

Course Evaluation: A Tool for Faculty

How to Use: The following recommendations are "Best Practices". The purpose of this evaluation tool is to provide an opportunity for online faculty to receive helpful formative feedback in order to improve their course design and delivery. If this form is used for official evaluation purposes, then all concerned must unanimously agree to its use. After filling out this evaluation you may Save, Print or Email as an attachment.

Principle 1: Best Practice Encourages Student-Faculty Contact.

Application: Instructors should provide clear guidelines for interaction with students.

This may include the following:

- The instructor establishes policies describing the types of communication that should take place in a variety of modalities. Examples include Email, Threaded Discussions, Chat rooms, Who's Online and the Whiteboard.
- The instructor sets clear standards for instructor's timelines for responding to messages.
- Examples may include "I will make every effort to respond to your Email within 48 hours of receiving it".
- The instructor provides clear information regarding curriculum content and course procedures and policies. Examples may include a face to face course orientation, online orientation and/or a clear detailed course syllabus.

<input type="checkbox"/>	The course has very clear policies and procedures regarding how students may communicate with the instructor along with very clear information regarding course procedures and policies.
<input type="checkbox"/>	The course has generally clear policies regarding communication, policies and course procedures, however some minor areas may need improvement.
<input type="checkbox"/>	The course procedures regarding communication, policies and course procedures has significant short-comings with improvement needed in some areas.

Comments:

Principle 2: Best Practice Encourages Cooperation Among Students.

Application: Well designed discussion assignments and/or student projects facilitate meaningful cooperation among students.

- Learners should be required to participate (and graded upon participation). Points given for participation in class discussions may be based upon the quantity and/or the quality of the participation (ie - actual discussion postings entered by students).
- Discussion groups should remain small and/or well managed.
- Discussions may be focused on a task.
- Tasks should engage in learners in interaction with each other and with the content.
- Learners should receive feedback on their discussions.
- Instructors should post expectations for discussions and have clear guidelines on how students are to post to discussions.
- A course utilizing group projects using the "student presentations" tool, should have clear guidelines and easy to understand instructions in order maximize student participation and success.

<input type="checkbox"/>	Discussions and/or group projects have clear guidelines for use; have well defined policies in terms of how points are awarded for participation and the instructor provides consistent feedback regarding discussion postings and/project results
<input type="checkbox"/>	While discussions and/or group projects have generally clear guidelines, policies and feedback, there are some areas that may need improvement.
<input type="checkbox"/>	There are significant areas of concern regarding Discussions and/or group projects that may need attention.

Comments:

Principle 3: Best Practice Encourages Active Learning.

Application: instructors should provide opportunities for students to engage in active learning using assignments and class activities designed to encourage the interaction with the concepts covered in the class and by reviewing each other's work relating to the course materials.

Examples of opportunities may include:

- Peer-reviewed course projects
- Interactive simulations
- Audio presentations
- Active Web research
- Experience based projects requiring interviews and/or other "real-life" activities.

<input type="checkbox"/>	The instructor provides numerous opportunities for students to engage in active learning throughout the course.
<input type="checkbox"/>	The instructor could add opportunities for active learning or improve the quality of existing activities.
<input type="checkbox"/>	The instructor appears to have very limited opportunities for students to engage in active learning and needs add these types of activities.

Comments:

Principle 4: Best Practice Gives Prompt Feedback.

Application: Instructors need to follow standards and guidelines they have established for timely responses to messages.

Examples of guidelines may include:

- The instructor responds to email within 24 to 48 hours.
- The instructor grades assessments within 2 weeks of submissions
- The instructor posts grades every 3 to 5 weeks.

<input checked="" type="checkbox"/>	The instructor does an excellent job of providing prompt feedback by establishing standards and guidelines and then following these guidelines.
<input type="checkbox"/>	The instructor may need to consider a clarification of standards for providing prompt feedback and/or work on carefully following established guidelines in order to improve the timeliness of student feedback.
<input type="checkbox"/>	The instructor does not have clearly established guidelines and standards regarding providing prompt feedback and/or they do not appear to follow the established guidelines and standards.

Comments:

Principle 5: Best Practice Emphasizes Time on Task.

Application: Online courses should be designed to require students to access the course content on a regular basis. These also need to be clearly identified deadlines for the completion of all assignments. The use of software reminders or other available tools to help student's complete work in a timely fashion is encouraged.

Examples may include:

- Course content and material are released to students in such a way as to require a regular interaction with the course. This generally means that students are required to access their course on a weekly basis at minimum.
- The instructor clearly communicates due dates for all activities and assignments.
- The instructor uses the calendar tool and/or other course management software reminders in order to encourage timely completion of assignments.

<input type="checkbox"/>	The instructor does an excellent job of organizing the materials and releasing them in such a way as to require regular participation. Additionally, the instructor does an excellent job of clearly communicating due dates and using available software reminders.
<input type="checkbox"/>	The instructors may need to consider reorganizing some course materials and/or releasing them in a more regular and periodic fashion. A more clearly articulated description of due dates and a more consistent use of software reminders may be needed.
<input type="checkbox"/>	The instructor needs to do a major reorganization of course materials in order to require regular and periodic student participation in the course. Use and/or improvement in published deadlines and/or software reminders is recommended.

Comments:

Principle 6: Best Practice Communicates High Expectations.

Application: Challenging tasks, sample classes, and praise for quality work communicate high expectations.

Examples may include:

- The instructor provides a well-constructed syllabus.
- The course is well organized and easy to follow.
- Course expectations and grading policies are clearly stated.
- The instructor publicly praises exemplary work.

The instructor does an excellent job of providing a well-constructed syllabus along with organizing the course content and requirements in order to maximize student success.

The instructor may need to consider improving some aspects of the course in order to improve student success. These areas may include the following areas: syllabus, course policies, grading policies, and/or other procedural aspects of the course.

The instructor needs to do a major restructuring or reorganization of the course materials in order to maximize student success. This may include major re-writes of the course syllabus; policies and procedures and/or other significant clarification of organizational aspects of the course.

Comments:

Principle 7: Best Practice Respects Diverse Talents and Learning Styles.

Application: Instructors should provide content suited to the needs of diverse learning styles. It is understood that providing some of these alternative methods can be technologically challenging and may require a significant amount of time to employ. Additionally, some of these methods may not be practical in some online courses.

Examples of techniques to engage diverse learning styles may include:

- The use of graphics, charts, images, and video for visually orientated learners.
- The use of sound in the form of audio presentations where appropriate in order to meet the needs of auditory learners.
- The use of interactive simulations and "real world" experiential activities to meet the needs of kinesthetic learners.
- The use of written materials in the form of notes, readings, outlines in order to meet the needs of those with a "read-write" learning style.

The instructor does an excellent job of utilizing a variety of instructional methods in order to meet diverse learning styles.

The instructor does a fair to good job of utilizing a variety of instructional methods in order to meet diverse learning styles.

The instructor may want to consider integrating instructional methods in order to meet diverse learning styles.

Comments: