Teaching with iLearn Innovation Award
APPENDIX

Please reference this appendix to assist in writing your iLearn Innovation Award submission.

Apereo Teaching and Learning Award's (***ATLAS) definition of innovation[1]***:

● An innovative method, practice or strategy is one that, by design and execution, engages and challenges students, resulting in greater student interest, a deeper level of understanding and/or a lasting change in the students' perception of an issue or topic.

● This innovation may not be new in the world, but its implementation may be out of the ordinary in your field of practice or new to you. Innovation in teaching and learning involves more than simply using new technologies; rather it is an approach to teaching and learning that results in a much-enhanced, even transformative, educational experience for students.

● We view "instructors" broadly as anyone involved in the teaching process (e.g. faculty, educator, tutor, and facilitator).

The pages below provide detailed assessment rubrics for each of the five evaluation criterion on which applications will be judged.
- For instructions on how to create screenshots for the Supporting Evidence Sections, please see the links below for your operating system:
  ○ Snipping Tool Instructions for Windows 8
  ○ Screenshot Instructions for Apple users

QUESTIONS? Please feel free to contact Luisa Li, Instructional Designer, at Luisa.Li@marist.edu or (845) 575- 3303 with any questions regarding the application process or to seek feedback on your application ideas.

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[1] See https://www.apereo.org/communities/atlas

Criterion #1: Student Engagement and Community Building

Not Applicable	Applicant explains persuasively why this criterion is not applicable to this entry.
Not Evident	There is no evidence of applicant attention to this criterion.
Somewhat Effective	- Instructor encourages exchange of information among students (e.g., bio, background, experiences) designed to increase communication and social rapport. - Students are encouraged to collaborate, share learning resources, and assist each other with learning, but explicit supports are not provided. - Half or more of the students reply to messages from the instructor and other students, both when required and on a voluntary basis. Replies are usually on topic but often lack focus or depth. *Note: messages include all communication forms—synchronous and asynchronous (email, discussion forums, wikis, chats, web conferences, instant messaging, recorded messages, etc.).*
Effective	- Instructor encourages exchanges of information among students and also interacts with students on a social/peer basis to model community. - Some structures (technologies and strategies) are provided (e.g., links and other resources) to support active and collaborative student learning in group communities. - A large majority of the students reply to messages from the instructor and other students both when required and voluntarily. - Replies are usually on topic and sometimes contain additional resources to other readings, community agencies, or links to other course/project/job experiences that can be shared for the good of the class members.
Excellent	- Instructor encourages exchange of information in both student to student and instructor to student interactions through a variety of ongoing course/project activities designed to promote social rapport and community building. - The course/project is designed to promote and support active and collaborative student learning with clearly defined technologies and communication strategies. - Almost all the students reply and initiate messages to the instructor and classmates both when required and voluntarily. Replies are thought-provoking and on topic. - Messages frequently contain information on internal and external readings, community agencies, or links to other relevant course/project/job experiences that can be shared for the good of the class members. - Students are encouraged to bring their own interests and discoveries into the course/project when relevant. - Student reflection on their growth in the class and in the broader community of the relevant field of this course/project is built into the course/project. - Students assisting each other and learning from each other is evident.

Criterion #2: Communication

Not Applicable	Applicant explains persuasively why this criterion is not applicable to this entry.
Not Evident	There is no evidence of applicant attention to this criterion.
Somewhat Effective	- The instructor provides sufficient opportunities for instructor to student communication. However, the course/project offers limited opportunity for communication from student to student. - Standards for instructor responsiveness and availability to students are loosely defined (e.g., turn-around time for email, grade posting, assignment feedback, etc.). - Lag time between student questions /assignment submission and instructor response may be lengthy (e.g., turn-around time for email, grade posting, assignment comments, etc. exceeds 48 hours or is undefined).
Effective	- The course/project provides an instructor introduction to students. - Standards for instructor response to student queries are somewhat defined with basic contact information/ hours provided. - Turnaround time between student question and instructor response is generally within 48 hours (e.g., for email, grade posting, assignment comments, etc.). - Instructor provides somewhat regular analysis of student contribution/work and suggestions for improvement. - Technologies are used for two-way asynchronous communication exchanges of primarily written information (chat, wiki, Google Drive, blogs, etc.) relating to specific course/project topics. - In addition to instructor-to-student communication, standards for student-to-student interactions are somewhat defined. This may include netiquette, responsiveness requirements to postings, as well as group work (e.g., peer reviews, discussion participation, etc.)
Excellent	- The course/project is structured with multiple technology options for communication from instructor to student and student to student with the aim of community building. These may include a variety of one-way and two-way written, voice, and visual communications tools. - Standards are clearly stated for all interactions. - Evidence is offered of instructor-to-student, student-to-instructor, and student-to-student interactions, both in replying to and initiating messages. - Options are available for students to control interactions (e.g., presentations, leading discussions, sharing group work, creating content, peer reviews). - Expectations for both student and instructor responsiveness and availability are clearly articulated both in engagement with material and individual assignments, as well as in group work (e.g., turn-around time for emails, peer review of assignments, participation in discussions, etc.) - Instructor provides rapid feedback, including analysis of student work and suggestions for improvement.

Criterion #3: Learning Materials and Strategies

Not Applicable	ATLAS applicant explains persuasively why this criterion is not applicable to this entry.
Not Evident	There is no evidence of applicant attention to this criterion.
Somewhat Effective	● Navigation is unclear or not easily found. The course/project provides few structural or easily identifiable learning components. ● There is little evidence of interactivity in the design of learning activities. ● Sequencing and expectations around access and use of materials are minimal or unclear. ● Technologies are minimal or primarily used for two-way asynchronous exchanges of primarily written information (e.g., Wiki, Google Drive, blogs, discussion forum, etc.) ● Materials are relevant and current to the course/project topics. ● Students are not actively engaged with learning materials or encouraged to use new learning strategies.
Effective	● Navigation is clear, and key components of the course/project content are identified and easily accessible, such as a syllabus, a reading list, assignments and due dates, basic contact information. ● There is some basic interactivity built into the course/project (e.g., interactive presentations, short quizzes that follow a learning sequence). ● Instructions are evident as to expectations and sequencing. ● Basic resources are provided to meaningfully enhance the content. ● In addition to technologies used for written two-way asynchronous communication, additional technologies for two-way voice and/or visual communication of learning materials are used. ● Students are encouraged to contribute to the development of learning materials and learning strategies.
Excellent	● Navigation is clear, and key components of the course/project content are identified and easily accessible. Additional aesthetic visual cues are provided to increase ease of use for the student. ● Active learning strategies are built into the course/project. Instructional activities focus on learner input, and reward paired with group interaction. ● Students are expected to explore and use primary sources in as wide a range of media as possible, along with secondary sources such as books and articles. ● Materials used in the course are current and integrate varied technologies for students to access the information. ● Student reflection is an integral part of the course/project. Via the visual design, as well as written material, students can clearly understand all components, structure, sequencing, and expectations. ● Roles are clearly delineated in written, auditory, and visual form. ● Resources are provided to address the content in multiple ways, taking into account student learning styles or abilities and levels. ● Technologies allow for a variety of one-way and two-way written, voice, and visual communications between instructor and students and among students relating to specific course/project topics. ● Students actively contribute to the development of learning materials and learning strategies. ● Learning materials and activities provide opportunities for student interaction to support active learning.

Criterion #4: Learning Outcomes and Assessment

Not Applicable	ATLAS applicant explains persuasively why this criterion is not applicable to this entry.
Not Evident	There is no evidence of applicant attention to this criterion.
Somewhat Effective	● Course/project objectives and outcomes are vague or incomplete. Alignment of outcomes with content and activities/assignments/assessments is not always evident. ● Course/project provides limited activities/assignments/assessments to help students develop critical thinking/judgment, problem solving skills, and digital literacy as they relate to course/project objectives/outcomes and at the appropriate level of skill. ● Opportunities for students to receive feedback about their own performance are infrequent and sporadic. ● Students have little opportunity to use multimedia in their responses to activities/assignments/assessments.
Effective	● Course/project objectives and outcomes are clearly defined and aligned with content and activities/assignments/assessments. ● Some activities/assignments/assessments are designed to develop critical thinking/ judgment, problem solving, skills, and digital literacy as they relate to the course/project objectives/outcomes and at the appropriate level of skill. ● Opportunity is provided for student feedback about their own performance. ● Students are encouraged to share their knowledge with others. ● There is some opportunity for students to relate the learning to real-life applications. ● Students are able to use multimedia in their responses to activities/assignments/assessments.
Excellent	● Course/project objectives/outcomes are clearly defined and aligned with content and activities/assignments/assessments. ● Interaction and communication between students, peers, faculty, and content are provided in a variety of ways with choices sometimes available. ● Activities/assignments/assessments to help students gain critical thinking/judgment and problem-solving skills are integrated into every aspect of the course/project. This includes opportunities for students to relate learning to real-life applications. ● Multiple assessment strategies, including ones that attend to student styles and needs, are used to measure content knowledge, attitudes, and skills. ● Feedback about student performance is frequent and timely throughout the course/project, and provides clear opportunities for improvement and encouragement to excel. ● Students are required to become self-reflective learners and are given feedback on their reflection. ● Opportunities for formative feedback such as peer review/assessment and/or input from experts are encouraged or provided. ● Students are given instruction on generating course/project content using various forms of multimedia.

Criterion #5: Learner Support

Not Applicable	ATLAS applicant explains persuasively why this criterion is not applicable to this entry.
Not Evident	There is no evidence of applicant attention to this criterion.
Somewhat Effective	● Digital literacy requirements for the course/project are inconsistent or somewhat vague. ● Limited online orientations, practice technical/learning assessments, and/or a mechanism are developed/ provided. ● The materials are provided on a platform which is deemed to be accessible for learners with varied accessibility levels ● Some information provided on learning objectives, learning materials, assessment, and learning activities. ● Some digital skills are introduced into the course. ● Help information is provided when students encounter difficulties but may be incomplete or difficult to find.
Effective	● Digital literacy requirements for the course/project are evident and some student support is provided. ● Basic Online orientations, practice technical/learning assessments, and/or a mechanism for supplying on demand support material are developed/ provided. ● The materials are available in alternative formats for learners with varied accessibility levels ● The course/project has information on learning objectives, learning materials, assessment, and learning activities. ● Some digital skills are introduced into the course. ● Help information is provided when students encounter difficulties. ● Monitoring of student learning is conducted when there are problems so that support can be provided.
Excellent	● Digital literacy requirements for the course/project are evident and amply resourced and student support is provided. ● Online orientations, practice technical/learning assessments, and/or a mechanism for supplying on demand support material are developed/ provided throughout the term as needed. ● Students of varied accessibility levels can interact and view materials or there are alternative formats for learners. ● The course/project is designed with clear instructions on learning objectives, learning materials, assessment, and learning activities. ● Digital skills are directly embedded into the course and introduced as appropriate. ● Clear help information is provided when students encounter technical issues or problem related to course content. ● A system is in place to monitor student learning so that in-time support can be provided.