# 2018 Online Education Excellence Awards Self/Peer Review Form

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| **Course Number** |  | **Instructor Name** |  | **Review Term** |  |
| **Course Title** |  | **Course URL** |  | **Review Section Number(s)** |  |

**Instructor:** Point out elements that work well in addition to areas where feedback or suggestions would be helpful (note that some fields only request yes/no plus the URL.) It is not necessary to respond to every item. If an item does not apply to your discipline or course, please provide a short explanation. View the [Quick Guides](http://teach.ufl.edu/uf-standards-and-markers-of-excellence/) for clarification and examples for each category. **IMPORTANT: Provide URL links to an example of the course item from the term being reviewed**. If URL links to examples are not provided, the nominated course will be removed from award consideration.

|  | **Standard** | **Instructor Comments** | **Example (provide URL)** | **QA Reviewer Comments** | **Rating** |
| --- | --- | --- | --- | --- | --- |
| 1 | Course Content |  |  |  |  |
| 1.1 | A welcome message from instructor (text, audio, or video) describes and outlines the course. | Yes/No |  |  |  |
| 1.2 | Course goals, policies and deadlines are clearly stated. | Yes/No |  |  |  |
| 1.3 | Students engage with course content in a variety of ways (e.g., projects, discussions, small groups, etc.) |  |  |  |  |
| 1.4 | The course contains focused, interesting lectures/presentations and high quality materials. (Examples include integrated quizzes, interviews and virtual field trips.) |  |  |  |  |
| 1.5 | Presentations are divided into segments with a target length of 4 - 10 minutes. | Yes/No |  |  |  |
| 1.6 | All resources and course materials contain proper citation clarifying copyright and permissions. (See [UF Libraries Resources](http://digital.uflib.ufl.edu/procedures/copyright/)) | Yes/No |  |  |  |
| 1.7 | A prominent introductory activity confirms student understanding of the syllabus, course requirements and required tools and technologies where appropriate. |  |  |  |  |
| 1.8 | Instructor provides optional supplemental/remedial resources for those students who may need them (e.g. as follow-up to assignment submissions.) |  |  |  |  |
| 1.9 | Syllabus, schedule and other important course documents/information are easily located. | Yes/No |  |  |  |
| 1.10 | Syllabus aligns with current [UF Syllabus Policy](http://syllabus.ufl.edu/Data/Sites/18/media/policies/syllabus-policy-current.pdf). |  |  |  |  |
| 1.11 | Course contains content that is accurate, current and functional in its presentation. |  |  |  |  |
| 1.12 | Course materials provide written definitions of activities that constitute plagiarism and/or academic misconduct and consequences of committing such behavior. | Yes/No |  |  |  |
| 2 | Instructional Methods |  |  |  |  |
| 2.1 | Learning objectives are SMART (specific, measurable, achievable, realistic, and time sensitive) and align with course goals. |  |  |  |  |
| 2.2 | Assessments, learning activities, resources and course materials align with the learning objectives. |  |  |  |  |
| 2.3 | Expectations and requirements for student professionalism and respectful communication are clearly provided in the syllabus or introductory materials. | Yes/No |  |  |  |
| 2.4 | Ongoing multiple assessment strategies are used to measure content knowledge, attitudes and skills. |  |  |  |  |
| 2.5 | Assignments and assessments encourage students to demonstrate a level of knowledge and/or skills appropriate to the course goals. |  |  |  |  |
| 2.6 | Team-based projects or activities, peer-review, and/or self-assessment are part of the course. |  |  |  |  |
| 2.7 | Students are given the opportunity to relate personal experiences and apply their background knowledge/skills to the coursework. |  |  |  |  |
| 2.8 | When synchronous sessions are included, reasonable accommodations will be made for students who cannot participate. | Yes/No |  |  |  |
| 2.9 | Clear scoring criteria align with assignment instructions and are shared with students in advance of assignments. |  |  |  |  |
| 3 | Communication & Interaction |  |  |  |  |
| 3.1 | Participation expectations are explicit and easy to find. | Yes/No |  |  |  |
| 3.2 | Students receive feedback regularly, and in sufficient time to support improvement in subsequent assignments. |  |  |  |  |
| 3.3 | Multiple and varied (including non-text options such as audio, images and videos) student-faculty and student-student interactions are incorporated and to the extent possible, encouraged within course communication and activities. |  |  |  |  |
| 3.4 | Instructor requests student feedback on the course (assignments, materials and/or presentations.) |  |  |  |  |
| 3.5 | Timeframe for instructor responses to student inquiries is explicit and easy to find. (Note: Recommended within 24 hours during the work week and 48 hours on weekends.) |  |  |  |  |
| 3.6 | Instructor provides links to tutorials/information on how students can become successful online learners. |  |  |  |  |
| 3.7 | Instructor demonstrates ongoing changes and improvements based on constructive student feedback provided in current or previous term. |  | *Instructor: Briefly describe feedback and subsequent improvements. Provide links to examples and announcements.* |  |  |
| 3.8 | The instructor is visibly present throughout the course via frequent text, audio and/or visual communications. |  |  |  |  |
| 3.9 | Instructor takes steps to protect students' education records/privacy rights in accordance with [university policy](https://catalog.ufl.edu/ugrad/current/regulations/info/student-ferpa-rights.aspx). | Yes/No |  |  |  |
| 4 | Technology |  |  |  |  |
| 4.1 | Requirements and expectations of technology use are clearly stated. |  |  |  |  |
| 4.2 | Tutorials, practice, and/or support resources are provided and conveniently located for use of the LMS and any specialized technologies. |  |  |  |  |
| 4.3 | Provisions are in place to allow for potential failures of technology, and are clearly expressed to students. | Yes/No |  |  |  |
| 4.4 | Course technology tools and media are functional using modern web browsers. (Note: Recommend providing information on the length of any time-based media such as audio or video.) | Yes/No |  |  |  |
| 4.5 | Any single assessment that comprises 15% or more of the total grade uses appropriate security measures such as plagiarism detection and/or proctoring services. |  |  |  |  |
| 4.6 | Media located outside of the UF LMS is accessible, cross-platform, mobile-compatible and is available in both streaming and downloadable formats (where possible.) |  |  |  |  |
| 5 | Course Accessibility, Design & Organization |  |  |  |  |
| 5.1 | Students are presented with an obvious starting point and clear directions on how to navigate the course. | Yes/No |  |  |  |
| 5.2 | Course organization and navigation is logical and consistent throughout the course. |  |  |  |  |
| 5.3 | Course uses headings, subheadings and lists to organize document structure. (See the [Quick Guide to Online Course Accessibility](http://teach.ufl.edu/uf-standards-and-markers-of-excellence/)) | Yes/No |  |  |  |
| 5.4 | Color alone is not used to convey meaning in the course website. | Yes/No |  |  |  |
| 5.5 | The text of images' "ALT tag" accurately and succinctly describes each image. ([See the Quick Guide to Online Course Accessibility](http://teach.ufl.edu/uf-standards-and-markers-of-excellence/)) | Yes/No |  |  |  |
| 5.6 | Font and background colors within course website and presentations are contrasted for easy readability (as defined by [web accessibility conventions](http://webaim.org/resources/contrastchecker/).) | Yes/No |  |  |  |
| 5.7 | All documents (if used) can be read by a screen reader (text in the document is selectable.) | Yes/No |  |  |  |
| 5.8 | Images included in lectures are relevant and high-quality. |  |  |  |  |
| 5.9 | Course layout and visuals guide the student to focus on important concepts. |  |  |  |  |
| 5.10 | Course multimedia are Closed Captioned or a script is provided upon accommodation request through the [Disability Resource Center](https://www.dso.ufl.edu/drc/) (DRC.) |  |  |  |  |
| 6 | Instructor Presence |  |  |  |  |
| 6.1 | There is clear evidence of instructor team presence throughout the course. |  |  |  |  |
| 6.2 | Instructor proactively addresses problems as they emerge and is responsive to student concerns. |  |  |  |  |
| 6.3 | Instructor consistently demonstrates enthusiasm for the course subject matter. |  |  |  |  |
| 6.4 | The instructor team participates in scholarly conversations with students. |  |  |  |  |
| 6.5 | Instructor uses a positive, supportive tone in all communications. |  |  |  |  |
| 7 | Community and Relationships |  |  |  |  |
| 7.1 | Course includes regular and substantive interaction between instructor team and students. |  |  |  |  |
| 7.2 | Instructor provides space and encouragement for students to develop an online learning community. |  |  |  |  |
| 7.3 | Instructor creates an inclusive, supportive, and engaging climate, with a variety of methods. |  |  |  |  |
| 7.4 | Instructor provides activities/assignments that foster student interaction and collaboration (as appropriate). |  |  |  |  |
| 8 | Feedback |  |  |  |  |
| 8.1 | The instructor team provides constructive feedback in sufficient time for students to apply learning to the next assignment. |  |  |  |  |
| 8.2 | Students are encouraged to be self-directed and take responsibility for their learning. |  |  |  |  |
| 8.3 | Instructor team provides balanced feedback that acknowledges strengths as well as areas for improvement. |  |  |  |  |
| 9 | Other Teaching Practices |  |  |  |  |
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