Online and Blended Course Review

The Online and Blended Course Review process has been developed with the goal of maintaining the outstanding level of quality of courses provided by Illinois Valley Community College. This form will serve as a guide as you review your course and build on its strengths in accordance with College guidelines and identified best practices. An Educational Technologist will assist in this process.

This course review is designed to check for alignment with

🏆 The IVCC Best Practices and Expectations,
%! The IVCC Web Site Guidelines and Procedures.

Throughout the document, checkpoints will be indicated with the corresponding symbol.

<table>
<thead>
<tr>
<th>The timeline for this course is as follows:</th>
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<tbody>
<tr>
<td><strong>Task:</strong></td>
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<tr>
<td>1. Courses identified for review or development:</td>
</tr>
<tr>
<td>2. Design meeting with Educational Technologist:</td>
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<tr>
<td>a. Your technologist will contact you to set up a meeting date and time.</td>
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<tr>
<td>3. Instructor completes changes based on review form:</td>
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<td>4. Second design meeting with Educational Technologist:</td>
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<td>a. Contact your technologist when you are ready to set up the meeting.</td>
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<td>5. Forms forwarded to Learning Technologies and Deans for final review:</td>
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<tr>
<td>6. Final Review Completed</td>
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- Dates will vary depending upon when the instructor would like to begin the assessment process.
This online or blended course is being reviewed as part of the ongoing course review process. Step One of this process is to contact your Educational Technologist to setup a Design Meeting. Prior to that Design Meeting, be sure you have read through this document completely.

### Course Information

<table>
<thead>
<tr>
<th>Today’s Date</th>
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<tbody>
<tr>
<td>Course Title</td>
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<tr>
<td>Course Number</td>
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</tr>
<tr>
<td>Credit Hours</td>
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<tr>
<td>Course Home Page URL</td>
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Instructor recommends that students participate in orientation for distance learners. Yes □ No □

Initial Design Meeting Date

### PROCEDURE

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<tr>
<th>Initials of Instructor</th>
<th>Initials of Ed. Tech.</th>
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1. **Course Design**

1.1: The instructor conveys how students are to enter the course through:

- [ ] Instructor website
- [ ] Online Course website
- [ ] Typed letter mailed to students home address
- [ ] Face-to-face meeting (Blended courses)
- [ ] Students are sent an email

1.2: Objectives/learning outcomes are clearly revealed to the students: (check all that apply)

- [ ] In course syllabus
- [ ] In course outline
- [ ] In each content unit

1.3: Information is chunked in a way that is logical and consistent.

- [ ] Yes □ No □
1.4: A variety of supplemental learning resources are included (check all that apply):
- Lecture notes
- Summaries of the readings
- Vocabulary/glossary items
- Sample test questions
- Internet assignments
- Self-assessments
- Grading rubrics
- Suggested/recommended readings
- Audio or video segments
- Links to Internet sites
- Links to articles in library databases
- Presentation slide outlines
- Electronic course pack
- Paper course pack
- Links to student services and resources
- Other (please list)

1.5: The instructor is able to identify learner characteristics in the early part of the course so that if needed he/she can modify pedagogical methodologies. For example: the student is required to complete a short assignment helping to identify their preferred learning style. Please cite examples:

1.6: Visual and auditory stimuli are used to motivate students. Please list:
## 1. Technology

1.1: Course Web page contains the following:

- [ ] Instructor name
- [ ] Email address
- [ ] Phone number
- [ ] Mailing address
- [ ] Office hours
- [ ] Course calendar/schedule
- [ ] Student expectations
- [ ] Discussion area
- [ ] Welcome Page
- [ ] Sample course outline and class schedule

## 2. Technology

2.1: If the course uses Blackboard, the navigation toolbar has been optimized for the course and utilizes the following links:

- [ ] Announcements
- [ ] Course documents
- [ ] Discussion board
- [ ] External Links
- [ ] Staff Information
- [ ] Tools
- [ ] Course Information
- [ ] Online Grade book
- [ ] Assignments
- [ ] Assessment Manager
- [ ] Other customized buttons, please list.

2.2: An expectation exists in the course syllabus for students to use technology to develop and submit their assignments.

- [ ] A specific file naming convention is explained.
- [ ] Instructor indicates how files should be submitted
  - [ ] As email attachment
  - [ ] In private discussion conference/forum
  - [ ] Using Blackboard Assignments.
  - [ ] Using Blackboard digital drop box.

Other, please explain:

2.3: Students are informed about their Bart email accounts and are encouraged, if not mandated, to use that account for student work. In addition, firewall issues with various outside email accounts are discussed so students understand the potential impact on their learning.

- [ ] Yes
- [ ] No
2.4: A contingency plan is in place that prepares students for technical failures such as unreliable Internet service, power interruptions, PC crashes, lost or misdirected email, and server failure. Arrangements are in place for

- Assignment deadline modifications
- Alternative assignments
- Acknowledgement of received assignments.
- Communication of college technical problems.

2.5: Required tools such as plug-ins and players are clearly defined and assistance is provided to students for acquiring those tools.

Courses using Blackboard clearly communicate these system requirements to students:

- **Platform:** Windows 95, 98, 2000, NT, or ME; MacOS 9 or MacOS X
- **Hardware:** 64 MB of RAM, 1 G of free disk space
- **Browser:** Internet Explorer 6.0 or Mozilla Firefox 1.0.3
- **Software:** Microsoft Word, Adobe Acrobat Reader
- **JavaScript & Cookies** must be enabled.
- **Script debugging** is disabled.

### 3. Interaction and Collaboration

3.1: Identify the Communication/Collaboration/Interaction tools used in this course:

- Discussions
- Chat
- Student Presentations
- Web Conferencing (Elumminate Live!)
- Instructor Website
- Email
- Other (Please specify)

3.2: Instructor Response time is clearly defined for the students.

What is it and where is it listed?

3.3: Netiquette expectations with regard to discussions and email communication are clarified:

- Yes
- No
3.4: Expected student participation levels are clearly defined so that the student is aware of requirements for success in the course.

What are they and how are they communicated?

3.5: A cyber-community atmosphere is developed at the onset of the course and will be maintained throughout the course.

- Yes  
- No

The requirements for course interaction are clearly articulated.

- Yes  
- No

The course design provides a variety of opportunities for interaction between students and instructor including:

- Student to Student
- Student to Instructor
- Instructor to Student

3.6: Group projects/activities are assigned to students.

- Yes  
- No

If yes, please explain:

### 4. Assessment and Evaluation

4.1: The grading policy is concise and easy to understand.

- Yes  
- No

4.2: Assignments encourage students to work at higher levels of Bloom’s taxonomy.

- Knowledge  
- Example:_____________________

- Comprehension  
- Example:_____________________

- Application  
- Example:_____________________

- Analysis  
- Example:_____________________

- Synthesis  
- Example:_____________________

- Evaluation  
- Example:_____________________
4.3: Multiple assessment techniques are employed to appeal to different learning styles and promote critical thinking skills.

- Group projects
- Exercises
- Essays or essay questions
- Portfolios
- Peer review
- Case studies
- Journaling or Blogging
- Traditional, proctored exams
- Other, please list

4.4: Assessment and measurement strategies are designed to provide feedback to the learner. Please explain:

4.5: Student self-assessment is available along with practice types of assessment, providing quick learner feedback. Please explain:

4.6: Students are provided with opportunity to provide anonymous feedback to the instructor about the course.

- Yes
- No

4.7: Instructor utilizes classroom assessment techniques throughout the course. Please provide an example.

### 5. Learner Support

5.1: Course instructions articulate or link to an explanation as to how the College’s academic support system can assist the learner in effectively using the resources provided.

[http://www.ivcc.edu/dl/handbook/studentsuccess/studentsuccess.html](http://www.ivcc.edu/dl/handbook/studentsuccess/studentsuccess.html)

Please explain:
5.2: Course instructions articulate or link to an explanation of how the College’s student support services can assist the learner in effectively using the resources provided.

[link]

☐ Yes  ☐ No

5.3: Access to Library resources is clearly defined.

[link]

Please explain:

☐ Yes  ☐ No

5.4: Access to tutorials and resources that answer basic questions related to research, writing, technology, etc. are available to the student.

[link]

[link]

☐ Yes  ☐ No

5.5: The course instructions articulate or link to a clear description of the technical support offered. (Student Computer Resources)

[link]

[link]

☐ Yes  ☐ No

### 6. Course Content

6.1 Does the course use pre-developed content?

- ☐ Course cartridges
- ☐ Publisher website or media
- ☐ Reusable learning objects
- ☐ Externally hosted materials
- ☐ Other (Please specify)

6.2: Content is current and up to date, including course title and semester.

Please explain:
<table>
<thead>
<tr>
<th>6.3: All links are currently functioning and are pointing to intended target.</th>
<th></th>
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<tbody>
<tr>
<td>☐ Yes ☐ No</td>
<td></td>
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Date evaluated:  

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<thead>
<tr>
<th>6.2: The user experience and accessibility for disabled students is addressed (ADA compliancy) through application of the IVCC Web Site Guidelines and Procedures.</th>
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Course Pages provide equivalent alternatives to auditory and visual content  
☐ Yes ☐ No  

Course Pages have links that are self-describing and meaningful.  
☐ Yes ☐ No  

### VII. Additional Comments

Please attach copies of relevant documents to this form.
I certify the requirements to review a successful Online Course have been completed and the Online Course meets the criteria listed above:

Signatures of the Design/Development Team:

_______________________________________  ______________________________________
Educational Technologist/Date  Instructor/Date

Reviewed By:

_______________________________________  ______________________________________
Learning Technologies Director  Division Dean/Chair/Date

The following section is to be completed by the Learning Technologies Administration