

Exemplary Online Courses
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1. Online Course Rubrics
 - a. Common Categories
 - i. Organization and Design
 - ii. Content, Media, and Materials
 - iii. Instructional Design
 - iv. Interaction & Collaboration
 - v. Assessment & Evaluation
 - vi. Appropriate & Effective Use of Technology
 - vii. Learner Support & Resources
 - b. WebCT Exemplary Course Project
<http://www.webct.com/service/ViewContent?contentID=13423678>
 - c. Technology and Learning Program at California State University, Chico
http://www.csuchico.edu/tlp/webct/rubric/rubric_final.pdf
 - d. Distance Educator.com
http://www.distance-educator.com/portals/webcourse_eval.html
 - i. Instruction/Instructor Characteristics, Technological Characteristics, Course/Program Management and Coordination
 - e. Florida Gulf Coast University
Department of Course and Faculty Development
Principles of Online Design Checklist
<http://www.fgcu.edu/onlinedesign/checklist.html>
 - i. Instructional Design, Interaction & Feedback, Incorporating Media, Course Management, Support Services
 - f. California State University, Fresno
Proposed Standards for Developing and Teaching Online Courses (Blackboard)
<http://www.csufresno.edu/digitalcampus/faculty/Guidelines9-20-02.pdf>
 - i. Instructional Design, Interaction & Feedback, Instructional Media, Course Management
 - g. Oregon State University eCampus's Quality Assurance Checklist
http://oregonstate.edu/instruct/coursedev//steps/qa_checklist.htm
2. Showcase of Exemplary Courses
 - a. WebCT Exemplary Course Project
<http://www.webct.com/exemplary>
 - b. DePauw University Blackboard Showcase
http://www.depauw.edu/univ/fits/bb_showcase/index.asp
 - c. Central Queensland University
<http://www.learning.cqu.edu.au/exemplars.php>
3. Showcase of Exemplary Online Activities
 - a. Virtual Resource Site for Teaching with Technology
http://www.umuc.edu/virtualteaching/vt_home.html

4. Examples

- a. Organization and Design
 - i. easy to navigate
 - ii. facilitates information processing and reading
 - iii. accessible
 - iv. appropriate use of graphics
 - 1. Lesson 1 – History of the PC from Intro to PC Hardware
<http://www.ed2go.com/demo/11-1.html>
 - v. Visual and auditory stimuli are used to motivate students
 - vi. Modular
 - vii. consistent
 - viii. aesthetic
- b. Content, Media, and Materials
 - i. Syllabus with objectives, grading policy, readings, assignment due dates, instructor contact information, prerequisites and technical requirements
 - 1. “Travel Guide” from *Interactive Distance Learning*
http://www.webct.com/exemplary/viewpage?name=exemplary_2002_hirumi
 - ii. Week by week schedule (calendar)
 - 1. “Calendar – May 2002” from *LIN 4680 - Modern English Grammar*
http://www.webct.com/exemplary/viewpage?name=exemplary_2002_young
 - iii. Course Announcements
 - iv. Student Biographies
 - v. Instructor Biography
 - vi. Copyright requirements are followed
- c. Instructional Design
 - i. Learning objectives and performance expectations are clearly defined
 - 1. “Trek 1: DE Systems And Theories” from *Interactive Distance Learning*
http://www.webct.com/exemplary/viewpage?name=exemplary_2002_hirumi
 - 2.
 - ii. Objectives are written at the appropriate level of Bloom’s taxonomy
 - 1. “Trek 1: DE Systems And Theories” from *Interactive Distance Learning*
http://www.webct.com/exemplary/viewpage?name=exemplary_2002_hirumi
 - iii. Modules are organized in a logical/consistent sequence (e.g. Gagne’s Nine Steps, Constructivist, other Appropriate Model.)
 - 1. “Trek 1: DE Systems And Theories” from *Interactive Distance Learning*
http://www.webct.com/exemplary/viewpage?name=exemplary_2002_hirumi
 - iv. Lesson introductions and summaries are used to assist learners in maintaining focus and understanding.

- v. Information is chunked or segmented in a way that clarifies the content
- vi. Instructions for assignments are clearly communicated.
- vii. Strategies for addressing multiple learning styles and promoting critical thinking skills are clearly implemented.
 - 1. “Week 1 - Grammar Machine Exercise” from *LIN 4680 - Modern English Grammar*
http://www.webct.com/exemplary/viewpage?name=exemplary_2002_young
- viii. Assignments require students to work at the higher level of Bloom’s Taxonomy.
 - 1. “Lesson 11 Multimode Design Radiohead's Kid A” from *Design Perspectives*
http://www.learning.cqu.edu.au/design_persp.php
- ix. Assignments require students to use critical thinking strategies.
 - 1. “Bulletin Board Trek 8: Research” from *Interactive Distance Learning*
http://www.webct.com/exemplary/viewpage?name=exemplary_2002_hirumi
- x. Active Learning strategies are employed
- xi. Assignments provide students with ample opportunities to practice and apply concepts and skills in realistic and relevant ways.
 - 1. “Evaluation Tools>Projects” from *Introduction to Nursing Process for the Certified Paramedic*
http://www.webct.com/exemplary/viewpage?name=exemplary_2002_tremel
 - 2.
- xii. Student feedback is regularly elicited and used to inform decisions about instructional strategies.
- d. Interaction & Collaboration
 - i. Opportunities for learners to practice and master skills that are necessary to participate in discussions.
 - 1. “Collaboration Guidelines” from *LIN 4680 - Modern English Grammar*
<http://reach.ucf.edu/~lin4680/>
 - 2.
 - ii. Multiple opportunities for interaction and communication among students, between students and instructor, and between students and content.
 - iii. Participation standard is clearly stated.
 - 1. “Protocols” from *LIN 4680 - Modern English Grammar*
<http://reach.ucf.edu/~lin4680/>
 - iv. Timely Feedback is used to encourage interaction.
 - v. Collaborative activities are used
 - 1. “Trek 8: Research” from *Interactive Distance Learning*
http://www.webct.com/exemplary/viewpage?name=exemplary_2002_hirumi
 - 2.
- e. Assessment & Evaluation

- i. students self-assess their readiness for the online components/course prior to or at the beginning of the course
 - ii. Course objectives, instructional strategies, and assessment techniques are closely aligned.
 - iii. Multiple assessment strategies are used to measure content knowledge, skills, and performance standards.
 - iv. Detailed information about assessment of assignments is provided
 - 1. “Assignments and Activities” from *Interactive Distance Learning*
http://www.webct.com/exemplary/viewpage?name=exemplary_2002_hirumi
 - v. Rubrics are used to evaluate assignments and discussion
 - 1. “Assignments and Activities” from *Interactive Distance Learning*
http://www.webct.com/exemplary/viewpage?name=exemplary_2002_hirumi
 - vi. Feedback about student performance is provided in a timely manner
 - vii. Formative Evaluation - Multiple opportunities for student input and feedback (evaluation) are integrated throughout the course.
 - viii. Summative Evaluation is closely linked to course objectives and the purpose should be for course improvement
- f. Appropriate & Effective Use of Technology
 - i. Content modules are enhanced through the appropriate use of tools (glossary, notes, etc.)
 - 1. “Evaluation Tools>Assignments” from *Introduction to Nursing Process for the Certified Paramedic*
http://www.webct.com/exemplary/viewpage?name=exemplary_2002_tremel
 - 2. “Communication Center>Student Projects” from *Introduction to Nursing Process for the Certified Paramedic*
http://www.webct.com/exemplary/viewpage?name=exemplary_2002_tremel
 - 3.
 - ii. Multimedia is used to engage students in the learning process.
 - 1. Chemistry 374 - Technology, Energy and Risk
<http://my.oregonstate.edu/webapps/portal/frameset.jsp>
Courses->Chemistry->Preview
Course Documents->Lesson 1
 - iii. Real time features such as chat rooms and whiteboards are used.
 - iv. Assignments / activities requiring the use of technology clearly explain how the technology is to be used by the participants.
- g. Learner Support & Resources
 - i. Orientation contains info about studying online
 - 1. “Are Online Courses for Me?” from *UCF Learning Online*
<http://learn.ucf.edu/1intro.html>
 - ii. tutorials
 - 1. “New Student Technology Orientation” from *HRE Online*
<http://www.hre.uiuc.edu/online/orientation/intro.htm>

- iii. course structure
 - 1. “Getting Started” from *Reporting the Asia Pacific*
http://www.learning.cqu.edu.au/asia_pac.php
 - 2. “Course Orientation” from *Introduction to Nursing Process for the Certified Paramedic*
http://www.webct.com/exemplary/viewpage?name=exemplary_2002_tremel
- iv. access to help desk
 - 1. “Support Services” from *UCF Learning Online*
<http://learn.ucf.edu/3resources/3supportservices.html>
- v. access to library
 - 1. UCF Learning Online
<http://learn.ucf.edu/3intro.html>
- vi. links to download special software
 - 1. “HRE Online Student Software” from *HRE Online*
<http://www.hre.uiuc.edu/online/stsoftware.htm>