

## Blended Course Standards Checklist

### Course Goals and Learning Outcomes

- A concise course description identifies the learner audience, course goals, and instructional strategy. (ch 5)
- Course goals are clearly written and broadly describe the successful learner at the end of the course. (ch 5)
- Learning outcomes for a blended course are identical to those of the onsite version. (ch 1, 5)
- Learning outcomes are measurable and specific. (ch 5)
- Learning outcomes relate to goals and are learner-focused. (ch 5)
- Sufficient time is allotted for attainment of each learning outcome. (ch 5)
- Resources and activities support learning outcomes. (ch 4, 7)
- Online or onsite modes are chosen by how their qualities best support learning activities and outcomes. (ch 4)
- The relationship between learning outcomes and assessments is evident. (ch 6, 9)

### Ease of Communication

- The writing style is clear, concise, and direct. (ch 9)
- Instructions and requirements are stated simply, clearly, and logically. (ch 6, 9)
- Contact information to advisors and technical help is provided in the syllabus. (ch 9)
- Syllabus communicates student expectations for participation.
- Syllabus orients students to class workflow by providing a descriptive overview or walkthrough of a typical lesson. (ch 9)
- Students are given clear expectations and criteria for assignments. Examples are included for clarification when needed. (ch 6)
- The manner of submission for graded assignments is clear. (ch 6, 9)
- Criteria and procedures for peer review and evaluation are clear. (ch 6)
- Materials consistently indicate when activities or assessments take place onsite versus online. (ch 9)
- Numbers are used to identify sequential steps in a task or process. (ch 9)

## Pedagogical and Organizational Design

- A syllabus including contact information, an outline, requirements, and guidelines is accessible from the start of the course throughout. (ch 9)
- Introductions and summaries are provided at the beginning and end of units. (ch 9)
- Blocks of information are broken up into incremental chunks to support memory. (ch 7)
- Content elements are presented in a logical sequence. (ch 9)
- Pedagogical steps build progressively, one upon the other, as is appropriate to the subject matter. (ch 7)
- New information, including teacher feedback, is followed by opportunities for students to apply the information. (ch 6, 7)
- Online activities reference and connect with onsite activities, and vice versa. (ch 7, 8, 9)
- A blended course is the same amount of work as online or onsite versions. (ch 4)

## Engaged Learning

- Activities are frequent and varied. (ch 7)
- Activities encourage interactions that involve course content and personal communication. (ch 7)
- Lessons are introduced with stories, case studies, questions, or challenges to engage students' attention and make outcomes meaningful. (ch 9). (ch 7)
- Stories, anecdotes, emotion, or human conflict are used to engage learners and show real-world relevance when appropriate.
- Presentations are designed to engage and support learner attention.
- Presentations include examples, models, case studies, illustrations, etc. for clarification. (ch 7)
- Reflection and reflective activities come up throughout the course. (ch 8)
- Materials are authentic or relate to real-life applications. (ch 7)
- Content is designed to be simple and clear so as to avoid information overload (e.g. avoid narrating while written text is visible, using distracting images for decoration, presenting too much information at once, etc.). (ch 7)

## Collaboration and Community

- Activities encourage active interactions that involve course content and personal communication. (ch 8)
- Learners are encouraged to interact with others (classmates, course guests, etc.) to benefit from their expertise. (ch 8)
- Learners take responsibility for their learning and, at times, the learning of others. (ch 8)
- An online space (e.g. discussion board, social network) is in place for students to meet outside the class. (ch 8)
- When blogs are used, they are established as learner-owned spaces for sharing and discussion. (ch 8)
- Students are encouraged to share resources as is appropriate. (ch 8)
- Discussions are designed to capitalize on the asynchronous nature of online and the synchronous nature of onsite. (ch 8)
- Activities allow students to retain their privacy on their own terms. (ch 8)

## Assessments and Feedback

- Course includes ongoing and frequent assessment. (ch 6)
- Graded elements are clearly distinguished from those that are ungraded.
- Graded assignments are varied (e.g. special projects, reflective assignments, research papers, case studies, presentations, group work, etc.). (ch 6)
- Assessments determine the degree to which learners have achieved the required learning outcomes. (ch 4, 6)
- Onsite assessments capitalize on physical presence, immediacy, and human interaction. (ch 6)
- Criteria/rubrics clearly inform learners as to how they will be assessed on specific assignments and provide useful feedback. (ch 6, 8)
- Self-correcting and self-assessment activities are used throughout the course to support practice and increase flexibility of pacing. (ch 6, 7)
- Feedback from a variety of sources corrects, clarifies, amplifies, and extends learning. (ch 6)
- Automated feedback provides clarification on incorrect answers and elaborates on correct answers. (ch 6)
- Teacher feedback is provided in a timely fashion. (ch 6)
- Students know when and how they will receive feedback from teachers. (ch 6, 9)

## Grading

- The size of and due date for graded assignments is reasonable. (ch 6)
- The consequences of plagiarism, cheating, and failure to properly cite copyrighted materials are emphasized.
- All graded activities are listed upfront in the syllabus. (ch 9)
- Grading criteria are outlined in the course syllabus and within the assignment or activity itself. (ch 9)
- The relationship between graded elements and the final grade is clear. (ch 6)
- Students can easily track their progress. (ch 6)

## Ease of Access

- The course web site is organized to guide and direct students toward course goals. (ch 9)
- The course web site provides the shortest route for student navigation to relevant activities. (ch 9)
- Direct links are provided to course materials and resources. (ch 9)
- Audio and video material appearing within a lesson should be brief. (ch 7)
- Resource material is accessible to all students in commonly used formats. (ch 7)
- Non-essential materials that may present extraneous cognitive load are avoided. (ch 7)

## Preparation and Revisions

- Plan to improve your course design in small ways, whenever you touch the course. (ch 4, 5, 10)
- Evaluations of the course design are applied as revisions in future iterations. (ch 4, 10)
- A variety of information (student performance data, feedback, etc.) is used to evaluate the effectiveness of course design. (ch 10)
- The course web site has been tested by non-experts to identify any major usability problems. (ch 9)