

Teaching Portfolio Criteria and Examples of Evidence

NOTE: This list of evidence is not meant to be exhaustive, nor are nominees expected to address each piece of evidence listed.

Criterion #1	Possible Examples of Evidence
<p>Evidence of Growth and Reflective Practice as an Online Educator</p> <p>One of the purposes of the portfolio is to track the evolution and enhancement of your online teaching and learning practices. Each of you has had a unique set of experiences, key learning moments, and challenges you have encountered; this criterion affords you the opportunity to provide a dynamic portfolio of who you are as an online educator and how/why you have come to be that person.</p>	<p><i>An excellent online instructor...</i></p> <ul style="list-style-type: none"> • Displays openness to online education. • Demonstrates self-awareness of values, strengths and weaknesses as online educator. • Explores new, creative, and innovative strategies, tools, & technologies, guided by learning outcomes. • Seeks feedback from students and peers to improve quality in online course design and online teaching (i.e., engages in cycle of continuous course improvements). • Participates in professional development for teaching and learning, particularly regarding online teaching.
Criterion #2	Possible Examples of Evidence
<p>Online Student and Learner Engagement</p> <p>Research has shown us that learning is significantly enhanced when students are engaged with the course, the subject areas and the online learning environment. The selection committee will be looking for evidence of your approaches to ensuring student and learner engagement.</p>	<p><i>An excellent online instructor...</i></p> <ul style="list-style-type: none"> • Creates an accessible online course that follows universal design standards. • Provides opportunities for instructor-student, student-student, and student content interaction, to foster mastery and application of course material. • Demonstrates online instructor presence by engaging actively and frequently with learners throughout the online course. • Builds an online learning community, creating an inclusive, supportive, and engaging climate for learning. • Facilitates positive communication and respectful interaction in the online course, with clear expectations for participation and interaction.

Criterion #3	Possible Examples of Evidence
<p>Assessment of Online Student Learning and Achievement</p> <p>One of the most difficult tasks for us as educators is to provide evidence of student learning and achievement. That is, what knowledge, competencies, practices, and meaning are students taking away from our time spent teaching, advising, and mentoring? How do you know?</p>	<p><i>An excellent online instructor...</i></p> <ul style="list-style-type: none"> • Designs and implements activities, assignments, and assessments that are meaningful, purposeful, and relevant to the course learning outcomes • Includes activities, assignments, and assessments that leverage the online environment. • Uses a variety of methods to assess student learning & mastery of content. • Uses formative and summative assessments. • Makes evaluation criteria clear to students (e.g., use of rubrics; tutorials; models of exemplary assignments). • Provides prompt, clear, useful and constructive feedback to online students. • Shows how learning was transformative in the online course.
Criterion #4	Possible Examples of Evidence
<p>Online Teaching Effectiveness and Impact</p> <p>Teaching effectiveness is ideally demonstrated through the examination of multiple sources, including feedback from students, peer/colleagues, supervisors, and/or community members. The selection committee is interested in the evidence you include in this section as well as your reflection/commentary on your choices.</p>	<p><i>An excellent online instructor...</i></p> <ul style="list-style-type: none"> • Receives favorable student ratings from university evaluations, and positive student feedback & comments. • Includes summary of student ratings from university evaluations for at least four semesters of online teaching, noting class size. • Provides an example of quality online course design and teaching to Mason faculty. • Impacts online quality at Mason through service to the Mason online faculty community (e.g., mentoring other online faculty, serving as online course reviewer, sharing best practices for online teaching with Mason online faculty). • Demonstrates quality indicators and standards for online teaching excellence, such as those developed by Online Learning Consortium (OLC), Quality Matters (QM) and other recognized online quality rubrics. • Includes two support letters which make a strong case for online teaching effectiveness. • Provides a clear closing statement, reflecting on summary of student ratings & support letters.