

VU Blackboard Course Evaluation 6/15/15

(Menu) *required items	Incomplete (little to nothing)	Promising (some but needs improvement)	Accomplished (well done, complete and up to date)	Comments
Announcements: <u>are up to date</u> , weekly reminders				
Instructor Information: has contact information, office hours, <u>response time</u> , picture				
Start here -> or Syllabus/Schedule or Course Information: <u>printable schedule with due dates</u> , support contacts, university resources, course orientation/FAQ's/ success tips.....				
Instructor Email: this button should be on menu with just instructor email (ask CTL for assistance)				
My Grades: this button is required, make sure gradebook is correct				
Tools: under this button hide any links not being used in course, such as messages, roster, contacts, etc...				
(Menu) recommended				
Lessons or Weeks or Chapters				
Discussions: this is a good tool for peer interaction				
Exams/Quizzes: links can also be places in content folders but it is easier to put them all under one menu/button				
VU Library: This link will give student access to library databases and resources				
Additional Resources: websites or additional documents, additional reading or video recommendations				
(Layout/Design)				
Folders/Items: Folders should be used if more than one item, items are similar to one page				
Font Size/Style: 11 or 12 for content no more than 14 for headers, style for content should be easy to read such as Times New Roman, Calibri, or Arial.... Style and size should be consistent throughout course				
Font Color: Black or dark against light background, highlight colors should be used sparingly, color and style should be consistent through course				
Banner: Simple is best, size should be about 2-3"X 5-6" should be room to see announcement without scrolling, make sure additional white space is removed, match color scheme				
Color Scheme: premade theme are fine, make sure button colors are not busy and distract from name				

(Layout/Design) continued	Incomplete (little to nothing)	Promising (some but needs improvement)	Accomplished (well done, complete and up to date)	Comments
Opening Page: Announcement are the best for opening page, be sure to remove unwanted modules				
(Content)				
Organized: easy to navigate, not too many clicks				
Summarized: when possible, formatting in paragraphs of no more than 5 or 6 sentences with white space in between (chunking)				
Coordinates: with book, same verbiage, <u>consistent</u>				
Quizzes and Tests: make sure quizzes/tests are given over content covered in assignments or students know what topics will be on tests.				
Assignment Links: assignment links are used for all student submissions where possible				
Test Settings: on tests/quizzes set questions to come up all at once for best results. Make sure show directions is checked in options. Understand how/when to clear or just let them back in when technical difficulties arise.				
Test/Assignment Integrity: accomplished through using different sets of test every other semester, randomizing, random blocks, timing, essay, projects, papers On Essays consider using SafeAssign to help detect plagiarism				
Hyperlinks: have been checked and are active				
(Activities/Assignments)				
Outcomes: course outcomes should be listed in syllabus or course. The <u>assignments should be designed to help students meet outcomes</u>				
Outcome Alignment: course uses Bb goals/outcome alignment feature (contact CTL for help)				
Assignments: Course provides multiple activities that help students develop critical thinking and problem-solving skills. Giving more than one choice is recommended.				
Multi-modal Activities: Course provides multiple visual, textual, kinesthetic and/or auditory activities to enhance student learning.				
Allow Peer Interaction: discussion boards, group projects, peer critiques, games...				
Allow Student to Apply Learning/ Meaningful: whenever possible students should be able to apply to their career or academic major, scaffold assignments if possible				

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(Assessment/Feedback) for student				
Multiple forms of Assessment: <u>Ongoing multiple assessment</u> strategies are used to measure content knowledge, attitudes and skills (not just at the end of course) examples: quizzes, papers, journals, projects, discussions, visual, audio, live chat, presentations...				
Instructor Feedback <u>Regular</u> feedback about student performance is provided in a timely manner throughout the course				
Master Skills Approach When Possible				
Gradebook layout: <u>no hidden columns</u> , arranged in order, <u>point values match syllabus</u> , <u>total points possible is correct</u>				
(Assessment/Feedback) for course				
Course Assessment: instructor has clear means of assessing course- examples include: surveys, student journals, discussion boards, assess grade trends or retention rates				
Course Evaluation: self-evaluation or peer review at least once a year (end of each semester is better)				
Improvements: <u>course is checked and improvements are made each semester</u>				