**An Example of Self-Assessment for Online Courses (From University of Michigan, Dr. Lynn Johnson)**

**Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ , Course:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Principle 1: Good practice encourages contact between students and faculty.** Frequent and timely student-faculty contact is the most important factor in student motivation and involvement, particularly in a distance education environment. Evidence of faculty concern helps students get through challenging situations and inspires them to persevere. Knowing a few faculty members well enhances students’ intellectual commitment and encourages them to think about their own values and future plans. | **Instructor’s Self-Assessment** |
| **Examples of evidence to look for:**   * A “welcome message” is provided at the beginning of the course that encourages student-to-instructor contact for course-related discussions or concerns. * The instructor initiates contact with, or responds to, students on a regular basis in order to establish a consistent online presence in the course (and prior notice is given to students in the event that the instructor will be unavailable for more than a few days). * A prominent announcement area is used to communicate important up-to-date course information to students, such as reminders of impending assignment due dates, curriculum changes, scheduled absences, etc. * The instructor holds regular office hours, and by appointment, that are mediated by technology (e.g., the telephone, web conferencing) * Student inquiries are responded to in a timely manner. * The instructor provides students with interaction space for study groups, “hallway conversations,” etc. * Course uses multiple avenues to communicate: announcements, discussion boards, Zoom meetings, office hours etc. * The instructor solicits regular feedback and works closely with class leadership to address concerns in a timely manner. | **Evidence Found:**  **Strengths:**  **Add future goals/action plan:** |
| **Principle 2: Good practice develops reciprocity and cooperation among students.** Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in understanding. | **Instructor’s Self-Assessment** |
| **Examples of evidence to look for:**   * The instructor establishes an online presence that encourages and fosters a healthy exchange of ideas and sharing of experiences among course participants.   + Use of discussion boards to encourage interaction between students.   + An Explanation of the criteria for “good” discussion participation.   + Modeling of good discussion participation practices by the instructor.   + Discussion prompts that help to guide and elicit student participation in class discussion activities.   + Instructor *facilitation* of class discussions by encouraging, probing, questioning, summarizing, etc. * Regular opportunities for students to engage in one or more of the following opportunities:   + Formal and/or informal discussions of course topics   + Collaborative course assignments   + Study group   + Team building activity at the beginning of the course as appropriate is included.   + Encouragement to students to strengthen their online presence in the course by sharing links to their e-portfolio, personal Website, and/or posting a photo of themselves to the class Web space (e.g., their LMS profile). * Group assignments that follow the best practices of cooperative learning in order to avoid the common pitfalls of “group work.” * Student interaction space(s) for study groups, “hallway conversations,” etc. | **Evidence Found:**  **Strengths:**  **Add future goals/action plan:** |
| **Principle 3: Good Practice encourages active learning.** Active learning methods engage students in the learning process by encouraging them to discover, process, and apply information. Empirical support for the positive impact of active learning on student achievement is extensive. | **Instructor’s Self-Assessment** |
| **Examples of evidence to look for:**   * Student activities that include one or more of the following:   + Active use of writing, speaking, and other forms of self-expression.   + Opportunity for information gathering, synthesis, and analysis in solving problems (including the use of library, electronic/computer and other resources, and quantitative reasoning and interpretation, as applicable)   + Engagement in collaborative learning activities   + Course offers ample opportunities for interaction (Student to Student; Student to Instructor; Student to Content[[1]](#footnote-2))   + Application of intercultural and international competence   + Dialog pertaining to social behavior, community, and scholarly conduct   + Rubrics align learning objectives, instructional and assessment activities.   + There are multiple, timely and appropriate activities to assess student readiness for clinical practice.   + Readiness for clinical practice is specifically stated in course objectives.   + Opportunities for students to “customize” their learning by tailoring assignments to their personal and professional interests and needs.   + Course uses multiple modalities to communicate: auditory, visual etc.   + Course provides multiple activities to develop critical thinking & problem solving skills including collaborative work. * Examples of student work where they:   + Think, talk, or write about their learning   + Reflect, relate, organize, apply, synthesize, or evaluate information   + Perform research, pre-clinical lab work, or clinical activities   + Participate in, design, or develop educational games and simulations | **Evidence Found:**  **Strengths:**  **Add future goals/action plan:** |
| **Principle 4: Good practice gives prompt feedback.** Instructors help students frequently assess their knowledge and competence and provide them with opportunities to perform, receive meaningful suggestions, and reflect on their learning. | **Instructor’s Self-Assessment** |
| **Examples of evidence to look for:**   * Information about course feedback methods and standards on the course syllabus. * Option (or requirement) for students to submit drafts of assignments for instructor feedback. * Meaningful feedback on student assignments that is provided within a publicized, and reasonable, time frame. * Assignment feedback that is clear, positive, specific, and focused on observable behavior that can be changed. * Clearly communicated course and individual assignment grading criteria (rubrics). * Up-to-date, student-accessible course gradebook. * Examples of student work that demonstrates advancement toward learning goals. * There are opportunities for student self-assessments and peer feedback. * There are opportunities for students to provide feedback to the instructor for course improvement. * Frequent feedback provided to students through written explanations and detailed feedback on assignments. | **Evidence Found:**  **Strengths:**  **Add future goals/action plan:** |
| **Principle 5: Good education emphasizes time on task.** The frequency and duration of study, as well as effective time management skills, are critical for students and professionals alike. Students need help in learning to manage and prioritize their study time. | **Instructor’s Self-Assessment** |
| **Examples of evidence to look for:**   * A published course schedule that outlines topics to be covered and assignment due dates so students can plan their workload accordingly. * Information on the course syllabus that provides an estimate of the amount of time students should spend on the course (e.g., “On average, most students spend eight hours per week working on course assignments. Your workload may be more or less depending on your prior experience with computing and the Web in general, and with this subject in particular.”) * Time-to-completion information on course assignments (e.g., This assignment should take you approximately 2 hours to complete.”) * Course-specific study tips, in the syllabus or in the course resources, that provide students with strategies for utilizing their time well. * Assignment feedback that provides students with information on where to focus their studies. * Assignment due dates and timeframes that take into account the nature of the target audience. For example, a course targeted to working adult professionals might incorporate a weekend into an assignment timeframe. | **Evidence Found:**  **Strengths:**  **Add future goals/action plan:** |
| **Principle 6: Good practice communicates high expectations.** As the saying goes, “If you don’t know where you are going, how will you know when you get there?” Effective instructors have high, but reasonable, expectations for their students. They clearly communicate those expectations and provide support to their efforts to meet those expectations. | **Instructor’s Self-Assessment** |
| **Examples of evidence to look for:**   * Explicit communication of the skills and knowledge every student needs to have (prerequisites) in order to be successful in the course. * Goals and learning objectives are clearly communicated and aligned with competencies and assessments. * Course is well organized into modules (learning objectives are clearly defined for each module, etc.). * Motivation and encouragement that inspires students to move past the easy answers to more complex solutions. * Routine use of critical and probing questions when communicating with students about course assignments and activities. * Examples and non-examples of high quality work, along with a discussion of the differences between them. Examples of student work that demonstrate advancement towards learning goals. * Instructor encourages self-reflection. * Assessments are at appropriate developmental (D1, D2, D3, & D4) and difficulty level (not too easy or too difficult and discriminate between students). | **Evidence Found:**  **Strengths:**  **Add future goals/action plan:** |
| **Principle 7: Good practice respects diverse talents and ways of learning.** People bring different talents and styles of learning to the learning environment. Some bring a wealth of relevant experience to a course, while others may be new to the topic at hand. Likewise, students who are strong in a discussion situation may be less adept at lab or studio work. Students need the opportunity to demonstrate their talents and to “personalize” their learningso that it is relevant to them. It is also important to give students opportunities to learn in ways that may be less comfortable in order to improve their learning skills. | **Instructor’s Self-Assessment** |
| **Examples of evidence to look for:**   * Use of a variety of assessment tools that gauge student progress. * Alternative assignment options that allow students to demonstrate their progress in a manner that is best conducive to their talents. For example, a podcast might be allowed as learning evidence instead of a written paper. * Assess the need for supplemental online materials to students who lack prerequisite knowledge. * Timely, corrective feedback for online activities. * A positive online climate where students are encouraged to seek assistance with course content and learning activities if needed. * A policy for accommodations that is stated on the course syllabus. * Accommodations are proactively offered for students with disabilities. * A variety of instructional materials and modalities and assignments that address the learning styles of the students. | **Evidence Found:**  **Strengths:**  **Add future goals/action plan:** |

1. Student has opportunities to engage with course content in multiple ways [↑](#footnote-ref-2)