

COMS 130 GTA Asynchronous Online Observation

Instructor: Xi (Cecilee) Li

Observer: Jamie Ascher

Class: COMS 322

Date: 4/4/2021

☒ Online ☐ Face-to-face

I. Command of Subject/Choice of Content

- in weekly videos, the instructor clearly identifies key concepts
- examples are student-centered
- videos, links, and selected material effectively connect with course learning goals and concepts
- goes beyond textbook material, when relevant by, for example, providing multiple ways of online engagement with key ideas
- encourages students to think critically
- answers students' shared questions (through the discussion board) clearly
- strives to maintain student interest throughout the weekly lesson

Comments:

Cecilee provides students with helpful material from outside the textbook, such as videos and other supplementary links. She provides a multitude of examples for students to observe and learn from, and she consistently answers student questions.

In order to combat the isolation that can come with an online asynchronous class, I think Cecilee could think about implementing more Discussion Boards. This way, students can have more interaction with one another.

II. Structure/Management of the Online Format

- Each week (or unit) has a clear agenda with both readings and tasks outlined
- The week is sequential
- Submission locations are clear and mirror the shared course calendar
- Includes a variety of elements in each weekly module (i.e., not just lecture)
- Provides clear directions for activities, tasks, or assignments
- The structure throughout each week and/or unit is consistent
- Deadlines are clear, including the time

Comments:

Cecilee's Blackboard format is laid out in a very accessible way, and the structure of the lesson is consistent from week to week. She has made important documents such as her syllabus and schedule easy to find, and has even highlighted the most pertinent sections of her syllabus to help students out. Cecilee gives an overview of each week's assignments and goals at the top of the lesson, keeping students afloat and reminding them of due dates and conceptual overviews.

III. Instructional Communication

- shows interest in the subject matter and in students through weekly videos
- is receptive to students' views
- manages discussion effectively by creating clear and consistent discussion board expectations

- displays an interest in student learning through in-depth and timely feedback
- feedback is personalized to the student
- communicates with students in a timely manner
- provides accessible online material
- models strong public speaking skills in weekly videos and online lectures

Comments:

Cecilee provides thoughtful and personalized feedback to students and gives that feedback to them in a timely manner. She clearly cares about her students. For example, in an effort to not overload her students with too many things to do, she refrains from posting videos on weeks where speeches are due. This is to give her students more time to focus on the speech at hand. When she does post videos, Cecilee makes sure to keep them around 5 to 10 minutes, which is great for keeping students engaged but not overwhelmed! She reminds students of speech due dates by using the assignment function on Blackboard.

IV. Professionalism

- announcements, emails, and general feedback is professional
- professional attire and demeanor in any weekly videos
- well-prepared for class

Comments:

Cecilee presents herself in a professional and knowledgeable way. Each week is well-thought out and prepared for students.

Observation Summary: Overall, Cecilee is doing a great job with teaching! She is responsive to her students' needs and comes across as both competent and kind.

Lixi

Instructor's Signature/Date

Jamie Asch

Observer's Signature/Date

4/4/21