# Arkansas Tech University: Instructor Self-Review/Colleague 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. If there are “standard” items that do not apply to your discipline or course, please provide a short explanation.

**Colleagues:** Rating Scale: 0 = Absent, 1 = Included/Needs Improvement, 2 = Included/Satisfactory, 3 = Exemplary. Please feel free to leave additional comments.

Items designated with “e” (and in blue) are exemplary practices and can be marked with an “x” to indicate inclusion. No rating necessary (not required).

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| **Instructor: I give permission for two colleagues to access my course. Enter Course ID and Term here:** **Yes No** |

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| 1 | Content | Instructor Comments (Include URLs) | Colleague 1 Comments | Colleague 2 Comments |
| 1.1 | Welcome video from instructor describes and outlines the course. Video should be under Course Information, Welcome Announcement, or other area that students will see without having to “dig” for it. |  |  |  |
| 1.2 | Course goals are clearly stated. |  |  |  |
| 1.3 | Course deadlines are clear. |  |  |  |
| 1.4 | Course materials are presented to students in segments or units aligned with specific objectives and activities. |  |  |  |
| 1.5 | Students engage with course content in a variety of ways. |  |  |  |
| 1.6 | Course contains engaging lectures/presentations. NOTE: This can be very subjective. Reviewer should provide specific feedback, especially if negative. |  |  |  |
| 1.7 | Presentations are divided into short segments no longer than 20 minutes each where applicable (4-10 minutes is ideal, & less than 2 minutes is even better, with 6 minutes or less if more is needed.) NOTE: Duration of video should be noted in MM:SS format. |  |  |  |
| 1.8 | All resources and materials in the course are appropriately cited. |  |  |  |
| 1.9e | Course includes optional additional practice or inquiry resources above and beyond the required content. These should be marked as such. For example: “Resource Material,” “Additional Practice”, etc. |  |  |  |
| 2 | **Instructional Methods** |  |  |  |
| 2.1 | Learning objectives are specific, measurable, achievable, realistic, and time sensitive. |  |  |  |
| 2.2 | Learning objectives align with learning and assessment activities.  |  |  |  |
| 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. |  |  |  |
| 2.4 | Assessments are consistent with the course materials, activities, and resources. |  |  |  |
| 2.5 | Expectations and requirements for student performance and behavior are clearly provided (syllabus, etiquette, guidelines, rubrics, checklists). |  |  |  |
| 2.6 | Assessments are given in an appropriate time period after the learning activities have taken place. |  |  |  |
| 2.7 | Ongoing, multiple assessment strategies are used to measure content knowledge, attitudes, and skills. |  |  |  |
| 2.8e | Assignments or project-based assessments encourage students to utilize critical thinking skills. |  |  |  |
| 2.9e | Team-based projects or activities are an integral part of the course. NOTE: This may not be practical for all courses. If not, it should be noted as such for reviewers before they start their reviews. |  |  |  |
| 2.10e | Peer and/or self-assessment is indicated for one or more assignments, and a rubric is provided.  |  |  |  |
| 2.11e | Students are encouraged to create content for presentation to their peers. Again, this may not be practical for all courses. If not, it should be noted as such for reviewers before they start their reviews. |  |  |  |
| 2.12e | Students are given the opportunity to relate personal experiences and apply their background knowledge/skills to the coursework. |   |  |  |
| 2.13e | Course uses interactive strategies to engage students with content and each other if appropriate for the course. |  |  |  |
| 2.14e | Rubrics are used for grading and shared with students in advance of assignments. |  |  |  |
| 3 | **Communication & Interaction** |  |  |  |
| 3.1 | Participation expectations are explicit and easy to find. |  |  |  |
| 3.2 | Methods and frequency of instructor feedback are provided.  |  |  |  |
| 3.3 | Opportunity for student-faculty and student-student interactions are available and encouraged (if appropriate for the course). |  |  |  |
| 3.4 | Feedback about student performance is provided in a timely manner throughout the course as stated in the syllabus. |  |  |  |
| 3.5 | The instructor seeks student feedback regarding assignments, materials, and presentations.  |  |  |  |
| 3.6 | Syllabus states an instructor response/feedback policy. Note: for eTech courses, students are told to expect feedback in most cases within 24 hours. |  |  |  |
| 3.7e | Students are encouraged to use images and video options to interact with students and instructor. |  |  |  |
| 3.8e | Instructor incorporates feedback to improve the course while in progress. |  |  |  |
| 3.9e | Instructor provides optional resources for those students who may need them. |  |  |  |
| 4 | **Technology** |  |  |  |
| 4.1 | Requirements and expectations of technology use are clearly stated. |  |  |  |
| 4.2 | Tutorials, practice, and/or remediation resources for specialized technologies are provided. |  |  |  |
| 4.3 | Provisions are in place to allow for potential failures of technology, and are clearly expressed to students. |  |  |  |
| 4.4 | The tools and media are compatible with prevailing standards and formats. Information on the length of the media is recommended. |  |  |  |
| 4.5 | Courses that have more than 50% of the grade from online quizzes and exams use appropriate online security measures. |  |  |  |
| 4.6 | All media is accessible cross-platform, mobile-compatible, and is available in both streaming and downloadable formats (where possible.) |  |  |  |
| 4.7 | Course utilizes a variety of technologies for student participation and engagement. |  |  |  |
| 4.8e | As part of the course assignments, students must learn and use specialized technologies (software/hardware) relevant to the course content (if appropriate for the course). |  |  |  |
| 5 | **Course Accessibility, Design, & Organization** |  |  |  |
| 5.1 | Course starting point is clearly indicated. |  |  |  |
| 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.  |  |  |  |
| 5.4 | Color is not the sole means used to convey meaning in the course website. |  |  |  |
| 5.5 | The alt text attribute for images is edited to describe the image. |  |  |  |
| 5.6 | Font and background colors within course website and presentations are contrasted for easy readability. |  |  |  |
| 5.7 | PDF documents (if used) can be read by a screen reader (text in the document is selectable.)  |  |  |  |
| 5.8 | Images are relevant and high-quality. |  |  |  |
| 5.9e | Course layout and visuals are attractive and guide the student to focus on important concepts. |  |  |  |
| 5.10e | Course videos are Closed Captioned or a script is provided where needed. |  |  |  |
| 6 | **General Comments & Questions from Reviewers** |  |  |  |
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