

INSTRUCTIONS

This document highlights specific sets of criteria that are required for creating effective hybrid and online learning experiences for students. To facilitate the design process, these criteria have been organized within the following categories: **Online Environment, Learning Outcomes, Content, Evaluation Plan, and Accessibility/Copyright.**

Faculty members (i.e., Subject Matter Experts) interested in developing a hybrid or online course should refer to this guide frequently to ensure all criteria are met. If you have any questions about this document or hybrid/online learning, please contact: Andrea Seepersad, Manager Multimedia Design aseepersad@sl.on.ca or 613-544-5400 ext. 1448

1. Online Environment

1.1	The entry-point for the course is linked to an introduction that helps students get started with the course.	<input type="checkbox"/>
1.2	Students are encouraged to review the Blackboard Tutorial and are given proper instructions if the course requires the use of additional technologies outside the learning management system.	<input type="checkbox"/>
1.3	Students are given clear instructions on how and when to communicate with faculty. These guidelines should also include specific hours of availability (e.g., virtual office hours) and a response time for emails (e.g., a reply is given within 48hours).	<input type="checkbox"/>
1.4	A list of rules or guiding principles relating to online etiquette are provided to help promote positive online interactions and foster an inclusive learning environment.	<input type="checkbox"/>
1.5	Students are given a chance to introduce themselves to their classmates and interact with the faculty member at the start of the course before exploring the content.	<input type="checkbox"/>
1.6	The overall course design requires the faculty to be present and actively involved in the learning process with students throughout the semester (e.g., discussion forums, specific deadlines, office hours, etc...).	<input type="checkbox"/>
1.7	Makes use of the " Blackboard Standards " to create a clear and consistent navigational structure for students (i.e., three sub-sections: "About this Course", "Content & Assessments", and "Communication").	<input type="checkbox"/>

2. Learning Strategy

2.1	The learning outcomes in the Course Outline are clearly written and easy to understand for students.	<input type="checkbox"/>
2.2	Learning objectives are used as a roadmap to guide students through each individual lesson or module.	<input type="checkbox"/>
2.3	There is a clear link between lesson/module learning objectives and course learning outcomes.	<input type="checkbox"/>
2.4	Students are reminded to review the Course Outline and Appendix A (schedule) in the first week of class.	<input type="checkbox"/>

3. Content

3.1	Course makes use of consistent naming conventions for all types of content, activities, and assessments.	<input type="checkbox"/>
3.2	The content is provided in a variety of mediums (i.e., text/audio/visual) to accommodate all learning styles.	<input type="checkbox"/>
3.3	Content is organized in a logical and strategic manner to enable "chunking" of information.	<input type="checkbox"/>
3.4	Lessons/Modules contain an introduction and summary that help link the content to larger themes.	<input type="checkbox"/>
3.5	Each lesson/module contains a checklist that outlines all associated tasks to help students stay on track.	<input type="checkbox"/>
3.6	The instructional material is designed to give students the opportunity to interact in three different ways: with content (e.g., practice exercises), with faculty (e.g., assignment feedback), and with peers (e.g., group discussions).	<input type="checkbox"/>



COURSE DESIGN STANDARDS

4. Evaluation Plan

4.1	Assessments are linked to a specific learning outcomes/objectives and accurately measure a student's understanding of core concepts (i.e., appropriate pairing of assessment type and learning outcome).	<input type="checkbox"/>
4.2	The course has an official grading policy that includes submission guidelines and details on late penalties.	<input type="checkbox"/>
4.3	Course has at least three different types of assessments in order to create a flexible evaluation strategy.	<input type="checkbox"/>
4.4	Detailed rubrics are utilized to outline the grading expectations for all types of assessments.	<input type="checkbox"/>
4.5	The types of assessments utilized in the course provide students with the ability to receive personalized and meaningful feedback related to their performance.	<input type="checkbox"/>
4.6	The course features a collection of learning activities that help students practice their understanding of the course material before completing an assessment (i.e., uses both formative and summative assessments).	<input type="checkbox"/>
4.7	The "Grade Center" in Blackboard contains a final grade calculation and clear categorical breakdowns of each assessment so that students can monitor their progress in the course (recommended: an additional column provides a "current grade" calculation).	<input type="checkbox"/>

5. Accessibility & Copyright

5.1	All course content is available in an accessible format that adheres to AODA standards .	<input type="checkbox"/>
5.2	All course content follows copyright guidelines and material licensed under Creative Commons is properly referenced in the lessons/modules.	<input type="checkbox"/>

Additional Notes: