

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.
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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