



國立清華大學遠距課程教師自評表

【本表由教師自行留存，毋須於申請遠距課程時提交課程委員會。】

2021/11/17 清華大學教學發展中心制定

課程名稱：_____ 授課教師：_____ 學分數：_____

遠距課程的設計與發展不同於傳統的課室教學，在許多教學環節上，由於教師無法與學生面對面溝通，遠距教學需要考慮更多的師生互動、生生互動以及溝通內容。為協助教師自行評估其所設計的遠距課程，教學發展中心參閱教育部遠距課程認證、國內外遠距課程評鑑等內容，擬定本自評表，供教師自行評估及參考。授課教師可利用本表評估其遠距課程設計內容，亦可作為日後開設遠距課程時，調整更新相關內容之參考依據。若對本自評表有問題或建議，歡迎聯繫教發中心承辦人員郭孟倫博士（tonnykuo@iss.nthu.edu.tw；分機：35403）。

參考標準	自評
I. 課程說明	
1-1 課程網頁列出課程總學習目標、各單元學習目標及學分數，且說明適當。	
1-2 課程網頁呈現單元架構與相對應的學習活動及進度，且說明適當。	
1-3 課程網頁說明各種考試、作業、學習歷程紀錄、遲交處理辦法等成績評量的比例及標準，且說明適當。	
II. 課程內容與教學設計	
2-1 課程內容及教學活動符合課程名稱，並完全含括單元學習目標。	
2-2 教師依據學習目標提供五種以上的教學活動，且教學活動規畫適當。	
2-3 在三分之二以上課程內容提供適當實例，協助學生理解。	
2-4 教師在三分之二以上章節中提供檢核學習成效的教學活動，提供學習者檢核其學習成效。	
2-5 在非同步課程的各單元提供學習指引，適合自學。	
III. 學習者與課程內容之互動	
3-1 三分之二以上章節有三種以上適當的重點提示方式。	
3-2 三分之二以上的課程內容有適當的練習或課後反思活動。	
3-3 課程內容的整體與章節份量適當，與課程學分數一致。	
IV. 師生互動與學習者間之互動	
4-1 師生在非同步教學中能針對課程內容相關的議題積極討論，且師生間相互討論的質與量均佳。	
4-2 同步教學中，教師運用線上帶領技巧引導學生進行意見發表與交流。師生	

或學生間相互討論熱絡。	
4-3 課程網頁提供詳細授課教師、助教的介紹資訊，(數位)連絡方式與授課教師辦公室時間。	
V. 學習評量與課程評鑑	
5-1 課程提供適當的評量活動(同步與非同步)，評量內容符合單元教學目標。	
5-2 課程的線上評量能提供適當且正確答案與清楚的解說回饋等評閱結果。	
5-3 教師適當應用五種以上學習歷程紀錄做為評量依據(如：觀看影片、練習題、繳交作業、討論區討論等)。	
5-4 【課程結束後】課程於期中及期末時，在線上實施學習者對課程內容、教學活動、及學習管理系統服務的評鑑，且評鑑題目適當。	
5-5 【課程結束後】課程評鑑結果顯示，三分之二以上修畢本課程的學習者滿意課程教學。	



NTHU Online Course Self-Evaluation Form

Center for Teaching and Learning Development, National Tsing Hua University

2021/11/17 Prepared by NTHU CTLD

Course Title: _____ Instructor: _____ Credit: _____

Note: Please Keep this form for your reference. No need to submit this form to the Curriculum Committee when applying for the Distance Education course.

Curriculum design and development of online courses are distinct from traditional classroom instruction. Designing an online course requires more consideration of teacher-student interaction, student-to-student interaction, and mutual communication in several parts of teaching because the instructor cannot have face-to-face communication. The Center for Teaching and Learning Development create this form with reference to Distance Course Certification of the Ministry of Education and global evaluations of Distance Course Certification. The instructor can make good use of this form to self-evaluate the online course or utilize this form as a guideline to adjust the next run of the online course. Do not hesitate to contact the representative, Dr. Tonny Menglun Kuo, via tonnykuo@iss.nthu.edu.tw or ext. 35403 if there are any questions about the form. We are glad to help.

Criteria	Check
I. Course introduction	
1-1 I list learning goals, objectives (for each module), and credits appropriately on the curriculum webpage.	
1-2 I present the structure of the modules and the related learning activities and progress with an appropriate explanation on the curriculum webpage.	
1-3 I clearly state information concerning grading, and includes grading scale, weights, criteria, and consequences of late submissions on the curriculum webpage.	
II. Curriculum and instructional design	
2-1 The content and instructional activities meet the course title and the learning objectives of the modules.	
2-2 I provide more than five kinds of instructional activities according to learning objectives with appropriate design.	

2-3 I provide good real-world cases/examples in two-third of my course modules to improve learners' understanding.	
2-4 More than two-thirds of my course use appropriate instructional activities for learners to evaluate learning effectiveness.	
2-5 I provide learning guidance (such as driving questions or preparation for the module) in every asynchronous course module for self-learning.	
III. Interaction between learners and learning materials	
3-1 More than two-thirds of my course provides appropriate highlights to help learners distinguish the main points of the learning materials.	
3-2 More than two-thirds of my course includes exercise, quizzes, or after-class reflection with proper design.	
3-3 My course has an appropriate workload, and the workload is consistent with the requirements of the course credits.	
IV. Instructor-learner interaction and learner-to-learner Interaction	
4-1 My students and I engage in active discussion over course-related topics during synchronous or asynchronous teaching activities.	
4-2 In synchronous teaching activities, the instructor facilitates students to express their opinions and discuss with others using e-moderating skills.	
4-3 The course provides an introduction of the course instructor and teaching assistant, and an email and online/physical office hours for counseling.	
V. Learning assessment and course evaluation	
5-1 I provide online assessment activities in every course module, and the assessment objectives are consistent with learning objectives.	
5-2 I provide the assessment results and feedback in my assessment activities.	
5-3 The assessment has taken into account the students online learning trajectory and participation properly, e.g., video watching, exercises, and discussion forum.	
5-4 [After the end of the course] My course provides student evaluation on course content, learning activities, services of learning management system in midterm and final.	
5-5 [After the end of the course] The course evaluation results indicate that more than two-thirds of the students are satisfied with the course.	