristic is active learning. The third characteristic is relevance. The fourth characteristic is facilitation. The fifth characteristic is integration; and lastly, the sixth characteristic, is online classroom environment.

Online Classroom Scenario

Narrator: Now, you and Professor Alessio will observe Professor Rothman's online classroom. Upon completion, you will fill out the Master Instruction Online Classroom Observation form. The course overview includes announcements, discussion thread exemplars, such as Socratic questioning to challenge assumptions, cascading discussion threads to show engagement, a virtual assignment review, and a two minute video discussion wrap up.

Click on the tabs above, to observe Professor Alessio as he reviews various sections of Professor Rothman's online classroom.

Master Instruction Online Classroom Observation Activity

Narrator: Based on your observation of Professor Rothman's online classroom, rate her on the six characteristics of Master Instruction, and document your rationale in the comments section of the Master Instruction Online Classroom Observation Form. Click on the camera icon if you



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need to refer back to the online classroom scenario while completing the Master Instruction Online Classroom Observation form. You will have an opportunity, to review the results of Professor Alessio's observation, of Professor Rothman's online classroom, during the debrief meeting.

Print

Narrator: Click on the printer icon to print a copy of the ratings and comments you documented on the Master Instruction Online Classroom Observation form.

Master Instruction Online Classroom Observation WebEx Conference

Narrator: Professor Rothman and Professor Alessio have convened in the WebEx meeting room to review the results of the Master Instruction Online Classroom Observation.

Professor Rothman: Thank you for meeting with me. I am looking forward to discussing the results of the observation to enhance my teaching expertise. Your collaboration helps me to gain valuable insight into my performance through a safe, respectful, and confidential process.

Professor Alessio: Yes, the Master Instruction Online Classroom Observation provides opportunity for collaborative reflection and shared dialog to support professional development.

Professor Rothman: I admit, when I first learned about the Master Instruction Online Classroom Observation process I felt overwhelmed, even afraid. I was worried that the process would be punitive, rather than supportive. I appreciate that, at Chamberlain, emphasis is placed on fostering reflection, self-awareness, and professional growth and development. There is always opportunity for improvement, and the many changes and challenges in the healthcare environment require new, more effective teaching methods. In addition, observation brings to light the subtle dimensions of teaching practice that I might otherwise be unaware of.

Professor Alessio: Yes, we need pedagogical approaches beyond traditional methods to facilitate student learning of new competencies. Discussing teaching strategies encourages dissemination of innovative, best practices that affect change in future teaching. What I like best about the Master Instruction Online Classroom Observation process is that the collaborative process provides a medium for discourse, debate, and support that is empowering.

Professor Rothman: Thank you for being so supportive and respectful, and helping me to alleviate my anxiety about the observation process. Your genuine commitment to enhancing my teaching practice is appreciated. Viewing the observation process as an opportunity for mutual learning and collegiality to improve the learning environment for online students benefits everyone—faculty, students, the organization, and the profession.

Professor Alessio: Yes, it does! Are you ready to discuss my observations?

Professor Rothman: Let's get started!



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Master Instruction Online Classroom Observation Debrief

Professor Alessio: The first characteristic of *Master Instruction* is content management. There is strong evidence of the creative ways you expand dialog and engage student exploration of key concepts. For example, you ask students to share news they find that furthers discussion concepts, helping to make the course relevant with real-world examples. Another example is your use of journal findings in the discussion threads, which are used to invite students to debate issues. You also use two-minute video weekly summaries as a closure strategy to help students assimilate learning of important concepts. In addition, you use WebEx meetings to review assignment requirements, clarify questions, and explain how assignments and evaluation methods support course outcomes. Student testimonials in the Q&A thread demonstrate the value of these virtual assignment reviews to support student learning. The use of these strategies, along with your effective use of Socratic Questioning which I will address in more detail in the following sections, demonstrate preparedness, currency, credibility, and knowledge regarding application of *Master Instruction* in the online learning environment. Content Management is a strength of yours, and I perceive your performance as Exceptional, based on consistent demonstration and use of innovative methods above what is expected.

Professor Rothman: Thank you. I assessed my performance as Fully Effective/Achieves Expected Results, as this was the first session I used the Virtual Assignment Review and Two-minute Video Discussion Wrap Up. Now that I have used these methods, there are so many opportunities for improvement.

Professor Alessio: The second characteristic of *Master Instruction* is active learning. As I mentioned, there is evidence that you effectively use Socratic Questioning to help students to rethink assumptions, clarify concepts, question viewpoints, and connect unlike ideas. Cascading discussion posts demonstrate student engagement when this strategy is used. As you state in your self-reflection, there are many evidence-based teaching methods that can be used in the online environment. Given that this strategy is used so robustly, I also assessed your performance at fully effective, which equals your assessment. I agree with you that learning to effectively use one new instructional method this academic session is an excellent goal to provide students with opportunities for more varied active learning.

Professor Rothman: I agree. A wider range of varied teaching methods will engage my students. I plan to review the Academic Alignment RLOs to identify a method and discuss strategies to use this method with my ADOF and other faculty.

Professor Alessio: The third characteristic of *Master Instruction* is relevance. Discussion threads demonstrate use of practice examples and scholarly sources from nursing practice guide students to synthesize course content, apply it to practice, and promotes lifelong learning. The only evaluation methods observed are standardized assignment grading rubrics. Here, I selected Still Developing/Achieving Results because more evidence is required to demonstrate deliberate movement through Bloom's Taxonomy and use of evaluation methods that promote lifelong learning. Your goal to include formative assessments to assist students in assessing learning is right on target. In addition to the ideas you have, I invite students to complete a one-sentence summary that answers the questions "who, when, where, how, and why?" The one-sentence summary provides information about how students synthesize and summarize large amounts of information into one-sentence and helps me to identify their level of understanding. I also have students make a concept map, take a picture of it, and



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attach it to their post. Concept maps help me to assess learning and provide opportunity for reinforcement.

Professor Rothman: I agree, well-used formative assessments can enhance learning in the online classroom. Thank you for sharing assessments you use.

Professor Alessio: You are welcome. I would like to learn how to make brief videos to use in my course. Can you share with me how you made the Two-minute Video Discussion Wrap Up?

Professor Rothman: Yes. Another colleague asked me about the process, so I created a brief tutorial I will share with you.

Professor Alessio: Wonderful! Thank you. The observation process really does promote mutual learning.

Professor Rothman: With its emphasis on learning rather than performance, it inspires me to explore new ways of teaching. Let's talk more about the final characteristics of *Master Instruction*.

Professor Alessio: The fourth characteristic of Master Instruction is Facilitation. Discussion threads demonstrate use of Socratic Questioning as a respond-extend-probe discussion model, which allow students opportunities for trial/error feedback. Here, I selected fully effective because you are achieving results.

Professor Rothman: Thank you. That encourages me. I rated myself as Still Developing in Achieving Results only because I am curious about learning new methods. It's important for me to remember that although I am continually seeking improvement, the strategies I am using are effective.

Professor Alessio: Yes, there is always opportunity for learning! The fifth characteristic of *Master Instruction* is Integration. Again, I selected fully effective because you are achieving results. Evidence that you promote learning outside the classroom and pique student curiosity was found in your use of Socratic Questioning, professional journals, and the Two minute Video Discussion Wrap Up to help students synthesize information and deepen understanding.

Professor Rothman: I only recently incorporated video, so I rated myself as Still Developing in Achieving Results. I also want to use educational technologies such as Kaltura, Voice-thread, and GoAnimate to engage students in problem-based learning.

Professor Alessio: Those modalities would be beneficial to place students in decision-making scenarios. I am hoping the CFE will help us learn how to use GoAnimate in the Evidence-Based Teaching Strategies course.

Professor Rothman: Yes, that would be terrific.

Professor Alessio: The sixth and final characteristic of *Master Instruction* is Classroom Environment. No doubt that you reinforced the learning agreement in your Announcements and launch posts, and the



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discussion threads demonstrate civility and professionalism. Here, I selected fully effective because you are achieving results.

Professor Rothman: Agreed. I model respectful, professional behavior with my students, which they reciprocate.

Professor Alessio: Professor Rothman, you are a wonderful asset to Chamberlain! Your commitment to teaching excellence is apparent in your purposeful use of evidence-based teaching strategies and creation of a positive, participatory learning environment to deepen student learning.

Professor Rothman: Thank you, Professor Alessio. It has been a pleasure to share the *Master Instruction* Online Classroom Observation with you.

Professor Alessio: You are welcome, Professor Rothman.