# Online Course Reflection Worksheet

## **First, reflect on your teaching experience:**

1. What themes emerge from formal and informal student feedback and your own observations about the course *(challenges, unexpected issues)*?
2. What changes have already been made to the course *(last major course update, or since you began teaching the course)?*

## **Next, use this checklist to reflect on your course:**

**How to use this checklist:** Use this document to kick-start your work to refresh online course strategies and design. Add a checkmark indicating whether you believe an item is working well (effective), an area for future consideration (unsure), or you want to make a change (fix it). Add notes to capture details in areas you want to update. *Note:* listed items may not apply to all courses.

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| Engagement and Interaction Build an environment that supports collaborative learning; provide regular instructional guidance. | | | | |
| **GROUP WORK** | | | | |
| **How did you approach group work in your course?**  *notes…* | | | | |
| **GROUP WORK** | EFFECTIVE | UNSURE | FIX IT | GROUP WORK NOTES |
| **Group work supports:**   * Assignment instructions (in ICON) clearly define goals and expectations and help ensure student accountability and balanced participation. * I conduct regular group check-ins to provide feedback on group progress, and guide students on using effective communication tools and strategies. |  |  |  |  |
| **LIVE CLASS SESSIONS** | | | | |
| **Did your course include synchronous meetings? If so, how did you structure live class sessions?** *notes…* | | | | |
| **LIVE CLASS SESSIONS** | EFFECTIVE | UNSURE | FIX IT | LIVE CLASS MEETING NOTES |
| **Learner-centered:**   * I clearly communicate what students should do to prepare for each class session (e.g., understanding of key concepts, ready for group work, etc.). * I use a variety of active learning strategies, such as large group discussions, small group breakouts, role-plays, case studies, debates, think-pair-share, peer review, self-reflection, and peer feedback. * I provide guidance and feedback to students during in-class activities that moves their understanding forward (recorded for later review, ensuring all students benefit from discussions). |  |  |  |  |
| **Learning community and practical application:**   * Students are encouraged to contribute during live class sessions – regularly sharing questions, knowledge, and insights with fellow classmates. * Students gain knowledge and skills from class sessions they can apply on-the-job right away. |  |  | ☐  ☐ |  |
| **INSTRUCTOR INTERACTION** | EFFECTIVE | UNSURE | FIX IT | INSTRUCTOR INTERACTION NOTES |
| **Communicating course expectations and policies:**   * I share course norms and expectations at the beginning of the course, ensuring students know what is required for success in the course. * I provide students with clear policies on academic integrity, plagiarism, and the acceptable use of AI, so they understand what’s expected. |  |  |  |  |
| **Availability and responsiveness:**   * I let students know the different ways they can contact me (e.g., office hours, email, etc.), making sure students know I’m accessible to support them when they need help. * I let students know how quickly I will respond to their questions. |  |  |  |  |
| **Student engagement and support:**   * I create a welcoming environment by asking students to share their backgrounds, perspectives, and goals at the start of the class. * I provide student success resources and support to address gaps in prior knowledge. |  |  |  |  |
| **Instructor presence and facilitation of discussions:**   * I share how my unique perspective and experiences relate to course concepts. * Course structure enables me to guide synchronous and asynchronous discussions toward relevant issues ensuring students focus on mastering the learning objectives. |  |  |  |  |
| **Constructive and timely feedback:**   * I give clear, constructive, and timely feedback to students using the ICON gradebook (ensures students understand their learning progress and areas for improvement as they move through the course). |  |  |  |  |

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| Learning Activities and Assessments Are learning activities and assessments varied, rigorous, relevant, and meaningful? | | | | |
| **LEARNING ACTIVITIES** | | | | |
| **What types of learning activities (i.e.: course materials, class discussions, etc.) do you use in your course?**  *notes...* | | | | |
| **LEARNING ACTIVITIES** | EFFECTIVE | UNSURE | FIX IT | LEARNING ACTIVITIES NOTES |
| **Varied instructional resources:**   * A variety of instructional resources are used to help students gain a thorough understanding of the topics (e.g., videos, articles, handouts, links to relevant websites, etc.). * Resources are aimed at addressing the career goals and experiences typical of students completing this course/program, provide historical context, represent multiple perspectives, and highlight critical themes. |  |  |  |  |
| **Varied learning activities:**   * Varied types of learning activities are used throughout the course, helping students engage with the material in different ways (i.e.: discussions, concept-check quizzes, etc.) * Students have opportunities to explore generative AI and thoughtfully integrate its use in their coursework (e.g., for ideas & structure, editing, generation with human evaluation, etc.) |  |  |  |  |
| **ASSESSMENTS** | | | | |
| **What types of assessments do you use in your course?**  *notes...* | | | | |
| **ASSESSMENTS** | EFFECTIVE | UNSURE | FIX IT | ASSESSMENT & EVALUATION NOTES |
| **Assessment strategy:**   * A mix of assessments that provide real-world, practical application are used throughout the course, allowing students to demonstrate their learning in multiple ways. * Assessment strategies have been evaluated and adjusted based on their performance with and against generative AI tools. |  |  |  |  |
| **Clear assessment criteria:**   * Course uses rubrics, descriptive criteria, and/or models of exemplary work to guide students in self- or peer-evaluation (these tools help students understand the expectations and standards for their work, promoting transparency and fairness in the evaluation process). |  |  |  |  |