

Cooperation

Cooperation refers to practices that promote the sharing of effort, expertise, and resources among learners to achieve mutually beneficial outcomes or common goals. Cooperation promotes interdependence and the socialization of students into a community of learning and practice.

✓ Create opportunities for students to contribute to the learning of their classmates.	<input type="checkbox"/> Course sessions include opportunities for critical dialogue.
✓ Foster cooperative skills and spirit through collaborative activities.	<input type="checkbox"/> Course includes opportunities for collaborative activities. <input type="checkbox"/> Ground rules for effective collaboration are provided.
✓ Encourage students to support each other by sharing information, insights, etc.	<input type="checkbox"/> The importance of student to student interaction and sharing is communicated in the course syllabus and/or through other means.
✓ Provide forum(s) for peer networking and off-topic communications.	<input type="checkbox"/> Course discussion forum includes a "lounge" or similar area for peer networking and off-topic communications. <input type="checkbox"/> The purpose and availability of the networking area is communicated in the Syllabus or through other means.

Comments/Suggestions:

Diversity

Diversity refers to practices that celebrate and support the unique characteristics of learners, including differences in culture, experience, perspectives, skills, and talents. In addition to supporting the individual needs of diverse learners, diversity promotes an appreciation for multiple perspectives and a rich, shared learning experience.

✓ Use diverse teaching strategies and media to appeal to different learning styles.	<input type="checkbox"/> Course sessions integrate a mix of teaching strategies and media.
✓ Demonstrate respect for student backgrounds and past experiences, integrating them into the learning process as appropriate.	<input type="checkbox"/> Instructor communications and facilitation of online dialogue draws encourages the sharing of student backgrounds and experiences. <input type="checkbox"/> Instructor communications and facilitation of online dialogue builds upon students' shared backgrounds and experiences.
✓ Ensure that all course materials are accessible and usable by all students, including those with disabilities.	<input type="checkbox"/> Course conforms to Section 508 standards for online instruction.
✓ Provide options, flexibility, and choice to enable students to personalize learning activities.	<input type="checkbox"/> Activities and assignments enable students to adapt requirements to areas of personal or professional interest.

Comments/Suggestions:

Expectations

Expectations refers to practices that establish, communicate, and assess the achievement of course requirements. Expectations provide a clear, unambiguous, and mutually understood framework for learning.

<p>✓ Communicate clear goals and expectations in writing at the beginning of the semester, including learning objectives, assignment instructions & evaluation criteria, participation requirements, time commitments, and potential consequences. Session-level (i.e., “enabling”) objectives may also be included in the syllabus.</p>	<p><input type="checkbox"/> The course syllabus includes course-level learning objectives, assignment instructions & evaluation criteria, participation requirements, time commitments, and potential consequences of non/poor performance.</p> <p><input type="checkbox"/> Instructions for assignments include clear, detailed instructions and evaluation criteria.</p>
<p>✓ Provide regular updates throughout the semester to clarify expectations.</p>	<p><input type="checkbox"/> The instructor communicates weekly expectations, changes and updates using Announcements and/or through email.</p>
<p>✓ Define and communicate enabling objectives that link lesson/session materials to overall course goals.</p>	<p><input type="checkbox"/> Course sessions include session-level or “enabling” objectives.</p> <p><input type="checkbox"/> There is top down consistency between overall course objectives and enabling objectives.</p> <p><input type="checkbox"/> By achieving the enabling objectives, student can achieve the overall course or “terminal” learning objectives.</p>
<p>✓ Establish high standards for academic achievement (e.g., writing standards).</p>	<p><input type="checkbox"/> Assignments require conformance to APA guidelines.</p> <p><input type="checkbox"/> The syllabus communicates expectations of critical thinking, creative thought, analysis, and synthesis of learning materials.</p>
<p>✓ Assess student understanding and mastery using tests, written assignments, projects or other strategies that reflect achievement of stated objectives</p>	<p><input type="checkbox"/> The course provides incremental assessments with timely feedback (e.g., quizzes that prepare students for final exams; critical dialogue and feedback regarding concepts needed for major assignments).</p> <p><input type="checkbox"/> Assessments provide an adequate and appropriate indication of student performance as it relates to stated course objectives.</p>
<p>✓ Provide a clear, intuitive path to learning materials.</p>	<p><input type="checkbox"/> Course menu items clearly communicate their function/content.</p> <p><input type="checkbox"/> The function of each menu item is explained at the start of the course.</p> <p><input type="checkbox"/> Menu items that are not in use are disabled.</p>

Comments/Suggestions:

Interaction

Interaction refers to the exchange of information, ideas, and opinions between and among learners and teachers. Constructive dialogue is an essential element of the learning process. A generally accepted concept of interaction in an online course discriminates between learner-teacher interaction, learner-learner interaction and learner-content interaction.

<p>✓ Communicate regularly with students.</p>	<p><input type="checkbox"/> Instructor presence is evident on a weekly basis through announcements, emails, and facilitation of online dialogue.</p>
<p>✓ Communicate a process for contacting course instructor(s).</p>	<p><input type="checkbox"/> The Syllabus and Instructor Information area of Blackboard provide contact information, preferred communication methods, and a timeframe for expected feedback.</p>
<p>✓ Establish guidelines for peer to peer communication & collaboration.</p>	<p><input type="checkbox"/> Ground rules for peer to peer communication and collaboration are provided.</p>
<p>✓ Explicitly encourage open, honest communications and multiple perspectives.</p>	<p><input type="checkbox"/> Instructor communications and facilitation of online dialogue promotes acceptance and sharing of multiple perspectives.</p>
<p>✓ Provide timely, thorough, constructive, incremental feedback.</p>	<p><input type="checkbox"/> Responses to student questions are provided within XX hours/days. <input type="checkbox"/> Assignment grades are posted within XX days.</p>
<p>✓ Elicit student feedback about course content and learning activities.</p>	<p><input type="checkbox"/> The instructor encourages student feedback regarding course content and activities in the syllabus, announcements or through other means. <input type="checkbox"/> A mid-semester survey or online discussion is conducted to assess students understanding/progress and satisfaction with the learning experience.</p>

Comments/Suggestions

Responsibility

Responsibility refers to practices that foster and govern student and instructor accountability for learning. Instructors are responsible for providing a learning environment that enables student success; students are responsible for organizing and monitoring their own learning process and making the effort needed to succeed.

<p>✓ Emphasize the importance of self-direction (i.e., pacing/ scheduling, participation, and self-assessment).</p>	<p><input type="checkbox"/> The course syllabus emphasizes the importance of self-directed learning.</p> <p><input type="checkbox"/> The course provides a link to the Health Sciences New Student orientation.</p>
<p>✓ Encourage students to monitor their own progress and request extra help when needed.</p>	<p><input type="checkbox"/> The instructor communicates the need for self-monitoring of learning in the syllabus or through other means.</p> <p><input type="checkbox"/> The instructor encourages students to request extra help when needed in the syllabus or through other means.</p> <p><input type="checkbox"/> The instructor provides and regularly monitors a discussion forum dedicated to general questions and answers.</p>
<p>✓ Establish a positive, safe environment for learning.</p>	<p><input type="checkbox"/> Instructor facilitation encourages open, honest communications and remediates inappropriate communications when necessary.</p>
<p>✓ Structure content to facilitate the learning process and enable student achievement of stated objectives.</p>	<p><input type="checkbox"/> The course is well organized and provides a logical path for achieving the stated session (enabling) and course (terminal) objectives.</p>
<p>✓ Provide an appropriate balance of original content, meaningful learning activities & assignments.</p>	<p><input type="checkbox"/> Course activities are planned to require students to spend an average of 3-4 hours per week per credit hour (9-12 hours for a 3 credit course).</p> <p><input type="checkbox"/> Adequate time is provided and deadlines are organized to provide balanced weekly workload.</p>
<p>✓ Evaluate, update and revise course materials regularly.</p>	<p><input type="checkbox"/> Course materials are accurate and up to date.</p>
<p>✓ Consider the context of the course with respect to the overall curriculum.</p>	<p><input type="checkbox"/> The course objectives, content and activities build upon prior courses and prepare learners for future courses within the broader program curriculum.</p>
<p>✓ Provide oversight and guidance throughout the semester.</p>	<p><input type="checkbox"/> The instructor is consistently present throughout the semester through email, announcements, and online dialogue.</p>

Comments/Suggestions: