Blackboard Exemplary Course Program

Course Review Form 1

Course Information

Course Title:
[Removed for privacy]

Course Number (if applicable):
[Removed for privacy]

Reviewer Evaluation: Course Design

Course Design addresses elements of instructional design. For the purpose of this program, course design includes such elements as the structure of the course, learning objectives, and instructional strategies. Use the Exemplary Course Rubric for detailed criteria applicable to the rating choices for each area below.

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)

Rating: 6

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.)

Rating: 6
**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

Rating: 6

**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

Rating: 6

**REVIEWER FEEDBACK:**

Goals and Objectives are provided in the Course Intro video in addition to the Syllabus. An effective Course Intro video providing the benefit of learning [course topic removed for privacy], sets the stages in identifying the focus (speaking and writing), a personable introduction to the faculty, and clear expectations. [Note: in the captioning, a word was listed as "inaudible" -- the word is 'technical'.]

In addition, the video outlining the overall structure of the course and accessing each section was beneficial for students to have an overview of the course and resources.

Course information also reiterated in the Syllabus. Due to the number of components in the syllabus, it was beneficial to be able to navigate to the sections via the Table of Contents and each section.

Student is provided multiple avenues in accessing the various course components (i.e. Quizlet - description in the syllabus and on the navigation bar.) and clearly labeled. Multiple navigation paths provides ease of access in locating the information.

Within the Module Assignments, students are directed to resources. Though sometimes I question the need for multiple avenues as potentially being redundant, it aids the students in
being able to locate the information with little effort.

Beneficial visual cues with the icons. Study Guide outlining the module activities provides an excellent visual on the expectations.

Note: Disability Services and Netiquette sections – inconsistent spacing.

Outstanding job on providing technical support and videos on using the various applications! Impressive job in putting the student at ease.

**Reviewer Evaluation: Interaction & Collaboration**

Interaction and Collaboration can take many forms. The ECP criteria place emphasis on the type and amount of interaction and collaboration within an online environment. **Interaction** denotes communication between and among learners and instructors, synchronously or asynchronously. **Collaboration** is a subset of interaction and refers specifically to those activities in which groups are working interdependently toward a shared result. This differs from group activities that can be completed by students working independently of one another and then combining the results, much as one would when assembling a jigsaw puzzle with parts of the puzzle worked out separately then assembled together. A learning community is defined here as the sense of belonging to a group, rather than each student perceiving himself/herself studying independently. Use the Exemplary Course Rubric for detailed criteria applicable to the rating choices for each area below.

The submitter may have extra information for you in a folder titled "For the Reviewer."

**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 (i.e., students gain practice discussing course content extemporaneously without looking up basic, declarative information)

Rating: 6

**Development of a 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 (if included) reinforce course content and learning outcomes, while building workplace-useful skills such as teamwork, cooperation, negotiation, and consensus-building

Rating: 5
Interaction Logistics

- Guidelines explaining required levels of participation (i.e., 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.
- The instructor actively participates in communication activities, including providing feedback to students.
- The instructor uses communication tools to provide course updates, reminders, special announcements, etc.

Rating: 5

REVIEWER FEEDBACK:

Numerous options for faculty and students to interact in both asynchronously and synchronously is outstanding. The availability and scheduling is clearly defined. The Live Classroom/Offices and Live Classroom Recordings is excellent. Particularly the Live Classroom Recordings to provide unlimited access.

Was unable to access the quizzes under the 'Assessments' section as access was denied. Was able to locate the grading scale but was unable to locate assignment rubrics.

Reviewer Evaluation: Assessment

Assessment focuses on instructional activities designed to measure progress towards learning outcomes, provide feedback to students and instructor, and/or enable grade assignment. This section addresses the quality and type of student assessments within the course. Use the Exemplary Course Rubric for detailed criteria applicable to the rating choices for each area below.

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 (models of “good work” may be shown, for example)
- Instructions are written clearly and with sufficient detail to ensure understanding

Rating: 4

Assessment Design:

- Assessments appear to measure the performance they claim to measure (e.g., activities are explained using appropriate reading level and vocabulary)
- 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.).

Rating: 6

Self-assessment:

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

Rating: 6

REVIEWER FEEDBACK:

As mentioned in the previous section, unable to locate individual rubrics.

The structure of the Assessments and Assignments is presented in a clear and concise manner -- extremely easy to follow. Especially appreciated how sections included "Need Help?" though since the information is utilized for each assignment within a module, would consider placing it at the beginning and removing from each item.

A variety of ancillary resources allows the learner to practice and receive feedback from peers, self, and instructional staff.

Reviewer Evaluation: Learner Support

Learner Support addresses the support resources made available to students taking the course. Such resources may be accessible within or external to the course environment. Specifically, learner support resources address a variety of student services. Use the Exemplary Course Rubric for detailed criteria applicable to the rating choices for each area below.

Orientation to Course and CMS:

- 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

Rating: 4

Supportive Software (Plug-ins):

- Clear explanations of optional and/or required software including any additional costs are provided within the course
- Software 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 software (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 e-mail 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 and 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 software is required to which some learners may not have access, alternative file types are provided
- Large files 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

Rating: 6
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

Rating: 0

REVIEWER FEEDBACK:

In accessing the Module content (under the Home Page section), was unable to use the 'back' button feature to return to the previous page and would have to select the 'Home Page' section.

Instructional staff information provided in the intro video and "Instructors" section of the syllabus but was unable to locate names, phone number, and email address in a central location. Recommend having a 'Contact' section.

Excellent and numerous resources for checking compatibility and receiving technical support especially in consideration of the vast applications students have at their disposal.

Unable to locate any survey or mechanism to provide feedback. Unsure if a student survey is sent under separate cover.

Reviewer Evaluation: Identify Exemplary Practices

Describe what you think are three “stand-out practices” in the course you reviewed. If you are using the same three as the submitter, please note what makes them best practices.

1) Excellent use and integration of video. The amount of information "chunked' in the videos is not overwhelming and thus maintains attention.

2) Very clean structure -- the font face, colors, and white space are outstanding and aids in the ease of navigating the course.

3) Multi means for students to access and locate the various components of the class. Appreciated how the descriptions and instructions specified were to locate resources.

Reviewer Evaluation: Overall Comments

Please provide overall comments of the course.

The Course Introduction video is very welcoming. If though I am reviewing the course, I was apprehensive whether I would be able to follow the flow of the content and how the content could be delivered. After watching the video, I was put at ease and felt supported both in conversing and writing.
Please provide constructive feedback on how specific areas of the course can be improved.

Would appreciate rubrics being available with the various assignments to provide insight before undertaking the assignment. Some sections had numerous items listed and took time to scroll through the listing -- TOC was beneficial in those situations.

**Overall Score**

The overall score for the course is auto-calculated based on your individual scores for each sub-category and takes into account the weighting of each sub-category.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Overall Score</th>
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</thead>
<tbody>
<tr>
<td>Exemplary</td>
<td>145 - 174</td>
</tr>
<tr>
<td>Accomplished</td>
<td>87 - 144</td>
</tr>
<tr>
<td>Promising</td>
<td>58 - 86</td>
</tr>
<tr>
<td>Incomplete</td>
<td>1 - 57</td>
</tr>
<tr>
<td>Not Evident/Disqualified</td>
<td>0</td>
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Overall Score: 154