



جامعة عمان الأهلية
مركز الحوراني للتعليم الإلكتروني



Blended Course Evaluation Standards

Introduction:

Blended learning is defined as to “combine Face-to-Face instruction with computer-mediated instruction” Graham 2006. Mixing technology and content does not necessarily yield effective learning. It is not simply using course web pages to communicate with and/or collect assignments from students.

The evaluation strategies for a blended course should be less focused on the technology itself, and explore the effectiveness of the technological tool for achieving the stated student learning outcomes. Web-enhanced courses may be a traditional classroom course that incorporates online elements to facilitate communication and discussion and/or to provide students with enhanced content, extend communication, and provide link to other resources. The purpose is to enhance quality within an otherwise traditional environment by promoting communication and interactivity among students and faculty.

All instructional activities – technology based or not must support learning outcomes and the assessment and grading of student learning. It follows then that evaluation strategies should be designed to elicit on-going feedback and summative evaluations about all aspects of the blended course. The aim is to elicit perceptions about the effectiveness of the learning resources and instructional activities for students’ learning.

Overview:

The Hourani eLearning Center has developed **Course Evaluation/Quality Standards** and a peer review process to assess the effectiveness of blended learning and to provide faculty with recommendations on what a high quality course looks like and constructive feedback on the design and instruction of their blended course. In addition these standards can be used as guidelines for course developers.

HEC Quality Standards for blended course design have been developed on the basis of existing College policies, as well as best practices within the field of online education, it combines and integrates HEC standards with all **Quality Matters (QM)** rubric standards. Maintaining and even exceeding these standards is critical in ensuring rigor and quality of online courses.

This “HEC quality standards sign-off form” is to be used to document and ensure that the blended courses meet ALL HEC Quality Standards, and have been reviewed and approved by all parties involved. All blended courses must meet all standards in order to be signed off as completed. Any course proposed for blended delivery must be approved by the associate dean, academics in consultation with the appropriate department chair and the final decisions being based on the blended course approval criteria.

Blended Course Evaluation Standards

Course general information

This table includes general information about the course and the overall evaluation score.

Course name	
Course code	
Course credit hours	
Course Language	
Prerequisites and co requisites	
Course relation to other courses	
No. of enrolled students	
Semester and academic year	
Instructor(s)	
Course developers and reviewers	

Criteria of Evaluation:

The evaluation will be divided into three dimensions related to the evaluation of course design and online instruction:

- A. Course content format that is used to present information:
 - Learner support and Resources
 - Organization of course material
 - Instructional design and delivery
- B. Interaction and its level.
- C. Communication and collaboration.

***Notes:** comments regarding strengths of the course and recommendations for improvement.

Blended Course Evaluation Standards

A. Course Content Format

I. Learner Support and Resources	Excellent	Good	Needs Improvement	Not Satisfied	*Notes :
Instructor information is provided, including contact information and availability hours.					
Instructor explains why the course is being taught in blended course format.					
A list of hardware and software requirements for the course is provided.					
Necessary computer skills required for the students.					
Orientation is given for the students in using the LMS.					
Information for technical help, tutorials, and troubleshoots is provided.					
Etiquette expectations "Netiquette" for online discussions, email, and other forms of communication are stated clearly.					
A calendar of course due dates, institutional deadlines, and exam schedule is provided.					
Grading policy is clearly stated, including grading scale and weights.					
Link(s) to websites with supporting information relevant to course content.					
A list of course supplies (e.g. textbooks and other materials) needed for the course is provided.					
A course glossary is provided.					

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II. Organization of course materials	Excellent	Good	Needs Improvement	Not Satisfied	Notes:
Course syllabus provided in a printer- friendly format.					
Course goals and learning outcomes are explicitly stated.					
Checklist or agenda for each module (including module activities), due dates/times for F2F and online activities.					
Course content is arranged (chunked) visually and functionally in a clear, concise and logical manner.					
A list of learning resources are divided into “required” and “optional” categories					
Appropriate images and colored themes have been followed through all over the course content for better visual interest.					
Instructor language material is friendly and supportive (instructor’s language).					
III. Instructional design and delivery	Excellent	Good	Needs Improvement	Not Satisfied	Notes:
Course content is clearly aligned with stated goals and objectives.					
Link between each learning objective, resources, assessment, and learning activity is clear.					
The relationship between the f2f and online components of the course is clear.					
Course instructional methods support different learning styles.					
Promote active learning and critical thinking, by					

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providing case studies, applications, simulationsetc as assignments.					
Clear directions are given for each task or assignment.					
Larger assignments – term papers or projects – broken into smaller pieces, and students receive feedback on each piece.					
Detailed expectations for student performance on assignments are provided.					
Assessments and evaluations are conducted on an ongoing basis throughout the course.					
Student feedback surveyed at the end of the course.					

b. Interaction and its level

Technology is used to engage students in learning, not just for viewing but for interacting with other students or with course content.

	Excellent	Good	Needs Improvement	Not Satisfied	Notes:
Rich and interactive media are used, e.g., video clips, audio clips, graphic, animations, simulations, games, etc.					
Multimedia clearly supports course goals/objectives.					
Online assignments encourage students to engage with course content and replace f2f work.					
Student participation and response is tracked.					

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C . Communication and Collaboration

The course fosters the development of communication skills and the ability to collaborate online

	Excellent	Good	Needs Improvement	Not Satisfied	Notes:
Communication plan is presented including the type and frequency of communications and the response time.					
Students and the instructor are provided with social discussion forums for self introductions and course/or non course related discussions.					
Collaborative activities are provided to encourage building peer learning community, e.g., small groups of students performing cooperative exercises.					
The instructor facilitates, but does not dominate, asynchronous discussions.					
Students share additional resources to enhance learning activities through the LMS.					