Blended/Online Course Development Roadmap

[Based on Blackboard Exemplary Course Program Submission Form]  
http://www.webct.com/exemplary

Section One

Objectives and Outcome Goals

- Course goals are clearly explained.
- Objectives reflect desired learning outcomes aligned with the Ohio University Learning Objectives document http://www.ohiou.edu/learningobjectives/
- Clearly defined statements of instructor role and response time are provided.
- Objectives/learning outcomes are reiterated as needed as part of each learning module as well as in the syllabus.
- Assignments are aligned with stated objectives and learning outcomes.

Authentic Assessment Practices

- The inclusion of constructive feedback on ALL assignments.
- Using built-in quiz/testing features as appropriate and proctored examinations as needed.
- Providing students with ample opportunities for self-assessment, course assessment, and for evaluating web-based information in completing assignments.
- Integration of knowledge gained from Ohio University Assessment Resource links: http://www.ohiou.edu/learningobjectives/assessment_links.html
Section Two

Engaging, Quality Assignment Design

- Clearly communicated, easily navigated assignments in manageable segments are available at every level in the course.
- Assignments encourage critical thinking strategies and include scaffolding activities that promote cognitive development as well as critical reflection and analysis of content.
- Assignments provide students with ample opportunities to practice and apply concepts and skills using supplementary resources where appropriate.
- Assignments require students to make appropriate and effective use of external resources including print, visual, auditory, library, web-based, and other electronic resources.
- Students are provided opportunities and choices for individualized/differentiated instruction.

Interaction and Collaboration Components

- Instructor takes an active role in moderating discussions, communicating about course content, and being available for questions.
- Collaborative activities such as research projects, wikis, case studies, and e-portfolios are clearly explained, authentic, and meaningful.
- Instructor defines Netiquette expectations, promotes organization, teamwork, reflection, and empowerment in group work.
- Instructor models collaborative behavior in the course and permits students to negotiate some of the parameters with which they will work together and with the instructor.
Section Three

Learner Support Checklist and Tools

- Accessibility issues are addressed and learner orientation is provided.
- Links are present within the course to support documents such as the Blackboard User’s Manual, library resources, the “help desk” and Ohio University portal.
- Tutorials for applications such as Power Point, blogs, and podcasts are easily reached.
- Instructions are provided for using tools required for viewing course content (RealPlayer, Acrobat Reader and other plug-ins).
- Student connectivity issues are addressed. Content is available in a variety of formats (HTML, pdf, “doc” files).

A variety of tools in an online/blended class can be used to achieve course objectives, enhance content, and ensure interaction and collaboration as well as quality assessment. Please check the tools/strategies used in the course:

- Animations/simulations
- Audio
- Blogs
- Calendar
- Chat
- CD-ROM
- Email
- Glossary
- Quiz tool
- Video
- Discussion board
- Search
- Gradebook
- Graphics/images
- RSS feeds
- Student presentations
- Wikis
- Calendar
- Whiteboard
- Home pages
- Image database
- RSS Feeds
- Podcasts
- E-portfolios
- Video
- Virtual classroom
- Games
- Open courseware
- Concept maps
- Student home pages
- Portfolios
- Learning objects
- Virtual reality tools
- Simulations
- White board
- Camera or video conferencing