

# UF Standards and Markers of Excellence

The matrix is provided in two formats: standard and exemplary.

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## UF Markers of Excellence for Teaching in Online and Blended Courses - STANDARD

### Section One: Course Overview and Introduction

- ☐ The instructor starts the course with a welcome and review of the syllabus, course schedule and other important information for the course.
- ☐ The role that the online environment and technology will play in the course is clearly stated at the start of the course.
- ☐ The syllabus, schedule and other important course documents are easily located.
- ☐ The syllabus contains all the relevant elements from the UF syllabus policy using the syllabus template as a starting point (Note: Your syllabus may require additional specific information for your college or department)
- ☐ All course deadlines are included in the course schedule.
- ☐ Synchronous and asynchronous requirements for participating in the course are clearly outlined.
- ☐ Instructions for course participation are clearly provided and easily found in the course site. The instructions define how students get started and where to find components of the course.
- ☐ Students are provided with information explaining when feedback will be provided, the type of feedback, and mode of communication they should expect from the instructor.
- ☐ Students and instructor are provided with space to introduce themselves to each other.
- ☐ Consistent terminology is used for tools referenced in the course management system.

## UF Markers of Excellence for Teaching in Online and Blended Courses - STANDARD

### Section Two: Course Goals and Learning Objectives

- ☐ Overall course goals are clearly stated.
- ☐ Overall course goals are relevant to the course purpose/level.
- ☐ Learning objectives are measurable and can be utilized as a measure of student performance/success in the course.
- ☐ Learning objectives align with the learning activities and assessment activities.

### Section Three: Assessment and Measurement

- ☐ Assessments measure the stated learning objectives.
- ☐ Assessments are consistent with the course materials, activities, and resources.
- ☐ Expectations and requirements for student performance are clearly provided (guidelines, rubrics, checklists).
- ☐ Feedback about student performance is provided in a timely manner throughout the course as stated in the syllabus.
- ☐ Assessments are given in an appropriate time period after learning activities have taken place.
- ☐ Courses that have more than 50% of the grade from online quizzes and exams use appropriate online security measures.

## UF Markers of Excellence for Teaching in Online and Blended Courses - STANDARD

### Section Four: Instructional Materials

- ☐ Course materials are presented to students in manageable segments.
- ☐ The instructional materials and learning activities support achievement of the learning objectives and are appropriate to the knowledge, skills, and/or attitudes being learned.
- ☐ The instructional materials are current.
- ☐ All resources and materials in the course are appropriately cited.
- ☐ There is a clear distinction between required and optional materials.
- ☐ Detailed instructions for student work are provided and clearly outline expectations and requirements (guidelines, rubrics, checklists)
- ☐ Access to a wide range of resources supporting course content is clearly provided.

### Section Five: Interaction and Engagement

- ☐ Introductory video or text is provided on the course website to establish the instructor presence in the online course.
- ☐ Students are divided into appropriate-sized groups to encourage interaction and engagement.
- ☐ The course provides opportunities for students to engage with other students in a variety of communication and interaction experiences.
- ☐ The course provides opportunities for students to engage with instructor in a variety of communication and interaction experiences.

## UF Markers of Excellence for Teaching in Online and Blended Courses - STANDARD

### Section Six: Course Technology

- ☐ Provisions are in place to allow for potential failures of technology, and are clearly expressed to students.
- ☐ Navigation throughout the online components of the course is logical, consistent, and efficient.
- ☐ The technology tools and media support the learning objectives of the course.
- ☐ The technology used in the course is readily accessible and available to students.
- ☐ The tools and media are compatible with prevailing standards and formats.

### Section Seven: Accessibility

- ☐ The course employs accessible technologies and provides guidance to students on how to obtain accommodation as defined in the UF syllabus policy (use of the sample course syllabus as a guide provides the necessary information)

### Section Eight: Course Design Evaluation

- ☐ The learning design is evaluated on a regular basis for effectiveness from both student and instruction perspectives.
- ☐ The results of this evaluation are tied to a plan for continuous review and improvement of the course.

## UF Markers of Excellence for Teaching in Online and Blended Courses - EXEMPLARY

### Section One: Course Overview and Introduction

- ☐ An introductory quiz provides students with an opportunity to check their understanding of the syllabus, course requirements, and required tools and technologies.
- ☐ Instructor monitors and welcomes students as they start the course.
- ☐ Students typically receive responses within 48 hours.
- ☐ A student survey during the course evaluates students' ease of navigation.
- ☐ Course materials and aesthetic design are visually pleasing and consistent throughout course, and promote clarity and continuity of course structure and information.

### Section Two: Course Goals and Learning Objectives

- ☐ Learning objectives are posted in the weekly overviews or sub-sections of the course. These objectives also relate to the overall course goals.
- ☐ Assignments and assessments specify the learning objectives that are relevant to the task/assignment.

### Section Three: Assessment and Measurement

- ☐ Ongoing, multiple assessment strategies are used to measure content knowledge, attitudes and skills.
- ☐ Opportunities are provided for students to self-assess and to measure their own learning progress.
- ☐ Assignments or project-based assessments encourage students to utilize critical thinking skills.
- ☐ Student's achievement of stated learning outcomes is documented and provided to the student as feedback on their learning activities and assessments.

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### Section Four: Instructional Materials

- ☐ Students engage with course content in a variety of ways (example - the activities address multiple learning styles (i.e., visual/textual, visual/graphical, auditory, kinesthetic).
- ☐ Instructional materials and learning activities encourage critical thinking skills when appropriate.
- ☐ The instructor uses formal and informal student feedback in an ongoing basis to help plan instruction and assessment of student learning throughout the semester.

### Section Five: Interaction and Engagement

- ☐ Student background and experiences are valued and used as part of the course.
- ☐ Students participate in collaboration and evaluation.
- ☐ The tools and media enhance student engagement and guide the student to become a more active learner.

### Section Six: Course Technology

- ☐ Students have opportunities to develop course content using technology.
- ☐ Technology use encourages higher level thinking and activity.

## UF Markers of Excellence for Teaching in Online and Blended Courses - EXEMPLARY

### Section Seven: Accessibility

- ☐ The course contains equivalent alternatives to auditory and visual content.
- ☐ The course design accommodates the use of assistive technologies for visual, hearing and motor impairments as needed.
- ☐ The course uses fonts, color, formatting and design elements to facilitate readability by all students and assistive devices.

### Section Eight: Course Design Evaluation

- ☐ These reviews (as listed in the Standard items) are part of the documentation of the course.