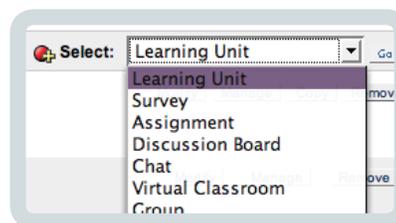


Assessment 2

Add Assignment Feature

One way to create an assessment is to use the Add Assignment feature in Blackboard. Using this feature gives the student an easy way to submit assessments that doesn't involve accessing the digital dropbox or relying on an instructor's email. Instructors pose a problem (and attach additional files if necessary) and then give the student the opportunity to complete the assignment and attach a separate file and send it back to the instructor. There is space available for comments for both instructor and student. An entry in the gradebook is automatically created. Instructors will then grade the assignment from within the gradebook and be able to post a grade and provide feedback all in one place.

1. Within your Course Content area, select "Assignment" from the Select drop-down menu (right side of window).



- a. Name the assignment: This is the name that will also appear in the grade center
- b. Enter the points possible for the item: this will appear in the grade center
- c. Enter the due date. This will appear in the student's view of the gradebook.
- d. Enter any instructions for completing the assignment.
- e. Select available options
- f. Attach additional files, if necessary. You might be able to give enough information in the instructions area without having to attach additional files.

2. When your students go to submit their assignment, they can make comments about the assignment and then attach their file(s) to complete the assignment. Students are also given the option to save the assignment or submit the assignment. The submit button must be selected in order to send the assignment to the instructor. Once an assignment is submitted it can not be resubmitted unless the instructor clears the attempt (through the gradebook).

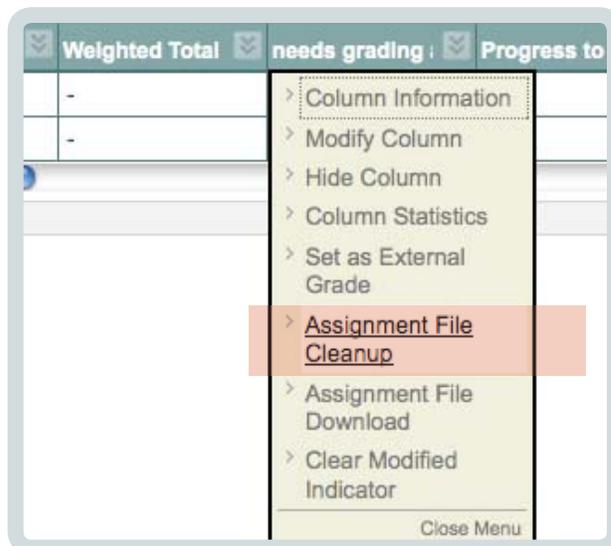
3. It's always a good idea to provide some explanation for your students about how to use the assignment feature for those who may not have used it before. Something like:

Complete this assignment by creating a document using [enter software of your choice, i.e., Microsoft Word or some other word processing program or program related to your course] and be sure to save your file as [.rtf, .doc, or whatever your preference is]. It would also be helpful to me if you include your last name

in the file name so I don't get the files mixed up. When you have completed the assignment and you're ready to submit it, click on the View/Complete link below. Use the "Browse" button to look on your computer for your document and upload it to this online assignment. Share any comments you have for me in the "Comments" field. Finally click on the "Submit" button to complete the assignment. The "Save" button will only save it so that you can come back to it at a later time.

4. Since Add Assignment is tied into the instructor's grade center, the instructor can see when a student submits the assignment when an exclamation point (!) appears in the student's column in the grade center. The instructor can then download the file(s), grade it and send it back with additional feedback to the student. There is also a place to add comments that will only be seen by the instructor or TA and are not seen by the student that stay in the gradebook.
5. You can review student's assignments one at a time or in a mass download by going to the grade center and by clicking on double-down arrows by the Assignment column header. Then select Assignment File Download and select which files you want to review.

What will happen now is that Blackboard will create a zipped file (from all the separate student files) that you'll download to your desktop. The original files will always remain on the Blackboard server. Save this zipped file to your desktop and then double-click on it to open it. It will create a new folder with all the separated files listed inside of it. (Comments made by the student will also appear in this folder as separate text files). When the assignment has been graded, the student can go back into the Assignment, review the assigned grade and see the Instructor's feedback or access the feedback through their gradebook.



Creating Tests / Quizzes / Surveys

There are two types of assessments to create in Blackboard:

Survey: The survey option creates assessments that record answers anonymously. Use this when you want to perform opinion polls or course evaluations. Survey results are non-graded and anonymous.

Quiz/Test: In the quiz/test option, you can assign point values to each question. Student answers can be submitted for grading, and the results are recorded under each student entry in the gradebook.

1. Log into Blackboard.
2. Go to your course area.
3. Go to your Control Panel.
4. Click Test Manager or Survey Manger under Assessments. For this example we'll select Test Manager. Notice that you are able to click on the yellow triangles on the columns to have alternative sorting options.
5. You will see Add Test on the left side Click here and you will be presented with the a new test screen.
6. Enter a name and description for your assessment. Note that the description is what will show up in both the content area and when a student enters the assessment. The Instructions will only show when a student enters the assessment.
7. Click the Submit button.
8. The next screen asks you about the type of question you wish to ask your student. Click the down arrow in the text box to see what question types are available.
9. The link called Creation Settings gives you options for your test questions. Things like including images, files or external links to questions or answers, specifying random ordering of answers, and specifying partial credit for answers are examples.
10. Choose your question type and Click the Go button. Questions types include:
 - Calculated Formula Questions
A Calculated Formula question contains a formula, the variables of which can be set to change for each user. The variable range is created by specifying a minimum value and a maximum value for each variable. Answer sets are randomly generated. The correct answer can be a specific value or a range of values. Partial credit may be granted for answers falling in a range.
 - Calculated Numeric Response Questions
This question resembles a fill-in-the-blank question. The user enters a number to complete a statement. The correct answer can be a specific number or within a range of numbers.

- **File response questions**

Users upload a file as the answer to the question. This type of question is graded manually.

- **Hot spot questions**

Users indicate the answer by marking a specific point on an image. A range of pixel coordinates is used to define the correct answer. Hot Spot refers to the area of an image that, when selected, yields a correct answer.

- **Fill in Multiple Blank Questions**

This question type builds on fill-in-the-blank questions with multiple fill in the blank responses that can be inserted into a sentence or paragraph. Separate sets of answers are defined for each blank.

- **Jumbled Sentence Questions**

Users are shown a sentence with a few parts of the sentence as variables. The user selects the proper answer for each variable from drop-down lists to assemble the sentence. Only one set of answers is used for all of the drop-down lists.

- **Opinion Scale / Likert Questions**

Question type based on a rating scale designed to measure attitudes or reactions. Users indicate the multiple choice answer that represents their attitude or reaction. When the instructor creates an opinion scale question, six answer fields are pre-populated with the following answers: Strongly Agree/Agree/Neither Agree nor Disagree/Disagree/Strongly Disagree/Not Applicable

- **Short Answer Questions**

Short Answer questions are similar to essay questions. The length of the answer can be limited to a specified number of rows in the text box. The number of rows is meant as a guideline when entering an answer, it does not impose an absolute limit on answer length

- **Either/Or questions**

Users are presented with a statement and asked to respond using a selection of pre-defined two-choice answers, such as: Yes/No, Agree/Disagree, or Right/Wrong

- **Quiz Bowl Questions**

The user is shown the answer and responds by entering the correct question into a text box. An answer must include a phrase and a question word, such as who, what, or where, to be marked as correct. Partial credit may be given if the question word is not included in the answer.

11. The type of text boxes you get next will depend on your question type.
12. Enter the information for your question.
13. In the response boxes, you can enter information that will be displayed after the student submits his/her answers, such as on which page of the text to find the correct answer or other feedback information.
14. Use Add New Question to add another question to your assessment or Click on OK to complete the assessment.
15. When you are ready to place the assessment within your content area, click on the Add Test link in the Blackboard menu bar. This gives you the opportunity to either create a new assessment or to make a selection from the assessments that you have already created. Click OK



16. You then have the option to Modify the Test or to Modify the Test Options. If you need to make changes to test questions, select the first option. If you're ready to make the test available for students then select Modify the Test Options. Here you will be presented with the opportunity to determine how many attempts at the test the students will have, you can set a timer or a password for security purposes, and you'll be able to define how feedback will be shown. Other options include making the quiz available, dates of availability, whether you want to make an announcement (so it will show up in the Announcements list when students log on), where to place the link, and various other options.
17. Make your selections.
18. Click the Submit button.

Creating Assessment Questions for Uploading

Instructors may import files containing questions into an Assessment or question pool.

Files for Test Manager

Follow the instructions below for uploading questions into Tests. The formatting for importing into Question Pools is different. The questions in the uploaded file must match the file structure explained below. The file may include Essay, Ordering, Matching, Fill in the Blank, Multiple Choice, Multiple Answer, and True/False questions. There is also an online Test Generator available at <http://www.byui.edu/onlinelearning/employees/testgen/index.htm> that you might find much easier to use.

Note: *Many textbook publishers create test banks that are ready for uploading to blackboard. This might be an excellent resource for you and save you time. But please remember to review the file for bad questions and other errors.*

The following information is important to note when importing Assessment questions:

- Once uploaded, questions can be manipulated like other questions created within the Assessment.
- If there is an error in a question within a file, only the question with an error will fail to upload. Questions without errors will upload successfully.
- The system does not check for duplicate questions. It is up to the Instructor to manage this aspect of the Assessment questions.
- You need to have your formatted questions ready to go before importing them.

All files must be saved as .txt (text) or .rtf (rich-text) file. Do not save as a MS-Word (.doc) or WordPerfect (.wpd) document. You may find that using excel to create your file works well too.

Test Manager

Create a new assessment or survey. Give it a title and enter the description and instructions in the appropriate boxes. From the Add dropdown box, select upload questions and then select GO.

Browse to the file containing questions to import. All of the correctly formatted questions in this file will be added to the Assessment.

Select a point value for each question. When questions are imported they automatically default to the point value set in Creation Settings. If a default value has not been chosen in Creation Settings questions will automatically have a point value of '0' and Instructors must then enter a point value for each question.

File Structure for Uploading Questions

Questions in the file must conform to a specific structure to be uploaded to an Assessment successfully. Each field in the file is separated by a tab. Each row is a separate question.

Multiple Choice Questions are Structured as Follows:

| | A | B | C | D | E | F | G | H | I | J |
|---|----|--------------------------------------|--------------|---|--------------|---|------------|---|--------------|---|
| 1 | MC | How many States in the United States | 45 Incorrect | | 13 Incorrect | | 50 Correct | | 52 Incorrect | |
| 2 | | | | | | | | | | |
| 3 | | | | | | | | | | |
| 4 | | | | | | | | | | |

'MC' TAB question text (TAB answer text TAB 'correct' or 'incorrect')

- Text within () may be repeated for each of the answers that are part of the Multiple Choice question. The maximum number of answers is 20.

Multiple Answer Questions are Structured as Follows:

| | A | B | C | D | E | F | G | H | I | J |
|---|----|---|---------------|---|------------------|---|-----------------|---|--------------------|---|
| 1 | MA | Which of the following were US Presidents | Adams Correct | | Gainey Incorrect | | Lincoln Correct | | Robinson Incorrect | |
| 2 | | | | | | | | | | |
| 3 | | | | | | | | | | |
| 4 | | | | | | | | | | |

'MA' TAB question text (TAB answer text TAB 'correct' or 'incorrect')

- Text within () may be repeated for each of the answers that are part of the Multiple Answer question. The maximum number of answers is 20.

True /False Questions are Structured as Follows:

| | A | B | C | D | E | F |
|---|----|---|-------|---|---|---|
| 1 | TF | The capitol of the United States if New York City | False | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |

'TF' TAB question text TAB 'true' or 'false'

Essay Questions are Structured as Follows:

| | A | B | C | D | E | F |
|---|-----|---|---|---|---|---|
| 1 | ESS | Write a response of no more than 500 words, using what you have learned in class. | | | | |
| 2 | | | | | | |
| 3 | | | | | | |

'ESS' TAB question text TAB [example]

Text within [] is optional. The Instructor may choose to add a sample essay question or leave this blank.

Ordering Questions are Structured as Follows:

| | A | B | C | D | E | F | G |
|---|-----|--|--------------------|--------------------|------------|---------------------|-------|
| 1 | ORD | Put the following famous battles in order of occurrence. | Battle of Hastings | Battle of Yorktown | Gettysburg | Battle of the Somme | D-Day |
| 2 | | | | | | | |
| 3 | | | | | | | |
| 4 | | | | | | | |

'ORD' TAB question text (TAB answer text)

- Text within () may be repeated for each of the answers that are part of the Ordering question. The maximum number of answers is 20.
- The order entered in the file is the correct order. The system will randomly order the answers.

Matching Questions are Structured as Follows:

| | A | B | C | D | E | F | G | H |
|---|-----|---|--------------------|------|------------|------|---------------------|------|
| 1 | MAT | Match the famous battles and the year they were fought. | Battle of Hastings | 1066 | Gettysburg | 1863 | Battle of the Somme | 1917 |
| 2 | | | | | | | | |
| 3 | | | | | | | | |
| 4 | | | | | | | | |

'MAT' TAB question text (TAB answer text TAB matching text)

- Text within () may be repeated for each of the answers that are part of the Matching question. The maximum number of answers is 20.
- The system will randomly order the answers and their question.
- When uploading a matching question, there must be a one-to-one relationship between questions and answers. If not, correct answers may be marked incorrect if more than one answer has the same value.

Fill in the Blank Questions are Structured as Follows:

| | A | B | C | D | E |
|---|-----|---|------|---|---|
| 1 | FIB | The Battle of Hastings was fought in ____ . | 1066 | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |

'FIB' TAB question text (TAB answer text)

Text within () may be repeated for each of the answers that are part of the Fill in the Blank question. The maximum number of answers is 20.

Files for Question Pools

The formatting for importing questions into a Question Pool is different from formatting for uploading into a test. A special packaging format is required. The easiest way to create a file is to use an online generator like <http://www.csi.edu/blackboard/bbquiz/> or software like Respondus (<http://www.respondus.com/>). As for tests, publishers may have packaged pool questions ready for importing.

Creating An Assessment From a Pool

A test is a series of questions an instructor presents to students. The purpose of the test can be to evaluate concepts, provide drill, or practice exercises. Student answers can be submitted for grading, and the results are recorded under each student entry in the gradebook.

Step 1: Click on the Test Manager link in Assessment area of Control Panel.



Step 2: Click  the **Add Test** icon.

Step 3: Type the Name of the Test and a description. When finished click submit

Step 4: Type in the instructions. When finished click submit

Step 5: Choose either random block (Step 6A) or From a question pool or Assessment (Step 6B) and click go

Step 6A: Random Block

Step A: Choose Test/Pool

Step B: Choose type of questions

Step C: Enter number of questions to use

Step D: Enter the point per question

Step E: Click Import

Step 6B: From a Question Pool or Assessment

Step A: Choose Test/Pool

Step B: Choose type of questions

Step C: Click Search

Step D: **Check the questions you want to use

Step E: Click Submit

Step F: Repeat steps 1 -6 for each pool/test and/or page.

Note: Instructors may select 20 questions at a time from a pool or another assessment to add to a test. If more the 20 questions are found during the search (multiple pages), instructors may only select and submit questions from one page at a time.

Organizing Content in Blackboard

Lesson # _____ Topic _____

| | |
|---|--|
| Introduction | <i>key off your unit questions on the UBD tree worksheet</i> |
| Objectives | <i>summary of "evidence" on your UBD tree worksheet</i> |
| Reading Assignment | |
| Lecture Material or Course Content | |
| Learning Activity | <i>transfer from your UBD tree worksheet</i> |
| Self-Assessment | |
| Additional Resources | |
| Reflection/Journaling | |
| Assignment <i>(submitted for grading and feedback)</i> | <i>transfer from your UBD tree worksheet</i> |

Announcements

- Pending deadlines, current event notifications, FAQ of the week, etc.

Syllabus (or Course Information)

1. Syllabus
2. Welcome letter
3. Administrative Policies
4. Academic Integrity Policy

Staff Information

- Contact information
- Response time
- Office hours
- Personal bio, if you wish

Assignments (or Materials)

- Module 1 (or Lesson 1)
 - Brief overview of the lesson
 - Lesson objectives
 - Reading assignment
 - Lecture material or course content
 - Learning activity
 - Self-Assessment
 - Additional resources/Debrief Statement
 - Reflection/Journaling
 - Assignment (for assessment of module completion)
- Exams

Gradebook (My Grades)

- Direct link for student access to their gradebook

Books (optional—could be included in Syllabus area)

Discussion Board

- Weekly topics
 - Threads started by instructor
- Student questions
 - Allow new threads
 - Consider allowing anonymous posts
- Archived FAQ
- Student Lounge
 - Allow new threads
 - Informal, un-moderated area

Elive!

- If you have Elive! sessions schedule add a direct link, if applicable

External Links

- Web addresses with additional, relevant information
- Plug-ins needed in the course

The following two areas come as default links in Blackboard and should be reviewed for applicable uses in your class.

Communication

- Disable those features you won't be using

Tools

- Disable those features you won't be using



Blackboard Suggestions

CDE is developing a suite of recommendations regarding structure of Blackboard classes and materials intended to provide a positive and consistent student experience. Following are some of the core principles.

1. Disable/hide sections and tools that are not being used in your class.
2. Use the Course Information section for “meta” information about the course: syllabus, schedule, course policies
3. Include the Instructor Information section and provide full contact information
4. Images for Instructor area should be limited to 150 x 150 pixels in the jpg format and optimized for web delivery.
5. Course banner may be added to further customize course site. Banners should be no larger than 200 x 600 pixels and optimized for web delivery.
6. Course information should include an overall course “map” that lays out learning units and due dates (or suggested dates for completion)
7. Gather learning units and assessments in one section, commonly Course Materials, though this might be customized and named Assignments or Materials, etc.
8. Course materials should be “chunked” into Learning Modules or Lessons using a nested folder structure rather than a flat listing, and unit folders should be arranged chronologically (or reverse)
9. Individual Learning Units should include as many of the following as applicable/reasonable (avoid “Read the text, take a test” style units):
 - a. Unit Objectives
 - b. Reading Assignment
 - c. Lecture Material (class notes, etc.)
 - d. Activity
 - e. Reflection
 - f. Self-Assessment
10. Lecture materials should include short (1-250 words) materials “in-line” on the page rather than all links to external documents (think about students downloading!)
11. If possible, linked documents should be in a commonly accessible format: HTML, PDF, RTF, GIF, JPG, SWF always keeping bandwidth limitations in mind
12. Use of other formats (DOC, DOCX, PPT, MOV, MP3) should be supported with clear instructions on obtaining proper viewing software.
13. Instructors are encouraged to take advantage of publicly provided Learning Objects and external links and resources to enrich course materials.

14. External links and resources should be logically associated with discrete curriculum and/or categorized and given context with a clear direction to get student's back to the blackboard site. Its a good idea to have links show up in a new window (or tab) of the browsers.

Web Materials That Work

The Right Format

The right format for any document will be that which can be read by all of your students while still presenting the information accurately. Plain text is perhaps the most widely accessible, but you often lose important formatting and layout. Following are points discussing the most useful document types for web education.

HTML/Web Documents

HTML documents will naturally be accessible to all students. You don't have to be a web developer or know HTML to create HTML documents! Just use the Save As or Save for the Web functions in your software.

PDF Documents

The Adobe PDF format is a widely used and accessible format. As members of the UAF community, you have access to the full Adobe Acrobat program¹, which lets you create PDF files from applications, web pages, or by scanning existing print documents. PDF documents can be single-page, multi-page², or even an aggregate of various files³ already in PDF format. The important points are to try to keep the file sizes reasonable⁴ and make sure you provide students with a link to the free Acrobat Viewer⁵ in case they don't yet have it.

Office Documents

Distributing Microsoft Word, PowerPoint, and Excel files can be a useful means of exchange as long as your students can view them! Students are not part of the UAF site license for Office. They must understand they will need to own the software, use a lab, or install the appropriate viewer⁶, using links you can provide.

Standard Graphics Files

If you use Photoshop, Corel Draw, or other graphics programs to create materials, be sure to provide the material in an accessible file format. By far, the most accessible will be GIF or JPEG images. If you are targeting other graphics software users, TIFF or PNG are the standards. Try to avoid the less standard BMP, WMF, and PICT platform-specific types. Windows XP, VISTA, and Mac OS X have built-in viewers that can handle most file types, otherwise there are free webtools that can open almost any graphic file.

Presenting Sequential Materials in Blackboard

Multiple Individually Linked Documents

The most common model used in Blackboard courses is to upload a series of documents one at a time into the selected course area. While this method is perhaps the most straightforward, it is also the least usable for students because it demands a lot of navigation from content to index and back, making your material appear disconnected.

Multiple Linked Documents

A more compact method is to load the first document, then modify that entry and continue adding further pages to it. However, this really only helps cosmetically—making the index of a folder of documents more compact and making it clear that a series of documents are linked together—but does little to improve the student experience.

Linked Module

An under used feature of Blackboard is the ability to import an entire “module” of linked documents at one time. If you are handy with constructing web pages or other documents that have their own internal navigation, you can put the whole series into a folder, compress them into a ZIP file, and then load them in as a single Blackboard unit. Blackboard will give you the option to choose which document the students should start with. This is a particularly useful feature if you are using similar materials in another context, and it greatly improves the student experience by making the material more cohesive. However, you will have to create some kind of navigation within your documents themselves, which can be time consuming.

Blackboard Learning Unit

Blackboard has its own facility for creating a sequential series of instruction called a Learning Unit. By creating a learning unit and then adding a series of documents, links, and files, you can create a structured curriculum path without having to create the internal navigation yourself. In this model, you can control whether the student must access the material sequentially (as we have in the sample) or if they can jump around using the Contents button available in the learning unit.

A Blackboard Scavenger Hunt

The Blackboard Learning system can be a valuable addition to any class, but to be effective students must know how to use it! Take some of the drudgery out of the process by allowing students to discover by doing—in this case by utilizing a simple, but effective, Blackboard Scavenger Hunt.

Learning Objectives

Students familiarize themselves with the following primary Blackboard tools/areas:

- Announcements
- Course Information area and Course Documents (content) area
- Discussion Boards
- Assessments

Students demonstrate their mastery by completing a brief Blackboard assessment.

Format /Process

1. Place “items” in appropriate locations in your Blackboard course in various formats (items should be similar format to regular class materials) for example:
 - in a Blackboard Announcement
 - in a document in the Course Information area
 - in a folder within the course documents section
 - in the class syllabus
 - in a discussion board posting
 - in a document passed to the student using the Digital Drop Box
2. Create a short, point-bearing Blackboard quiz asking for the items they found
3. Create a handout (paper, Word, or PDFext) outlining the Scavenger Hunt items, tips on locations, and a place to note answers. Don’t forget to indicate where they go in your course to take the quiz. Provide the handout to students as early as possible, preferably before asking students to use Blackboard to access course curriculum.
4. Finally, students will complete the quiz using the items they have found.

More Resources

For more information on using scavenger hunts on Blackboard refer to this article:
http://jolt.merlot.org/Vol2_No2_Jones.htm.

Blackboard Resources

Getting Help

Blackboard Support

UAF: <http://www.alaska.edu/oit/cts/blackboard/>
helpdesk@alaska.edu or call 907-450-8300 or Toll Free (800) 478-8226

CDE Student Tutorials

<http://distance.uaf.edu/archives/students/substudents/getting-help-1.php>

External Resources

Blackboard Support Center

<https://behind.blackboard.com/s/faculty/>

Blackboard and Course Cartridges

<http://cartridgecatalog.blackboard.com>

Blackboard Faculty Users Listser

<http://www6.miami.edu/bb/bbfs/>

BYU-Idaho Blackboard Test Generator (Tests)

<http://www.byui.edu/onlinelearning/employees/testgen/index.htm>

College of Southern Idaho Blackboard Quiz Generator (Pools)

<http://www.csi.edu/blackboard/bbquiz/>

Getting Started with Blackboard and other Quick Guides

<http://www.itd.depaul.edu/website/documentation>

Online Course Quality

Quality Matters

In 2003, a consortium of Maryland colleges and universities (MarylandOnline) received a FIPSE grant to study the features that indicate quality in an online course. They initiated a peer-evaluation process, and ultimately developed a set of criteria based in research literature. They adopted the name “Quality Matters” for their project and the resulting documentation.

The three-year grant ended in Fall 2006. The Quality Matters program continued and expanded beyond the scope of the original grant. Quality Matters now offers institutional subscriptions as well as a variety of fee-based services. The institutional subscription allows partnering universities and colleges to become part of their network, attend training opportunities, and participate in the peer review of courses.

The original materials authored under grant funding are in public domain. They may be accessed from the Quality Matters web site: <http://www.qualitymatters.org/FIPSE.htm>

With their permission, we’ve included a copy of the Research Matrix here in your binder. This document provides an excellent research base for many of the course design elements we recommend in our checklist.

Course Design Rubric

Our own, internal rubric was developed as a team effort among local instructional designers and consultants. It is available on the CDE web site:

<http://distance.uaf.edu/archives/research/subresearch/course-quality.php>

Course Development Checklist

More recently, we developed a checklist of course design elements. We use this checklist as a communication tool between instructional designers and course developers. In the creation of this tool, we reviewed similar documents from other post-secondary institutions. We borrowed ideas from many places, but most heavily from St. Petersburg College in Florida: <http://www.spjc.edu/>

A copy of the CDE Course Development Checklist is included in the following pages.

Center for Distance Education

COURSE DEVELOPMENT or REVISION

| Course Information | | | |
|--|---|------------------------|----------------------|
| Developer Name: | | | |
| Contract Fee to be Paid for Development: | | | |
| Course Title: | | | |
| Course Number: | | | |
| Credit Hours: | | | |
| Number of Graded Elements in the Course: | | | |
| Design Meeting Date: | | | |
| COURSE DESIGN | | Initials of Instructor | Initials of Designer |
| I. Welcome | | | |
| Instructor welcomes students to the course. __ in announcement __ in welcome letter __ other location: | | | |
| Instructor provides clear directions for getting started. __ in announcement __ in welcome letter __ other location: _____ | | | |
| II. Syllabus | | | |
| Syllabus includes required elements specified by UAF policy: __ course title, number, credits, prerequisites __ instructor name, office hours, telephone, e-mail __ complete list of course materials __ course description __ course goals and student learning outcomes __ description of instructional methods __ course schedule and/or pacing expectations __ course policies, including participation, late work, plagiarism, academic integrity __ grading policies __ information on support services __ information on disability services | | | |
| Syllabus includes a list of technical requirements (e.g., connection speed, hardware, software) and a list of expected technical competencies (e.g., e-mail or word processing). | | | |
| ◆ | Instructor provides brief biographical information and photo. | <i>(recommended)</i> | |

| III. Course Content | | | | | | | | | | | | |
|---|------------------------|------------|------|-------|-----------------------|------|------------------|------|--------------|------------------------|--|--|
| <p>Each lesson or module provides:</p> <ul style="list-style-type: none"> <input type="checkbox"/> learning objectives <input type="checkbox"/> introduction to the material <input type="checkbox"/> clear directions <input type="checkbox"/> learning activities <input type="checkbox"/> instructor insights (e.g., lecture notes) <input type="checkbox"/> clearly defined assignments | | | | | | | | | | | | |
| <p>Lecture Notes are sequenced and “chunked” to improve usability.</p> | | | | | | | | | | | | |
| <p>All links are currently functioning. Date evaluated:</p> | | | | | | | | | | | | |
| <p>Material has been checked for spelling and grammar. Date evaluated:</p> | | | | | | | | | | | | |
| <p>Learning activities are varied and target multiple learning styles. Please list examples:</p> | | | | | | | | | | | | |
| <p>Textbooks and required materials are listed. Where are they listed? Have the adopted titles been provided to the Bookstore?</p> | | | | | | | | | | | | |
| <p>Course abides by copyright and fair use laws. Have reprint requests been submitted to the Bookstore?</p> | | | | | | | | | | | | |
| <p>◆ Additional resources are provided for students who want more information.</p> | <i>(recommended)</i> | | | | | | | | | | | |
| IV. Interaction and Collaboration | | | | | | | | | | | | |
| <p>Expected student participation levels are clearly defined. What are they and where are they listed?</p> | | | | | | | | | | | | |
| <p>Instructor response time is clearly defined for the students. What is it and where is it listed?</p> <p>Through what channel will assignment feedback be given?</p> | | | | | | | | | | | | |
| <p>Identify the Communication/Collaboration/Interaction tools used in this course:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Discussion</td> <td style="width: 50%;">Illuminate</td> </tr> <tr> <td>Chat</td> <td>Email</td> </tr> <tr> <td>Student Presentations</td> <td>Blog</td> </tr> <tr> <td>Peer Evaluations</td> <td>Wiki</td> </tr> <tr> <td>Role Playing</td> <td>Other (Please specify)</td> </tr> </table> | Discussion | Illuminate | Chat | Email | Student Presentations | Blog | Peer Evaluations | Wiki | Role Playing | Other (Please specify) | | |
| Discussion | Illuminate | | | | | | | | | | | |
| Chat | Email | | | | | | | | | | | |
| Student Presentations | Blog | | | | | | | | | | | |
| Peer Evaluations | Wiki | | | | | | | | | | | |
| Role Playing | Other (Please specify) | | | | | | | | | | | |
| <p>◆ Group projects/activities are assigned to students.</p> | <i>(recommended)</i> | | | | | | | | | | | |
| <p>◆ Students are introduced to the professional community of practice.</p> | <i>(recommended)</i> | | | | | | | | | | | |

| V. Assessment | | |
|---------------------|---|----------------------|
| | <p>Assignments encourage students to work at higher level of Bloom’s Taxonomy or target multiple Facets of Understanding. Please cite examples:</p> | |
| | <p>Assignments include a variety of performance types. Please provide examples:</p> | |
| | <p>Assignments are clearly communicated with expectations, including deliverables, due dates, and instructions for submitting. Where are they listed?</p> | |
| | <p>Rubrics or examples are provided to clarify expectations and to explain grading criteria.</p> | |
| | <p>Students are encouraged to reflect on their learning. Please explain:</p> | |
| | <p>A mechanism is in place for instructor to provide specific, detailed feedback to students on each lesson. Please explain:</p> | |
| | <p>Exams correspond with the stated learning objectives for the course. (Not all courses use exams for assessment. If exams will be used, they must match course content and goals.)</p> | |
| ◆ | <p>Students are encouraged to utilize self-assessment materials. Please explain:</p> | <i>(recommended)</i> |
| VI. Learner Support | | |
| | <p>Appropriate instructor contact information is provided. (Providing an e-mail address is strongly suggested.)</p> | |
| | <p>Access to OIT Helpdesk and/or CDE Student Services is clearly defined.</p> | |
| | <p>Access to UAF resources is clearly defined (e.g., library, tutoring services, labs).</p> | |
| | <p>Required tools such as plug-ins and players are clearly defined and links are provided for acquiring those tools. Please list required tools and location of information:</p> | |
| | <p>For online courses, a gradebook is available for students to check their progress.</p> | |
| | <p>A mechanism is in place for instructor to contact students who are falling behind. Please explain:</p> | |
| | <p>Role of CDE Student Services is clearly defined. Please list (e.g., mail welcome letter, proctor exams):</p> | |

| |
|---------------------------------|
| VII. Additional Comments |
| |

Step Two of the review process is to list deficiencies and make a plan for correcting them.

| ACTION ITEMS | Initials of Instructor | Initials of Designer |
|--|------------------------|----------------------|
| I. Critical Revisions (Course will not be opened for enrollment until these items are addressed) | | |
| <p>List all necessary corrections. Note who will make each revision (instructor or instructional designer) and the deadline for completion.</p> | | |
| II. Non-Critical Revisions (These items are strongly recommended, but will not delay course opening) | | |
| <p>List recommended course enhancements and give a target date for implementing the improvements.</p> | | |
| III. Follow-up | | |
| <p>The date of our next meeting is:</p> | | |

Signatures of the Design/Development Team:

Instructional Designer/Date

Instructor/Developer/Date

Reviewed by:

Course Manager/Date