Online Course Self-Evaluation Tool

Streamlined from the rubric used in The Blackboard Exemplary Course Program
http://www.blackboard.com/resources/catalyst-awards/bbexemplarycourserubric_rebrand_july2015.pdf

Course Design

Goals and Objectives	- Goals and objectives are easily located within the course - Goals and objectives are clearly written at the appropriate level and reflect desired outcomes - Goals and objectives are written in measurable outcomes (students know what they are expected to be able to do) - Goals and objectives are made available in a variety of areas in the course (within the syllabus and each individual learning unit)
Content Presentation	- Content is made available or "chunked" in manageable segments (i.e., presented in distinct learning units or modules) - Navigation is intuitive - Content flows in a logical progression - Content is presented using a variety of appropriate mechanisms (content modules, single pages, links to external resources) - Content is enhanced with visual and auditory elements; supplementary resources are made available and are well- integrated with other course materials (integrated publisher resources, e-textbooks, course manuals, etc.)
Learner Engagement	- It is clear how the instructional strategies will enable students to reach course goals and objectives - Course design includes guidance for learners to work with content in meaningful ways - Higher order thinking (e.g., analysis, problem solving, or critical reflection) is expected of learners and explained with examples or models - Individualized instruction, remedial activities, or resources for advanced learning activities, such as integrated publisher resources, are provided
Technology Use	- Tools available within the LMS are used to facilitate learning by engaging students with course content - LMS tools are used to reduce the labor-intensity of learning (e.g., providing links to needed resources where they will be used in the course, integrating publisher resources that are tailored to the course materials, and providing streamlined access to supplementary materials) - Technologies are used creatively in ways that transcend traditional, teacher-centered instruction - A wide variety of delivery media are incorporated into the course - An effort has been made to use low-cost or no-cost materials when available

Interaction and Collaboration

Communication Strategies
- There Are plentiful opportunities for synchronous and/or asynchronous interaction, as appropriate
- Asynchronous communication strategies promote critical reflection or other higher order thinking aligned with learning objectives
- Synchronous communication activities benefit from real-time interactions and facilitate "rapid response" communication (e.g.,students gain practice discussing course content extemporaneously without looking up basic,declarative information)

Development of Learning Community
- Communication activities are designed to help build a sense of community among learners
- Student-to-student interactions are required as part of the course
- Students Are encouraged to initiate communication with the instructor
- Collaboration activities reinforce course content and learning outcomes, while building workplace-useful skills such as teamwork, cooperation, negotiation, and consensus - building

Interaction Logistics
- Guidelines explaining required levels of participation (e.g., quantity of interactions) are provided
- Expectations regarding the quality of communications (e.g., what constitutes a "good" answer) are clearly defined
- A rubric or equivalent grading document is included to explain how participation will be evaluated

Assessment

Expectations
- Assessments match the goals & objectives
- Learners are directed to the appropriate objective(s)for each assessment
- Rubrics or descriptive criteria for desired outcomes are provided
- Instructions are written clearlyandwithsufficientdetailtoensureunderstanding

Assessment Design
- Assessments measure the performance they claim to measure
- Higher order thinking is required (e.g., analysis, problem-solving, etc.)
- Assessments Are designed to mimic authentic environments to facilitate transfer
- Assessment activities occur frequently throughout the duration of the course
- Multiple types of assessments are used (research project, objective test, discussions, etc.)

Self-assessment
- Many opportunities for self-assessment are provided;
- Self-assessments provide constructive, meaningful feedback

Learner Support

Orientation to Course and LMS	• Clearly labeled tutorial materials that explain how to navigate the LMS and the specific course are included • Tutorials are found easily (few clicks) whether internal or external to the course, with easy return to other areas of the course • Tutorial materials support multiple learning modalities: audio, visual,and text based
Supportive Technologies	• Clear explanations of optional and/or required technology, including any additional costs, are provided within the course • Technology required to use course materials is listed with links to where it can be captured and installed • Links are located within the course where learners will use the technology (i.e., near the materials requiring its use)
Instructor Role and Information	• Contact information for the instructor is easy to find and includes multiple forms of communication (for example,e-mail,phone,chat,etc.) • Expected response time for email replies is included • The instructor's role within the course is explained (for example, whether he/she will respond to "tech support" type questions) • The instructor's methods of collecting and returning work are clearly explained
Course/ Institutional Policies & Support	• Links to institutional policies, materials, and forms relevant for learner success (for example, plagiarism policies) are clearly labeled and easy to find • Links allow easy navigation from the course to the information and back; course/instructor policies regarding decorum, behavior, and netiquette are easy to find and written clearly to avoid confusion • Links to institutional services such as the library or writing center are clearly labeled and easy to find
Technical Accessibility Issues	• Course materials use standard formats to ensure accessibility • If specific technology is required to which some learners may not have access, alternative file types are provided • Largefiles are identified to help learners consider download times • Alternative (smaller)files are provided where appropriate • Videos are streamed whenever possible; graphics are optimized for web delivery and display without needing extensive scrolling
Accommodations for Disabilities	• Supportive mechanisms allow learners with disabilities to participate fully in the online community • The design and delivery of content integrate alternative resources (transcripts, for example) or enable assistive processes (voice recognition, for example) for those needing accommodation • Links to institutional policies, contacts, and procedures for supporting learners with disabilities are included and easy to find • Design factors such as color, text size manipulations, audio and video controls, and alt text reflect universal accessibility considerations
Feedback	• Learners have the opportunity to give feedback to the instructor regarding course design and course content both during course delivery and after course completion • Feedback mechanisms allow students to participate anonymously in course evaluation