

EXCELLENCE IN ONLINE TEACHING

FACULTY SELF-REFLECTION GUIDE

Purpose:

Effective online instruction requires a great deal of time and dedication, and the purpose of this below criteria is to provide faculty with concepts and examples to help them complete a self-reflection of their online courses. Excelling in the below criteria will support faculty in providing innovative and exemplary teaching practices for their online course(s), increasing student success and ensuring student equity.

Criteria for self-reflection:

The following is a summary of self-reflection criteria. The six (6) areas of focus are:

- (1) Learner Support
- (2) Course Organization and Design
- (3) Communication and Collaboration
- (4) Content and Student Engagement
- (5) Assessment and Evaluation
- (6) Faculty Use of Student Feedback

Under each area of focus there are a series of questions that address criteria to be evaluated. The examples listed under each of the questions include methods and tools that may be used in meeting the examples--they are not meant to be a complete list, nor are faculty expected to use all of the methods.

(1) Learner Support	Examples:
<ul style="list-style-type: none"> ○ Does the instructor support student completion and success rates through a variety of methods? 	<ul style="list-style-type: none"> <input type="checkbox"/> Proactive Communication such as “Welcome” emails, weekly reminders, or “Helpful Hints” messages. <input type="checkbox"/> Clear assignment guidelines with due dates <input type="checkbox"/> Responding to student issues in a timely manner <input type="checkbox"/> Orientation Video <input type="checkbox"/> Syllabus Quiz <input type="checkbox"/> Enrollment and Drop dates
<ul style="list-style-type: none"> ○ Are links to LBCC student services included in the course layout? 	<ul style="list-style-type: none"> <input type="checkbox"/> Online Learning Student Readiness <input type="checkbox"/> Learning and Academic Resources (LAR) <input type="checkbox"/> Disabled Student Programs and Services (DSPS) <input type="checkbox"/> Writing and Reading Success Centers (WRSC) <input type="checkbox"/> Online Tutoring and Online Counseling
<ul style="list-style-type: none"> ○ Does the instructor offer access to a wide range of resources that support course content and different learning abilities? 	<ul style="list-style-type: none"> <input type="checkbox"/> External web links <input type="checkbox"/> YouTube videos or channels <input type="checkbox"/> “Frequently Asked Questions” links <input type="checkbox"/> Glossary of terms
<ul style="list-style-type: none"> ○ Are instructions for citing resources provided? 	<ul style="list-style-type: none"> <input type="checkbox"/> Instructor-created lecture/document <input type="checkbox"/> Links to external formatting models <input type="checkbox"/> Links to LBCC’s library services: http://www.lbcc.edu/WRSC/ResearchCitation.cfm <input type="checkbox"/> http://lbcc.libguides.com/mla
<ul style="list-style-type: none"> ○ Is plagiarism is clearly defined with identified consequences? 	<ul style="list-style-type: none"> <input type="checkbox"/> Link to LBCC web page on plagiarism consequences <input type="checkbox"/> Course consequences <input type="checkbox"/> Lecture/Tutorial <input type="checkbox"/> Video link from “teach online” course

(2) Course Organization & Design	
Examples:	
○ Is the course well organized, aesthetically appealing, and easy to navigate?	<input type="checkbox"/> Visually appealing and interesting <input type="checkbox"/> Concise written material with clear instructions <input type="checkbox"/> Clear navigation links <input type="checkbox"/> Consistent course layout throughout the term <input type="checkbox"/> Ease of use <input type="checkbox"/> Clearly defined netiquette expectations <input type="checkbox"/> Explanation of professional email formatting
○ Is the course syllabus easily accessible, well organized, and complete?	<input type="checkbox"/> Syllabus includes Student Learning Outcomes <input type="checkbox"/> Clearly defined expectations of student participation <input type="checkbox"/> Grading scale <input type="checkbox"/> Due dates <input type="checkbox"/> Required texts and course materials listed <input type="checkbox"/> Instruction contact and communication policies
○ Is universal accessibility addressed throughout the course?	<input type="checkbox"/> Use of color to add interest but not distracting for the visually challenged <input type="checkbox"/> Ample white spaces around and between blocks of text <input type="checkbox"/> Closed captioning on all videos <input type="checkbox"/> Photos and tables are labeled with ALT tags and uniquely labeled within the text <input type="checkbox"/> Unique labels are used to refer each of the tables or photos <input type="checkbox"/> Links to non-HTML resources such as PDF, PowerPoint, etc. are clearly labeled <input type="checkbox"/> Text transcriptions are provided for any audio presentations <input type="checkbox"/> Audio description of important visual content is included <input type="checkbox"/> Design accommodates a wide range of individual preferences and abilities <input type="checkbox"/> Design minimizes hazards and the adverse effects of accidental or unintended actions <input type="checkbox"/> Links are descriptive outside of their context within the page

(3) Communication & Collaboration	
Examples:	
○ Is student Interaction and collaboration promoted?	<input type="checkbox"/> Opportunities for students to get to know each other (e.g. student bios) <input type="checkbox"/> Students directed to interact via Wikis, Formal discussions, Chats, Group Projects, and Discussion Forums <input type="checkbox"/> <i>Appropriate</i> interaction explained and enforced
○ Are communication strategies with the instructor promoted?	<input type="checkbox"/> Email address included in the syllabus along with an invitation to email instructor <input type="checkbox"/> Email response time of instructor included in the syllabus <input type="checkbox"/> Online office hours <input type="checkbox"/> Phone numbers where the instructor can be reached <input type="checkbox"/> Instructor involvement in discussion forums <input type="checkbox"/> Instructor feedback on discussion forums
○ Does the instructor provide students with regular and effective contact in a timely manner?	<input type="checkbox"/> Discussion forums <input type="checkbox"/> Emails <input type="checkbox"/> Assignment feedback <input type="checkbox"/> Grading feedback

(4) Content & Student Engagement	
Examples:	
○ Are communication strategies and critical thinking activities promoted?	<input type="checkbox"/> Examining texts <input type="checkbox"/> Written synthesis of readings <input type="checkbox"/> Discussing analyses of readings <input type="checkbox"/> Sharing evaluations of topics/assigned readings <input type="checkbox"/> Assignments include real world application

<ul style="list-style-type: none"> ○ Are multiple learning styles addressed through a variety of activities and presentation formats that promote student engagement and student equity? 	<ul style="list-style-type: none"> <input type="checkbox"/> Linked external videos <input type="checkbox"/> Interactive activities <input type="checkbox"/> Self-assessment activities <input type="checkbox"/> Audio and/or video lectures <input type="checkbox"/> Pictures <input type="checkbox"/> Testing Practices and study guides <input type="checkbox"/> Simulation <input type="checkbox"/> Animation <input type="checkbox"/> Podcasts
<ul style="list-style-type: none"> ○ Is student engagement promoted through course content? 	<ul style="list-style-type: none"> <input type="checkbox"/> Discussion forums <input type="checkbox"/> Interactive activities <input type="checkbox"/> Student presentations
<ul style="list-style-type: none"> ○ Is student equity addressed throughout the course content? 	<ul style="list-style-type: none"> <input type="checkbox"/> Alternative activities <input type="checkbox"/> Providing grading rubrics to students before they complete assignments <input type="checkbox"/> Variety of types of assignments
<ul style="list-style-type: none"> ○ Are critical thinking activities included throughout the course? 	<ul style="list-style-type: none"> <input type="checkbox"/> Subject-specific strategies <input type="checkbox"/> Discussion prompts <input type="checkbox"/> Research

(5) Assessment and Evaluation	Examples:
<ul style="list-style-type: none"> ○ Are student learning objectives and assessment activities closely aligned? 	<ul style="list-style-type: none"> <input type="checkbox"/> Students know what they are supposed to be learning from activities and assessments <input type="checkbox"/> Correlation between student learning outcomes and course assignments is included on syllabus
<ul style="list-style-type: none"> ○ Are acceptable methods for completing assignments clearly identified? 	<ul style="list-style-type: none"> <input type="checkbox"/> Clear instructions on all assignments <input type="checkbox"/> Rubrics provided to students before grading <input type="checkbox"/> Rubrics used for grading assignments <input type="checkbox"/> Due dates and late policies clearly stated
<ul style="list-style-type: none"> ○ Are multiple assessment methods used? 	<ul style="list-style-type: none"> <input type="checkbox"/> Multiple testing methods <input type="checkbox"/> Quizzes <input type="checkbox"/> Term papers <input type="checkbox"/> Discussions <input type="checkbox"/> Course-specific practical application assignments <input type="checkbox"/> Self-tests provided for student practice
<ul style="list-style-type: none"> ○ Does the instructor grade with detailed commentary on student assignments in a timely manner? 	<ul style="list-style-type: none"> <input type="checkbox"/> Rubrics used <input type="checkbox"/> Written feedback given in addition to points or grades
<ul style="list-style-type: none"> ○ Does the instructor reply to student emails in a timely manner? 	<ul style="list-style-type: none"> <input type="checkbox"/> Informs students of timeline for feedback (e.g. 48 hours?)

(6) Faculty Use of Student Feedback	Examples:
<ul style="list-style-type: none"> ○ Does the instructor use formal and informal student feedback regularly in planning instruction? 	<ul style="list-style-type: none"> <input type="checkbox"/> Changing the assignments for following semesters <input type="checkbox"/> Reorganizing what is unclear <input type="checkbox"/> Rewording instructions
<ul style="list-style-type: none"> ○ Are students surveyed throughout the term regarding the effectiveness of course organization and online activities? 	<ul style="list-style-type: none"> <input type="checkbox"/> Emailing questions about course <input type="checkbox"/> Asking specific students for feedback <input type="checkbox"/> Assessing links in course <input type="checkbox"/> Formal Assessment <input type="checkbox"/> Course Detective
<ul style="list-style-type: none"> ○ Does the instructor Use SLO data to inform changes in instruction? 	<ul style="list-style-type: none"> <input type="checkbox"/> Tailor assignments for following semester based on SLO data <input type="checkbox"/> Modifying assignments to better focus on student learning outcomes