

See Your Online Teaching Through a New Lens

Lunch with EDNA – September 23, 2026
Dr. Flora Mahdavi – Southern Alberta Institute of Technology

OKI, ÂBA WATHTECH, DANIT'ADA, TAWN Shi, HELLO.

SAIT is located on the traditional territories of the Niitsitapi (Blackfoot) and the people of Treaty 7 which includes the Siksika, the Piikani, the Kainai, the Tsuut'ina and the Îyârhe Nakoda of Bearspaw, Chiniki and Goodstoney.

We are situated in an area the Blackfoot tribes traditionally called Moh'kinsstis, where the Bow River meets the Elbow River. We now call it the city of Calgary, which is also home to the Métis Nation of Alberta.





• Keyano College

- Athabasca University
- Lakeland College
- MacEwan University
- Northern Alberta Institute of Technology
- NorQuest College
- Portage College
- University of Alberta

- Bow Valley College
- Medicine Hat College
- Mount Royal University
- Southern Alberta Institute of Technology
- University of Calgary
- Lethbridge College
- University of Lethbridge
- Olds College
- Red Deer Polytechnic



EDNA

Educational Developers
Network of Alberta



TREATY 4



TREATY 6



TREATY 7



TREATY 8



TREATY 10

Objectives

Identify what turns a teaching observation into a genuine learning experience for the educator.

Adapt those factors to asynchronous classes, which differ significantly from in-person ones.

Hear the story of Flora's inquiry.

For those of you who have participated in a teaching observation, either as an observer or an observee, what aspects of the experience made it developmental and effective for learning?

Developmental Teaching Observation

Observation		
Non-developmental		Developmental
Set as evaluative or multi-purpose	Purpose	Set as solely developmental
Top-down and mandated by the institution	Initiation	Requested by the instructor
Reported/stored for other institutional use	Generated Information	100% controlled by the instructor
No reflection	Post-observation	Critical reflection
No relationship	Rapport	Established trust
No knowledge/experience in teaching	Observer Skills	Pedagogy expert

Figure 2.1. Continuum of Developmental Observation

Mahdavi (2020), p. 42

Developmental Observation of Online Teaching



A Protocol!

A “set of step by step guidelines ... used by educators to structure professional conversations or learning experiences to ensure ... time is used efficiently, purposefully and productively” (“The glossary of education reform,” 2014).

The Protocol

- 2 guides
 - 3 steps
 - 1 of 3 focus areas
 - Follow up
-
- Faculty driven
 - Emphasis on trust & rapport



Key Elements

- Clear developmental purpose
- Clarity of process design and scope
 - Guides
 - Agenda & Scripts
 - Forms



Key Elements

- Clear developmental purpose
- Clarity of process design and scope
- Evidence-based definition of “asynchronous teaching”

[The Community of Inquiry](#)



Key Elements

- Clear developmental purpose
- Clarity of process design and scope
- Evidence-based definition of “asynchronous teaching”
- Observer skills and orientation
 - Pedagogy
 - Facilitation
 - Technology



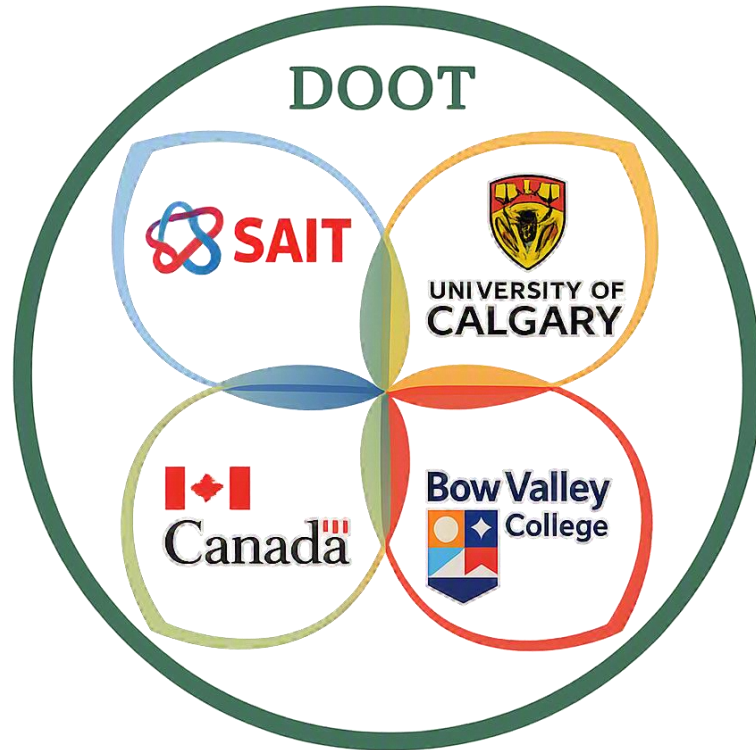
Key Elements

- Clear developmental purpose
- Clarity of process design and scope
- Evidence-based definition of “asynchronous teaching”
- Observer skills and orientation
- Engaging in critical reflection
- Planning follow up steps



Flexible – Managable – Caring

Then what?



Story continues ...

[DOOT Research Information Request](#)

DOOT Research Information Request

