

Web Course Check List

Please use this list to evaluate your web course. Use the space at the bottom to write any additional comments and questions. It is recommended that you discuss this evaluation with the Instructional Designer.

Name: _____ Course: _____

Staff Information

- _____ Have you posted information about yourself?
- _____ Does staff information include office hours, virtual office hours, email address and phone number, plus information on the best way to reach you?

Course Information

- _____ Has an approved description of the course and/or any prerequisites for the course been posted?
- _____ Have you included an attendance policy?
- _____ Have you included a grading policy plus an explanation of grading criteria?
- _____ Have you included a statement about required attendance to the first class period?
- _____ Have you included a statement about testing policies and procedures?
- _____ Have you included a syllabus or a course outline?
- _____ Have you listed the textbook, and information on where to purchase the textbook?

Course Documents

Are the following content-specific items included in the web course?

- _____ Course outlines?
- _____ Handouts?
- _____ Lecture materials?
- _____ Related readings?
- _____ Do you have **copyright permission** for all documents and materials included in your course?

Does your course take into consideration the following important structural design elements?

- _____ Is your course information presented in logical sequence or in modules that reflect the structure of the course outline?
- _____ Do you provide transitions between learning components (it is important to explain exactly **WHAT** materials are provided and **WHY** they are important to the scheme of the course).
- _____ Do you provide clear explanations describing what each file is, what programs are necessary to access it, and **how the file fits in** with the overall goals of the lesson?
- _____ Do you provide placement cues directing students to the 'next' related assignment, reading, or course document?
- _____ Do you provide representations of materials that support all types of learners (auditory, visual, kinesthetic) when possible?
- _____ Do you include assignments and activities that encourage student participation (e.g. discussion board topics, group assignments, online journals, online fieldtrips, forums, etc.?)
- _____ Are there ample opportunities provided for feedback (e.g. quizzes, discussion lists, responding to email or online journals)?

Online learning students have no way of judging their progress in the course unless they have plenty of assessment and feedback.

Assignments

_____ Do you introduce yourself in the first class session, and include an activity that encourages students to get to know each other, and the instructor? (This is helpful for encouraging participation, and for student retention—they are more likely to complete the course if they actually feel that they are an important part of a learning community).

_____ Is there a course calendar that is linked to assignments, due dates, on-line quizzes/tests?

Student Assessment

_____ Do evaluation instruments measure student accomplishment of learning objectives?

_____ Are there ample opportunities for students to be evaluated? Online learning students have no way of judging their progress in the course unless they have plenty of assessment and feedback.

_____ Does the timing of the feedback from assessments close enough to the actual assessment for student to recall information and does it provide enough time for student improvement?

_____ Are a variety of assessment methods used to evaluate student performance?

Course Evaluation

_____ Is there a space for students to provide feedback about the course (throughout the semester, or at least at mid-semester)? You may want to consider using an anonymous survey through the Blackboard Assessment function.

COMMENTS: