

APPENDIX E: OBSERVATION PROTOCOLS

OLL K-12 PROTOCOL—2007-2008

CLASSROOM OBSERVATION PROTOCOL

This observation protocol is for use in classrooms using online offerings.

Introduction

The following is a suggested introduction. When you begin the observation, make these points, but use your own words for a more personal introduction.

You may know that we are working on a project sponsored by the U.S. Department of Education to look at characteristics associated with prevalent types of online learning and identify promising practices that are associated with improved student achievement. One of our priorities in this project is to learn more from you about *the features and capabilities of this online offering, as well as how the application is implemented and administered at your school.*

We want you to know that this project does not evaluate you or your school; we are looking to learn from your experiences to identify promising practices in online learning.

General Class Description

1. How big is the class?
2. What is the demographic makeup of the class? Of the school?
3. Is there high speed connectivity?
4. Is there a site coordinator? What is his / her role?
5. Is there an instructor present? What is his / her role in the classroom?

Course Content Description

6. Is the course locally developed or is it a state developed system?
7. How does the course relate to content standards?
8. How much time do the students spend using the online program per day / week?
How many hours does it take to complete / receive credit for a course?
9. Is the application for-profit or not-for-profit?
10. Is this an evidence-based or emerging application?
11. What subject does the course teach?
12. What topics does the online application cover?

13. How is the course organized (units, themes, etc)?
14. What are the goals / stated objectives of the online offering?
15. What do students receive upon completion of the course (credit, etc)?

General Tasks Performed By Students

16. Do students work individually or in groups? Is there student-to-student collaboration? Is there teacher-to-student collaboration?
17. Describe the communication that occurs between students; between students and the instructor.
18. How much time do students have to complete assignments? Do they work at their own pace?
19. What is the goal of the assignments? What types of assignments do they complete? Are all assignments online or are some assignments not computer-based?
20. What do examinations look like?
21. What kind of feedback do the students receive; from whom?

Technology Used by Students

22. Is the course completely online (replacement) or is it a blend of online and face-to-face interaction (enhancement)?
23. Is the course synchronous or asynchronous?
24. Is student participation active or interactive?
25. Do students access the offering from home? Or do they only access offering in the classroom?
26. Are handhelds in use? What is their role in the classroom?
27. Is the online application designed as a game?
28. Does the degree of technology vary, depending on the subject or course? Does the degree of technology used vary within the course (across different units)?
29. What kind of software do the students use, if any? Is the offering completely Web-based? Do they use a combination of software and Web-based applications?
30. What tasks do they use software for (examples linking software with assignments)?
31. For Web-based applications – how do students access these? Give examples of types of Web-based applications, links, etc.
32. Is there a space for online discussion and community? Can students access these spaces individually or do they have to go through a teacher or online tutor to access them?
33. Do students post items? What kind of information do they post (give examples)?

34. Is there an email function?

35. How are do they submit their work?

Before you leave, be sure to ask for any available data and documentation on student outcomes / achievement.