ASSETT

Criteria for Evaluating Hybrid and Online Courses

In this document, *hybrid* refers to any course that replaces face-to-face contact hours with online instruction and *online* refers to courses that have no face-to-face instruction (though they may have classroom-based testing).

The criteria are:

1. **Readiness**: instructor's pedagogical and technical preparedness to teach the course.

2. **Rigor**: instructor's adherence to high standards and quality in academic excellence

3. **Instructional Materials**: alignment of instructional materials, course objectives, and delivery mode

4. **Assessment**: alignment of assessment tools, course objectives, and delivery mode

5. **Support**: availability of technology resources and assistance for instructor and student success

6. **Student Learning Experience:** attention to students' interests and needs by providing opportunities for interaction, engagement, and deep learning

ASSETT's instructional design team is available for consultation and assistance with best practices in course design for who have any questions related to the guidelines listed below.

Further Reading:
1. Our criteria are based on the materials offered by the National Center for Academic Transformation (NCAT: http://www.thencat.org/PlanRes/R2R_ModCrsRed.htm)
2. Quality Matters: http://www.mjc.edu/facultyinformation/Online_Faculty_Support/Quality_Matters.pdf
3. Central Florida Course Blueprint:
http://blended.online.ucf.edu/files/2011/06/implementation_checklist.pdf
4. John Hopkins Bloomberg School of Public Health: 3-Credit Course Comparison Chart
University of Utah Teaching and Learning Technology Office, Grant Hybrid Course Proposal Rubric:
https://eq.utah.edu/u/file/5b2afd8b-0b5b-4e16-9f5c-
bef17c88631a/1/TLT%20Grant%20Hybrid%20Course%20Proposal%20Rubrics.pdf?.vi=save

Supplemental Model

The supplemental model retains the basic structure of the traditional course:
- supplements lectures and textbooks with technology-based, out-of-class activities, and
- should change what goes on in the class by creating an active learning environment within a large lecture hall setting.

<u>Criteria</u>

Readiness
- ❑ Is the instructor familiar with course management system or any other technologies planned to be used?

Rigor

- ❑ Are all components of the course are designed to maintain high standards of academic rigor?

- ❑ Are all materials designed to foster higher order thinking skills including analysis, synthesis, and application?

Assessment

- ❑ Do online assessments only include low stakes quizzes, mastery assignments, and other types of formative assessments?

- ❑ Are high stakes (midterm, final exams) tests still conducted face to face?

Instructional Materials

- ❑ Do the supplemental online materials enable the face to face components of the course to better meet intended student outcomes?

- ❑ Does the course have a detailed syllabus specifying the mode of delivery for course materials?

- ❑ Are the materials logically sequenced with consistent patterns in content organization/structure?

Are the instructional materials support the stated learning objectives?

Support

- ❑ Are there adequate resources on campus to support student use of the technology identified for this course?
    - ❑ If not, has the instructor identified tutorials or other support to help students navigate the technology?

- ❑ Are sufficient instructions given so that students can navigate the course?

- ❑ Has the instructor provided a detailed statement of ADA (accommodations) policy?

- ❑ Has the instructor considered equivalent alternatives to multimedia files for students with identified disabilities?

- ❑ Has the instructor provided good information on how and where assistance can be obtained for people with disabilities?

Student Learning Experience

- ❑ Do the identified technology and media tools support the learning objectives and encourage active learning.

- ❑ Do both online and face-to-face components of the course encourage activities and assignments that help students achieve deeper understanding of the subject matter?

Hybrid (or *Replacement)* Model

The replacement model reduces the number of in-class meetings:

- replaces some in-class time with out-of-class, online, interactive learning activities, and
- should make significant changes in remaining in-class meetings to encourage active learning.

Criteria

Readiness

☐ Did the instructor receive any technical training necessary to comfortably use instructional technologies proposed for this course?

☐ Did the instructor receive any training on pedagogical best practices or consulted campus personnel on course design suited for hybrid course delivery?

Rigor
☐ Are all components of the course are designed to maintain high standards of academic rigor?

☐ Are all materials designed to foster higher order thinking skills including analysis, synthesis, and application?

Assessment
☐ Has the delivery mode of any high stakes assessment been moved to online delivery? If so:
   ☐ Is the instructor familiar with the benefits and challenges associated with the use of technologies to evaluate student learning?

   ☐ Did the instructor receive technical training to identify and successfully use technologies to evaluate student learning?

   ☐ Have measures for addressing academic integrity been considered?

Support
- ❑ Are there adequate resources on campus to support student use of the technology identified for this course?
    - ❑ If not, has the instructor identified tutorials or other support to help students navigate the technology? or
    - ❑ Are sufficient instructions given so that students can navigate the course?

- ❑ Has the instructor submitted back up plans in the event of technological problems?

- ❑ Has he instructor provided a detailed statement of ADA policy?

- ❑ Has the instructor considered equivalent alternatives to multimedia files for students with identified disabilities?

- ❑ Has the instructor provided good information on how and where assistance can be obtained for people with disabilities?

Instructional materials

- ❑ Do both online and face-to-face components of the course provide activities and assignments that help students achieve deeper understanding of the subject matter?

- ❑ Do the supplemental online materials enable the face to face components of the course to better meet intended student outcomes?

- ❑ Does the course have a detailed syllabus specifying the mode of delivery for course materials?

- ❑ Does the course syllabus provide a detailed schedule specifying the expectations and due dates for all the course activities?

- ❑ Are the materials logically sequenced with consistent patterns in content organization/structure?

Student Learning Experience
- ❑ Do the learning activities provide optimal balance of student - instructor, student - student, student - content interactions?

- ❑ Has the instructor identified ways of providing timely and constructive feedback for online activities, assessments and interactions?

- ❑ Online and outside class activities will be used to prepare students for engaged, active participation in face-to-face meetings

Online Model

The fully online model eliminates all in-class meetings, moves all learning experiences online and makes use of Web-based, multi-media resources, or commercial software to provide content and facilitate interaction between course participants.

Criteria

A successful online course requires significant changes in course design. Therefore, we strongly suggest that instructors work with instructional design professionals in ASSETT to design and develop online courses (if it is not a course supported by the staff and infrastructure of Summer Session). All criteria above may also be used to evaluate a Summer Session online course, and ASSETT staff can also review these courses if requested.

Additional considerations:
Instructors of online courses generally should expect to spend 2x-3x more time in teaching activities. Courses without an increase in teaching time have generally lower student engagement.

Because of limited face-to-face contact, instructors should ensure that students have sufficient readiness to complete an online course. ASSETT will be developing a certification that students can complete through D2L.