

Blended Learning at UAB Virtual Classroom Preparation Checklist

Note: This checklist offers suggestions to assist in using a blended learning approach. It will be improved, as we receive feedback. Please contact kkshader@uab.edu

Main Classroom Page:	
<input type="checkbox"/>	Add/modify course banner
<input type="checkbox"/>	Add/modify buttons/icons
<input type="checkbox"/>	Add/modify introduction announcement
Course Information:	
<input type="checkbox"/>	Provide a syllabus. Following is some recommended content to include: Instructor Information (e.g. virtual and building office hours, instructor response time to emails and postings) Course Schedule Assignment Summary Academic Honesty (e.g. plagiarism) Student Accountability and Netiquette (e.g. use of style guides such as APA) Participation Requirements (e.g. number of days and meaningful participation) Grading Criteria, Assignment Rubrics, , Late Assignment Policy, Attendance Policy
<input type="checkbox"/>	Include the title and information about required textbook and resources for the class.
<input type="checkbox"/>	Include tutorials/links to assist in browser settings, other required applications. (Note: This information is contained in “Getting Started” section of the Student Information section on the Blended Learning with WebCT sign on page.
<input type="checkbox"/>	Include information on how to access the help desk.
Staff (Faculty) Information:	
<input type="checkbox"/>	Add a profile and instructor information page. A picture is optional. Include contact information and help desk information. Make this page as personal as possible; This opens the door for better on-line discussion.
Resource Center:	
<input type="checkbox"/>	Create a resource center and add any personal favorite Web links you will be using as supporting resources or that your students may find useful.

<input type="checkbox"/>	Test all external links to make sure they work and direct students to the proper site.
<input type="checkbox"/>	If there is a textbook or author support site available for the current textbook, verify there is a link for it, and the link is working.
Course Material Documents, Assignments, Activities, Streaming Video, and Quizzes:	
<input type="checkbox"/>	Create weekly or topic folders. Add lecture, course material, assignments, activities and quizzes. Verify all Course Outcomes are covered in the study material and assignments.
<input type="checkbox"/>	Verify all assignment instructions specify the proper method of submission. The following are two recommended approaches. <ol style="list-style-type: none"> 1. The discussion forum may be used for assignments that are individualized enough so students cannot copy from one another. 2. The Assignment Link feature.
Tests & Quizzes :	
<input type="checkbox"/>	Create any tests/quizzes. See additional resources available on the Instructional Technology web site. http://www.uab.edu/it/instructional/technology/
<input type="checkbox"/>	Verify all answers to test/quiz questions are correct and there is some form of feedback to the student for both correct and incorrect answers.
Gradebook:	
<input type="checkbox"/>	Add the assignments & testing to the grade book. Place the assignments in proper order (usually chronological)
<input type="checkbox"/>	Check the course point total against the individual assignment points to verify they match.
Interaction and Collaboration:	
Interaction and Collaboration can take many forms learner-to-learner, learner-to-content, and learner-to-instructor interaction and collaboration. There are several tools to choose	

from:

- discussion board
- whiteboard
- chat room
- email
- student presentation
- student home page

Create your discussion forums. We recommend three at a minimum.

- A “Student Lounge” (Water Cooler, Break Room, etc.) forum where the students can introduce themselves and socialize about topics not related to the class content.
- An “Ask The Instructor” forum where the students can ask questions directly to the instructor and expect a timely response. If the question is one that other students can join in on, and benefit from the discourse, repost it to the weekly forum with just enough information to get a discussion going. Students should be discouraged from responding to other students in the instructor’s forum.
- A Seminar Discussion forum for each week. These are where students and the instructor discuss the discussion question and other topics directly related to the weekly course content. The subsequent weekly forums are usually created just prior to the start of the seminar because they are visible when created.

Verify the forum options “Allow Attachments” and “Allow New Threads” are checked.

“Allow Anonymous Posts” box should not be checked.

“Allow author to modify message after posting” should not be checked in any forum which is used for grading or participation. Allowing students to modify posts creates an invalid chain of conversation if a record of it is needed later. There is a spell check button on the text window and students can always repost another, clarifying message later.

“Allow author to remove own posted messages” should not be checked. Students should never be allowed to delete their messages once they have been posted.

Course Evaluation:

- Create a course evaluation/survey.

Actions when the classroom preparation is complete:

- Check the class from the normal course entry page. Look at the complete classroom from a student viewpoint as they would see it on day one.
- Notify Instructional Technology, when your course is ready for your students (e.g. publish to the production server). Submit an electronic request which is contained under the Faculty Information Section of the WebCT "front page".