# UF Standards and Markers of Excellence: Instructor Self-review/QA Review

**Instructor:** Please provide your thoughts on the items below as they relate to your course. **IMPORTANT: Provide URL links to an example of the item within your course from the term being reviewed**. This is your opportunity to point out things that you feel worked well in addition to areas where you would like feedback. It is not necessary to respond to every item. The “e” items in blue are exemplary and are not required. If there are “standard” items that do not apply to your discipline or course, please provide a short explanation. For clarification on the items within each category, view the [Quick Guides for each section](http://teach.ufl.edu/resources/uf-standards/).

**QA Reviewers:** Rating Scale: 0 = Absent, 1 = Included/Needs Improvement, 2 = Included/Satisfactory

Items designated with “e” are exemplary practices and can be marked with an “x” to indicate inclusion. No rating necessary.

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| **Instructor: I give permission for two Quality Assurance Committee members to access course: IUF1000 term: Demo as non-grading TAs for the purpose of course review.**  **Yes No** |

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| 1 | Content | Instructor Comments (Include URLs) | QA Reviewer 1 Comments | QA Reviewer 2 Comments | QA Points |
| 1.1 | Welcome video from instructor describes and outlines the course. | [In start here section](https://ufl.instructure.com/courses/320984/pages/start-here) : Overview from Hackett, and welcome message from Schultz  | For QA Comments only | For QA Comments only | QA only |
| 1.2 | Course goals are clearly stated. | In syllabus “[Course Policies and Procedures](https://ufl.instructure.com/courses/317732/assignments/syllabus)” document. (under Course Objectives—these are set by steering committee |  |  |  |
| 1.3 | Course deadlines are clear. | Located in Syllabus tool (also weekly deadlines are highlighted on home page)<https://ufl.instructure.com/courses/317732/assignments/syllabus>  |  |  |  |
| 1.4 | Course materials are presented to students in segments or units aligned with specific objectives and activities. | Yes, each module page outlines content + activities <https://ufl.instructure.com/courses/317732/pages/week-9-fighting-for-the-good-life?module_item_id=5842939>  |  |  |  |
| 1.5 | Students engage with course content in a variety of ways. | Yes, readings, audio, discussions, “notes” assignments, essay, student audio and video presentations <https://ufl.instructure.com/courses/317732/assignments>  |  |  |  |
| 1.6 | Course contains engaging lectures/presentations. | Yes, short module introductions from instructor, variety of video from various faculty (some shot on location) <https://ufl.instructure.com/courses/317732/pages/week-10-fighting-for-the-good-life-contd?module_item_id=5842946>  |  |  |  |
| 1.7 | Presentations are divided into short segments no longer than 20 minutes each where applicable (4-10 minutes is ideal). | Except for 3 ~30 minute presentations by David Hackett in Week 4, all are less than 15 minutes (am working to shorten these--jks) |  |  |  |
| 1.8 | All resources and materials in the course are appropriately cited. | Mostly, reading citations are at the bottom of each module pages, citations are at the end of videos. (Missing citations for module images—will correct—jks) <https://ufl.instructure.com/courses/317732/pages/week-1-thinking-about-the-good-life?module_item_id=5842905>  |  |  |  |
| 1.9e | Introductory quiz confirms student understanding of the syllabus, course requirements, and required tools and technologies. | Yes, “Start Here” quiz <https://ufl.instructure.com/courses/317732/quizzes/440057>  |  |  |  |
| 1.10e | Course includes optional additional practice or inquiry resources above and beyond the required content. | Not really, there is an optional “cool stuff” discussion forum for students to receive extra credit for posting about an item relating to the course content. Maybe need suggestions on what this could be? |  |  |  |
| 2 | **Instructional Methods** |  |  |  |  |
| 2.1 | Learning objectives are SMART (specific, measurable, achievable, realistic, and time sensitive). | Mostly. These were created by the steering committee and I do not feel that all are adequately addressed through the “approved” materials. These are under consideration by the steering committee. <https://ufl.instructure.com/courses/317732/pages/week-3-seeking-the-good-life?module_item_id=5842910>  |  |  |  |
| 2.2 | Learning objectives align with learning and assessment activities.  | Mostly. See above. <https://ufl.instructure.com/courses/317732/pages/week-3-seeking-the-good-life?module_item_id=5842910>  |  |  |  |
| 2.3 | Learning objectives are posted in the weekly overviews, modules, or sub-sections of the course. These objectives also align with the overall course goals. | Mostly. I’m not sure that we really cover “They will critically evaluate the costs and benefits of the good life in order to make sound decisions.” Effectively, but I would prefer to avoid adding any additional assignments (students already feel that there are too many—and I’m doing my best to be consistent with the face-to-face versions of the course.) |  |  |  |
| 2.4 | Assessments are consistent with the course materials, activities, and resources. | Yes. The “notes” activities prepare students to answer the “term” questions of midterm and final exams. Discussions prepare students to answer the essay questions of midterm and final exams as well as prepare them for the written and This I Believe audio essays. The video presentation helps students synthesize readings in preparation for exams. <https://ufl.instructure.com/courses/317732/assignments>  |  |  |  |
| 2.5 | Expectations and requirements for student performance and behavior are clearly provided (syllabus, netiquette, guidelines, rubrics, checklists). | Yes, all assignments have a rubric, netiquette guidelines are in the Syllabus tool and Start Here pages, midterm and final study guides can be found in weeks 5 and 14. <https://ufl.instructure.com/courses/317732/assignments/syllabus>  |  |  |  |
| 2.6 | Assessments are given in an appropriate time period after the learning activities have taken place. | Yes, they are throughout the course. <https://ufl.instructure.com/courses/317732/assignments>  |  |  |  |
| 2.7 | Ongoing, multiple assessment strategies are used to measure content knowledge, attitudes, and skills. | The major assessments are midterm, final, written essay, This I Believe and video presentation. These are mapped to the UF General Education SLOs. <https://ufl.instructure.com/courses/317732/assignments>  |  |  |  |
| 2.8e | Assignments or project-based assessments encourage students to utilize critical thinking skills. | Yes, all discussions have an analysis component as do the exams, and the written and This I Believes. <https://ufl.instructure.com/courses/317732/discussion_topics/867500>  |  |  |  |
| 2.9e | Team-based projects or activities including peer-review are an integral part of the course. | There are no team-based assignments, but video presentations and This I Believe audio essays are peer reviewed and students are advised to re-record and re-submit after receiving their feedback. <https://ufl.instructure.com/courses/317732/discussion_topics/867483>  |  |  |  |
| 2.10e | Peer and/or self-assessment is indicated for one or more assignments, and a rubric is provided. | Yes. See video presentation and This I Believe assignments. Also see the Midterm self-check assignment (this is just so students actually look at their grade and make a commitment as to what they will do to bring their grade up if they don’t like it.) <https://ufl.instructure.com/courses/317732/assignments/2805736>  |  |  |  |
| 2.11e | Students are encouraged to create content for presentation to their peers. | Yes. See video presentation and This I Believe assignments <https://ufl.instructure.com/courses/317732/assignments/2805736>  |  |  |  |
| 2.12e | Students are given the opportunity to relate personal experiences and apply their background knowledge/skills to the coursework. | Yes. See video presentation and This I Believe assignments.<https://ufl.instructure.com/courses/317732/assignments/2805736>  |  |  |  |
| 2.13e | Course includes both synchronous and asynchronous activities. Recordings are made available to those who cannot attend synchronous sessions. | No. All activities are asynchronous—this is preferred by UF Online. |  |  |  |
| 2.14e | Course uses interactive and competition strategies to engage students with content and each other. | It isn’t in the course yet, but if the This I Believe assignment performs well this fall (it has done well during the two previous terms) we will invite students to vote on their favorite This I Believes. With the permission of those students, the top essays will become part of a UF Library-curated collection for public access. <https://ufl.instructure.com/courses/317732/assignments/2805736>  |  |  |  |
| 2.15e | Rubrics are used for grading and shared with students in advance of assignments. | Yes, rubrics are available for all assignments. <https://ufl.instructure.com/courses/317732/assignments>  |  |  |  |
| 3 | **Communication & Interaction** |  |  |  |  |
|  3.1 | Participation expectations are explicit and easy to find. | Yes. They are outlined in the Policies and Procedures document as well as in the individual assignments. <https://ufl.instructure.com/courses/317732/assignments/syllabus>  |  |  |  |
|  3.2 | Methods and frequency of instructor feedback are provided. | Somewhat. The instructor and TA use the Announcements to let students know when they can expect to receive feedback on specific assignments. <https://ufl.instructure.com/courses/317732/announcements>  |  |  |  |
|  3.3 | Opportunity for student-faculty and student-student interactions is available and encouraged. | Mostly. Student-faculty/TA interactions occur as feedback for individual assignments. In particular, the written essay and This I Believe thesis assignments. <https://ufl.instructure.com/courses/317732/assignments/2823287>  |  |  |  |
|  3.4 | Feedback about student performance is provided in a timely manner throughout the course as stated in the syllabus. | I don’t think the syllabus says anything about when feedback will be provided. Will add-jks |  |  |  |
|  3.5 | The instructor seeks student feedback regarding assignments, materials, and presentations.  | There are surveys around week 3 and one around week 11. But I don’t think that either one asks about presentations Will add-jks <https://ufl.instructure.com/courses/317732/quizzes/455406>  |  |  |  |
|  3.6 | Syllabus states a response/feedback policy (recommended: within 24 hours during the work week and 48 hours on weekends)  | No, I don’t think this is stated. Will add--jks |  |  |  |
|  3.7e | Instructor provides links to tutorials/information on how students can become successful online learners. | Somewhat. I had a special video created about [academic honesty](https://mediasite.video.ufl.edu/Mediasite/Login?ReturnUrl=%2fMediasite%2fPlay%2f4d4dc97cf12f41569f0f8d4027ea8c111d) for the course. I also use a library video on Citing Your Sources. But I think the course probably needs more general information about scheduling your time and so forth. Will add-jks |  |  |  |
|  3.8e | Students are encouraged to use images and video options to interact with students and instructor. | Somewhat, one discussion requires a video post to help prepare students for their video and audio presentations. <https://ufl.instructure.com/courses/317732/discussion_topics/867485>  |  |  |  |
|  3.9e | Instructor incorporates feedback to improve the course while in progress. | Yes. I am about to update the remaining “claim” discussions to make them a bit easier/clearer. |  |  |  |
|  3.10e | Instructor provides optional resources for those students who may need them. | There are links to the usual campus help resources in the Start Here section as well as in the Policies and Procedures document. <https://ufl.instructure.com/courses/317732/pages/start-here?module_item_id=5842900>  |  |  |  |
| 4 | **Technology** |  |  |  |  |
|  4.1 | Requirements and expectations of technology use are clearly stated. | Yes. Mostly in the video presentations—which is where students seem to have the most trouble. |  |  |  |
|  4.2 | Tutorials, practice, and/or remediation resources for specialized technologies are provided. | Yes, a video discussion is required (low stakes) before they get to the video presentations. They also can re-record after their peer review. <https://ufl.instructure.com/courses/317732/discussion_topics/867485>  |  |  |  |
|  4.3 | Instructions and tutorials on how to use the course technology are conveniently located. | Yes. Both video and accessible .pdf tutorials can be found in the assignment instructions. See the “Notes” assignment: <https://ufl.instructure.com/courses/317732/assignments/2823317>  |  |  |  |
|  4.4 | Provisions are in place to allow for potential failures of technology, and are clearly expressed to students. | Not really. Will add--jks |  |  |  |
|  4.5 | The tools and media are compatible with prevailing standards and formats. Information on the length of the media is recommended. | Yes. Although a few students do not like mediasite. This course must use the centrally supported tool. |  |  |  |
|  4.6 | Courses that have more than 50% of the grade from online quizzes and exams use appropriate online security measures. | Yes. Course uses a variety of assessment, including video, audio, and written essays. ProctorU is used for the two exams. <https://ufl.instructure.com/courses/317732/assignments/2805732?module_item_id=5842916>  |  |  |  |
|  4.7 | All media is accessible cross-platform, mobile-compatible, and is available in both streaming and downloadable formats (where possible.) | Media is not available to download. Some videos contain artwork for which copyright requires access through the password protected course. |  |  |  |
|  4.8e | Course utilizes a variety of technologies for student participation and engagement. | Yes. Discussion boards, video and audio. <https://ufl.instructure.com/courses/317732/assignments>  |  |  |  |
|  4.9e | As part of the course assignments, students must learn and use specialized technologies (software/hardware) relevant to the course content.  | They record audio and video presentations. <https://ufl.instructure.com/courses/317732/pages/week-14-achieving-the-good-life?module_item_id=5842968>  |  |  |  |
| 5 | **Course Accessibility, Design, & Organization** |  |  |  |  |
| 5.1  | Course starting point is clearly demarcated. | Yes. There is a “start here” section <https://ufl.instructure.com/courses/317732/pages/start-here>  |  |  |  |
|  5.2 | Course organization and navigation is logical and consistent throughout the course. | I think so, but could use some feedback on this. Modules tool and course pages are used, but students had trouble find the discussions during the first week of class (they were linked in the module page, modules tool and home page—not sure where else to link them) <https://ufl.instructure.com/courses/317732/pages/week-1-thinking-about-the-good-life?module_item_id=5842905>  |  |  |  |
|  5.3 | Course uses headings, subheadings and lists to organize document structure. (See Quick Guide to Online Course Accessibility)  | Yes. <https://ufl.instructure.com/courses/317732/pages/week-1-thinking-about-the-good-life?module_item_id=5842905>  |  |  |  |
|  5.4 | Color is not used to convey meaning in the course website. | Correct. |  |  |  |
|  5.5 | The default alt text inserted by Canvas is edited to describe the image. ([See Quick Guide to Online Course Accessibility](http://teach.ufl.edu/resources/uf-standards/)) | Yes. <https://ufl.instructure.com/courses/317732/pages/week-1-thinking-about-the-good-life?module_item_id=5842905>  |  |  |  |
|  5.6 | Font and background colors within course website and presentations are contrasted for easy readability. | Yes. |  |  |  |
|  5.7 | PDF documents (if used) can be read by a screen reader (text in the document is selectable.)  | Yes. |  |  |  |
| 5.8e  | Images are relevant and high-quality. | Yes. See video presentations: <https://mediasite.video.ufl.edu/Mediasite/Play/762024f6098f42008eca0401f1b4844b1d>  |  |  |  |
|  5.9e | Course layout and visuals are attractive and guide the student to focus on important concepts. | I think module header images could use some help—please offer suggestions. |  |  |  |
|  5.10e | Course videos are Closed Captioned or a script is provided where needed. | Somewhat. I have the transcripts from the module introductions and can make those available. |  |  |  |
| 6 | **General Comments & Questions for Reviewers** |  |  |  |  |
|  |  | I marked areas that I know I need to address in red above. Green areas are where I would like suggestions. |  |  |  |
|  |  | I’d like to give the course pages more visual appeal—help with this would be appreciated. Maybe KennethWare will be able to help. |  |  |  |
|  |  | Based on the survey from last summer, students are split on the “Antigone Tweet” assignment. But they “seem” to really get into it. Maybe I should make it extra credit—or consider giving the students a choice which of the extra activities they do. <https://ufl.instructure.com/courses/317732/discussion_topics/867481>  |  |  |  |
|  |  | There are many elements of the course that I cannot control as they are mandated by the steering committee (choice of readings and main assignments). However, some of my suggestions have been accepted and are even being pushed out to other sections of the course—such as the ***This I Believe*** audio essays.  |  |  |  |
|  | Updated 9/4/15 |  |  |  |  |