

Appendix 3

Online Class Observation Rubric

TPACK				
	Teacher	Students	Platforms/ Tools	Learning Process
None (Lack of Appropriation)	Online learning does not happen or happens very minimally due to several factors.			
Rudimentary (Appropriation of a Label)	Teacher used social media and communication channel to teach, deliver learning materials, and connect with students.	Students found info on their own with technology	PowerPoint to teach, social media for communication, students used MS Word for assignment	The process was one-way. Teacher-centered (75%). In Thornburg model: Campfire. More students were off-cam and passive.
Basic (Appropriation of Surface Structures)	Teacher used strategy to combine content, technology, and teaching approach	Students used technology to plan and monitor their learning	Search engine for content, editorial tools for spelling/vocabulary, basic video-conferencing tools, students used Google docs for assignments	Teacher-centered (50%). Used video-conferencing tool and LMS. Learning materials were uploaded on LMS or sent to students prior to class.
Intermediate (Appropriation of Conceptual Underpinnings)	Teacher selected and used technology appropriately to enhance teaching and conduct learning assessment	Students used technology to construct different forms of knowledge representation	E-learning platform, advanced video-conferencing tools, curate online resources for teaching, students use Google Doc to comment and give feedback, use graphic design tools for posters	Used video-conferencing tool, various apps, and LMS along with their features to engage students. Learning materials were uploaded on LMS or sent to students prior to class. Student-centered (75%) or may be teacher-centered but students were engaged.
Advanced (Achieving Mastery)	Teacher used a range of online tools to teach and assess. Teacher showed leadership to help others in the use of technology	Students collaborated with each other using technology	Video/audio-editing software for teaching, use E-learning platform for group discussion and assessment, webinar with native speakers, students record video and upload for feedback	Very engaging student-centered learning. Combining synchronous and asynchronous learning. All learning spaces (Thornburg) were utilized.

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