



Practice Exercise

Using the *Pedagogical Checklist Items* to Evaluate an Existing Site

Use these items sample items to evaluate these ~~sample courses~~ or a course of your choice:
~~<http://cces.blackboard.com/webct/urw/le59085021.tp0/cobaltMainFrame.doweбет?appforward=startFrameSet.doweбет%3Fforward=studentCourseView.doweбет%26leid=1099069797061>~~

These items are a sample from the following categories:

Content Analysis

Audience Analysis

Goal Analysis

Medium Analysis

Design Approach

Learning Strategies

Tip: You may want to use the site Search tool and enter a key word (for example, “” or “Tech Requirements” to more quickly locate information to answer a survey item.

Is the content of the course accurate?

- Yes
- No
- Not applicable
- Other (specify)

Given the course goals, is the content complete?

- Yes
- No
- Not applicable

If yes, list the topics within a content area that would be suitable for e-learning, face-to-face instruction and/or other.

Topics	Content Suitability Analysis		
	<i>E-Learning</i>	<i>Face-to-Face</i>	<i>Other</i>
1.			
2.			
3.			
4.			
5.			
5.			
6.			
7.			
8.			

List stable and dynamic contents for each lesson. (Note: Content that does not need to be updated can be categorized as *static*. For example, historical events, grammar rules, etc. Content that has the potential to change over time can be considered *dynamic*. For example, laws, policies, etc.).

Lesson Name	E-Learning Content Stability Analysis	
	List <i>Stable</i> Contents	List <i>Dynamic</i> Contents

Check all that applies for content types in each lesson or unit of the course.

Content Types	Lesson or Unit									
	1	2	3	4	5	6	7	8	9	10
Facts										
Concepts										
Processes										
Principles										
Procedures										
Other (specify)										

Does the course require students to do any offline activities (e.g., physical and hands-on activities such as viewing particular TV programs, visiting learning centers, library, etc.)?

- Yes
 - No
 - Not applicable
- If *yes*, please specify:

Does a course’s description in the syllabus communicate the importance and relevance of its content?

- Yes
- No
- Not applicable
- Other (specify)

Is the description of the course in the syllabus the same as the one approved by the curriculum committee? (Note: E-learning designers should always refer to the approved documents. If any changes are made in the syllabus, learners should be notified.)

- Yes
- No
- Not applicable
- Other (specify)

Does the course content use any textual and multimedia materials from outside sources?

- Yes
- No
- Not applicable
- Other (specify)

If *yes*, check all that apply:

- Textual and multimedia materials used in the course represent a variety of viewpoints
- Accurate information about where the materials came from is provided
- Other (specify)

Audience Analysis

Does the institution have any of the following knowledge and skills information available about learners? (Note: If the institution does not have information about learners’ knowledge and skills, e-learning designers should proactively do surveys to gather such information.)

Knowledge and Skills Information	Yes	No	NA	Other
Writing skills				
Reading skills				
Mathematical skills				

Communication skills				
Keyboarding skills				
Word processing skills				
Internet navigation skills				
Previous experience with e-learning				
Ability to work independently				
Ability to work with culturally diverse learners				
Familiarity with various instructional methods				
Familiarity with different delivery systems				
Other (specify)				

If any of the following information available about learners, check all that apply for their knowledge and skills level:

Knowledge and Skills Information	Level				
	<i>Excellent</i>	<i>Good</i>	<i>Fair</i>	<i>Good</i>	<i>NA</i>
Writing skills					
Reading skills					
Mathematical skills					
Communication skills					
Keyboarding skills					
Word processing skills					
Internet navigation skills					
Previous experience with e-learning					
Ability to work independently					
Ability to work with culturally diverse learners					
Familiarity with various instructional methods					
Familiarity with different delivery systems					
Other (specify)					

Does the institution or organization have any of the following learning preferences information available about learners? (Note: If the institution does not have such information, e-learning designers should proactively do surveys to find out what learners prefer.)

Learning Preferences	Yes	No	NA	Other
Lecture				
Presentation				
Exhibits				
Demonstration				
Drill and Practice				
Tutorials				
Games				
Storytelling				
Simulations				
Role-playing				
Discussion				
Interaction				
Modeling				
Facilitation				
Collaboration				

Debate				
Field Trips				
Apprenticeship				
Case Studies				
Other (specify)				

Does the institution have information about learners' preferred learning styles (e.g., visual/nonverbal, visual/verbal, auditory and kinesthetic)? (Note: If the institution does not have learning styles, e-learning designers should proactively do surveys to gather such information. Learner diversity section discusses learning styles.)

- Yes
- No
- Not applicable
- Other (specify)

If yes, write a summary of the target population's preferred learning styles.

Does the institution have any of the following attitudinal and motivational information available about learners? (check all that apply):

Attitudinal and Motivational Information	Yes	No	NA	Other
Motivation level				
Interests				
Anxiety level				
Attitude toward learning				
Attitude toward instructional content of the course				
Learners' expectations concerning the course content				
Learners' expectations concerning instructional delivery				

Do learners have some background knowledge or skills that are needed to start the e-learning course?

- Yes
- No
- Not applicable
- Other (specify)

Do learners have previous experience with e-learning?

- Yes
- No
- Not applicable
- Other (specify)

Goal Analysis

Does the course survey students before instruction begins in order to identify what they expect to learn or gain from the course?

- Yes
- No
- Not applicable
- Other (specify)

Are any of the following important aspects of an instructional goal considered in establishing each goal in the course?

- The learners
- The learning context
- The tools and technologies available to learners
- Other (specify)

How relevant is the instructional goal of the course to the learners?

- Highly relevant
- Moderately relevant
- Not relevant at all
- Not applicable
- Other (specify)

Are there adequate resources (e.g., personnel, time, etc.) to develop e-learning lessons for the proposed course goal(s)?

- Yes
- No
- Not applicable
- Other (specify)

Check the appropriate course structure format for e-learning?

- Course → Unit → Lesson
- Other
- Not applicable

Outline the course structure below:

Course Name	Unit Name	Lesson Name
(For example) 101. Instructional design (ID)	(For example) 101.1 Introduction to ID	(For example) 101.1.1 Components of Systems approach Model
101.	101.1	101.1.1
		101.1.2
	101.2	101.2.1
		101.2.2
	101.3	101.3.1

		101.3.2
	101.4	101.4.1
		101.4.2

Length of learning units (check appropriate option):

- Less than 10 minutes
- 10 – 20 minutes
- 21 – 30 minutes
- 31 – 40 minutes
- 41 – 50 minutes
- Self-paced (depends on individual's progress)
- Instructor led
- Other
- NA

Does the course provide the following? (check all that apply):

Goals and Objectives	Yes	No	NA	Other
Course Goals				
Course Objectives				
Unit/Chapter Goals				
Unit/Chapter Objectives				
Lesson Goals				
Lesson Objectives				
Other (specify)				

Are clear learning outcomes specified in the course?

- Yes
- No
- Not applicable

Does the course provide clear descriptions of what capabilities learners will possess, what they should know or be able to do after completing the course?

- Yes
- No
- Not applicable

Are all required lesson objectives identified (that must be learned to achieve the lesson goal)?

- Yes
- No
- Not applicable

Does the course inform learners what they must do to achieve the objectives?

- Yes
- No
- Not applicable

Do the course goals and objectives include the skills covered in similar courses taught in other institutions?

- Yes
- No
- Not applicable

Does the course review the prerequisite skills necessary for learning the skills of the course?

- Yes
- No
- None needed
- Not applicable

Medium Analysis

Which presentation modes does the course use? (check all that apply):

- Text
- Graphics
- Audio
- Video
- Animation
- Not applicable
- Other (specify below)

How effective was the mixture of multimedia attributes in creating a rich environment for active learning?

- Very effective
- Moderately effective
- Not effective
- Not applicable
- Other

Does the course exploit the flexibility of the hypertext/hypermedia (e.g., hyperlinks) environment of the Web?

- Yes
- No
- Not applicable

Is the course content appropriately matched to the method of delivery?

- Yes
- No
- Not applicable

If no, describe below:

Design Approach

What type of content does the course deal with?

- Well-structured
- Ill-structured
- Combination of both (check the appropriate option from below)
 - About equal percent of well-structured or ill-structured contents
 - More well-structured than ill-structured contents
 - More ill-structured than well-structured contents
 - Other (specify)

Check the instructor's role (check all that apply):

- Domain expert

- Facilitator
- Coach
- Mentor
- Eclectic
- Not sure
- Other (specify)

Does the course allow for the instructor to serve as facilitator?

- Yes
- No
- Not applicable

If yes, how/where does facilitation occur? Can it occur in environments using any or all of the following Internet tools? (check all that apply):

- E-mail
- Mailing list
- Online discussion forum
- Chat
- Audio conference
- Video conference
- Virtual classroom
- Other (specify)

What is the learner's role?

- Passive: A recipient of information
- Active: Active participant in creating knowledge from within
- Combination
- Not Applicable
- Not sure
- Other (specify below)

Does the course provide metacognition support by including annotations on online documents or resources?

- Yes
- No
- Not applicable

If yes, please describe how problems are presented and solved:

Is the course designed to support students to become independent distance learners?

- Yes
- No
- Not applicable

If yes, please specify how:

If the course allows students to have some control over the material to be learned, check all that apply:

- Student choose projects' topics
- Student writes up discussion questions
- Select the path to navigate through instructions
- Negotiate learning goals
- Select working group
- Negotiate evaluation criteria
- Flexible due dates
- Other (specify)

Organization

Does the course provide clear directions of what learners should do at every stage of the course?

- Yes
- No
- Not applicable

Does the course provide a sense of continuity for the learners (i.e., each unit of the lesson builds on the previous unit where appropriate)?

- Yes
- No
- Not applicable

Is there a clear and apparent sequence or structure to the information?

- Yes
- No
- Not applicable

Whenever appropriate, is the material grouped ("chunked") effectively?

- Yes
- No
- Not applicable

Does the course provide summaries of key points of the instruction?

- Yes
- No
- Not applicable

Learning Strategies¹

Does the course have online presentation(s)?

- Yes
 No
 Not applicable

If yes, how effective were online presentations (check all that apply)?

Role of Individual	Performance Level				
	<i>Excellent</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>	<i>NA</i>
Instructor					
Guest Speaker					
Students					
Other (specify)					

Are any of the following multimedia components, Internet tools, and supplementary materials used in presentations? (check all that apply):

I. Multimedia components

- Text
 Graphics
 Audio
 Animation
 Video
 Other (specify)

II. Internet tools

- E-mail
 Mailing lists
 Newsgroups
 Bulletin boards
 Chat
 Messaging
 Multi-user dialogues
 Computer conferencing
 Links to outside Websites
 Other (specify)

III. Supplementary materials

- CD-ROM
 DVD
 Videotape
 eBook

¹ Please note that I maintain a resource Website entitled "E-Learning Methods and Strategies" at <http://BooksToRead.com/elearning/strategies.htm> which provides links to relevant Websites dealing with various methods and strategies included in this section.

- Print (books/articles)
- Other (specify)

IV. Other (specify below)

Does the course have virtual exhibits?

- Yes
- No
- Not applicable

If *yes*, how effective were virtual exhibits used in the course?

- Very effective
- Moderately effective
- Not effective
- Other (specify)

Are all visuals and objects used in the digital exhibits organized with the clear description?

- Yes
- No
- Not applicable
- Other (specify)

Does the course provide online demonstrations sessions?

- Yes
- No
- Not applicable

If *yes*, how effective were the demonstration sessions?

- Very effective
- Moderately effective
- Not effective
- Other (specify)

IV. Other (specify below)

Does the course provide online drill and practice sessions?

- Yes
- No
- Not applicable

If *yes*, how effective were the drill and practice sessions?

- Very effective
- Moderately effective
- Not effective
- Other (specify)

Are any of the following Multimedia components, Internet tools, supplementary materials used in drill and practice? (check all that apply):

I. Multimedia components

- Text
- Graphics
- Audio
- Animation
- Video
- Other (specify)

II. Internet tools

- E-mail
- Mailing lists
- Newsgroups
- Bulletin boards
- Chat
- Messaging
- Multi-user dialogues (MUDs)
- Computer conferencing
- Links to outside Websites
- Other (specify)

III. Supplementary materials

- CD-ROM
- DVD
- Videotape
- eBook
- Print (books, articles, etc.)
- Other (specify)

IV. Other (specify below)

Does the course provide online tutorial sessions?

- Yes
- No
- Not applicable

If *yes*, how effective were the tutorial sessions?

- Very effective
- Moderately effective
- Not effective
- Other (specify)

Does the course use story-telling technique?

- Yes
- No
- Not applicable

If *yes*, how effective was the story-telling technique?

- Very effective
- Moderately effective
- Not effective
- Other (specify)

Are any of the following multimedia components, Internet tools, and supplementary materials used in storytelling? (check all that apply):

I. Multimedia components

- Text
- Graphics
- Audio
- Animation
- Video
- Other (specify)

II. Internet tools

- E-mail
- Mailing lists
- Newsgroups
- Bulletin boards
- Chat
- Messaging
- Multi-user dialogues (MUDs)
- Computer conferencing
- Links to outside Websites
- Other (specify)

III. Supplementary materials

- CD-ROM
- DVD
- Videotape
- eBook
- Print (books/articles)
- Other (specify)

IV. Other (specify below)

Evaluate the *instructional* (e.g., learning related) and *technical* (e.g., bandwidth, file size, production quality, connectivity, etc.) effectiveness of the multimedia components, Internet tools, and supplementary materials in instructional storytelling. (check all that apply): NOTE: for each instructional strategies (such as presentation, debate, simulations, etc.), you use a Table like the below:

Storytelling	Instructional Effectiveness					Technical Effectiveness				
	Excellent	Good	Fair	Poor	NA	Excellent	Good	Fair	Poor	NA
Multimedia components										
Text										
Graphics										
Photographs										
Audio										
Narration										
Animation										
Video										
Other (specify)										
Internet tools										

E-mail																				
Mailing lists																				
Newsgroups																				
Bulletin boards																				
Chat																				
Messaging																				
Multi-user dialogues																				
Computer conferencing																				
Outside Website links																				
Blog																				
Wiki																				
Other (specify)																				
Supplementary materials																				
CD-ROM																				
DVD																				
Videotape																				
eBook																				
Print (books/articles)																				
Other (specify)																				

Does the course use online games?

- Yes
- No
- Not applicable

If yes, how effective were the games sessions?

- Very effective
- Moderately effective
- Not effective
- Other (specify)

Are any of the following multimedia components, Internet tools, and supplementary materials used in games? (check all that apply):

I. Multimedia components

- Text
- Graphics
- Audio
- Animation
- Video
- Other (specify)

II. Internet tools

- E-mail
- Mailing lists
- Newsgroups
- Bulletin boards
- Chat
- Messaging
- Multi-user dialogues (MUDs)
- Computer conferencing

- Links to outside Websites
- Other (specify)

III. Supplementary materials

- CD-ROM
- DVD
- Videotape
- eBook
- Print (books/articles)
- Other (specify)

IV. Other (specify below)

Does the course use online simulation?

- Yes
- No
- Not applicable

If *yes*, how effective were the simulations sessions?

- Very effective
- Moderately effective
- Not effective
- Other (specify)

Are any of the following multimedia components, Internet tools, and supplementary materials used in simulations? (check all that apply):

I. Multimedia components

- Text
- Graphics
- Audio
- Animation
- Video
- Other (specify)

II. Internet tools

- E-mail
- Mailing lists
- Newsgroups
- Bulletin boards
- Chat
- Messaging
- Multi-user dialogues (MUDs)
- Computer conferencing
- Links to outside Websites
- Other (specify)

III. Supplementary materials

- CD-ROM
- DVD
- Videotape
- eBook

- Print (books/articles)
- Other (specify)

IV. Other (specify below)

Does the course provide role-playing sessions?

- Yes
- No
- Not applicable

If yes, where simulated role portrayals are facilitated through:

- Multi-User Dialogue (MUD) environments, in which instructors create an virtual space with a central theme, characters, and artifacts.
- Problem-based case studies
- Other (specify below)

How effective were the role-playing sessions?

- Very effective
- Moderately effective
- Not effective
- Not applicable
- Other (specify below)

Are any of the following multimedia components, Internet tools, and supplementary materials used in role-playing? (check all that apply):

I. Multimedia components

- Text
- Graphics
- Audio
- Animation
- Video
- Other (specify)

II. Internet tools

- E-mail
- Mailing lists
- Newsgroups
- Bulletin boards
- Chat
- Messaging
- Multi-user dialogues (MUDs)
- Computer conferencing
- Links to outside Websites
- Other (specify)

III. Supplementary materials

- CD-ROM
- DVD
- Videotape
- eBook

- Print (books/articles)
- Other (specify)

IV. Other (specify below)

Does the course provide online synchronous discussion sessions?

- Yes
- No
- Not applicable

If *yes*, how effective were the online synchronous discussion sessions?

- Very effective
- Moderately effective
- Not effective
- Other (specify)

Are any of the following multimedia components, Internet tools, and supplementary materials used in discussions? (check all that apply):

I. Multimedia components

- Text
- Graphics
- Audio
- Animation
- Video
- Other (specify)

II. Internet tools

- E-mail
- Mailing lists
- Newsgroups
- Bulletin boards
- Chat
- Messaging
- Multi-user dialogues (MUDs)
- Computer conferencing
- Links to outside Websites
- Other (specify)

III. Supplementary materials

- CD-ROM
- DVD
- Videotape
- eBook
- Print (books/articles)
- Other (specify)

IV. Other (specify below)

Does the course instructor/facilitator post ground rules for discussion forum?

- Yes

- No
- Not applicable

Are asynchronous discussion topics used in the course relevant to the goals and objectives of the course?

- Yes
- No
- Not applicable

Are synchronous discussion topics used in the course relevant to the goals and objectives of the course?

- Yes
- No
- Not applicable

Does the course require students to participate in scheduled online discussion?

- Yes
- No
- Not applicable

Does the course give students an opportunity to serve as online discussion leaders?

- Yes
- No
- Not applicable
- Other (specify)

Are learners advised to use a word processor in preparing their postings for discussion forums? (Note: I encourage my students to use the word processor for preparing their discussion form responses and save them in their hard drives. This way they can check spelling errors and grammar before posting on the discussion forum. In case of server failures, they can always retrieve their postings from their hard drives. However, some might argue that worrying about errors and typos can greatly inhibit students and waste their time.)

- Yes
- No
- Not applicable
- Other (specify)

Do students receive guidance on writing and online behavior on the discussion forums?

- Yes
- No
- Not applicable

If yes, check all that apply:

- How to write effective posting on the discussion forums

- How to compose a response
- How to behave (netiquette) on the discussion forum
- Other

Are students encouraged to read and comment on each others' postings on online discussion?

- Yes
- No
- Not applicable

Does the instructor post online discussion topics on set dates (or scheduled time)?

- Yes
- No
- Not applicable

Are students required to submit discussion topics for class discussion?

- Yes
- No
- Recommended not required
- Not applicable
- Other

Does the instructor intervene appropriately when online discussions go in the wrong direction?

- Yes
- No
- Not applicable
- Other (specify)

Is the course discussion forum easy to use?

- Yes
- No
- Not applicable

Do students receive training in the use of the discussion forum?

- Yes
- No
- Not applicable

Does the course instructor (or facilitator) signal the end of the on-going discussion by summarizing the discussion?

- Yes
- No
- Not applicable

Is the instructor (or facilitator) sensitive about potential information overload from the large flow of text generated from discussion forum?

- Yes
- No
- Not applicable

If yes, any preventive measures considered (please specify)

Does the course have a system of archiving synchronous discussions? (Note: This type of archive will be useful for students who cannot participate in live chats or who missed the live online discussion sessions. There are software that allow both voice and chat to be archived: <http://www.horizonlive.com>)

- Yes
- No
- Not applicable

How many participants are allowed to chat at the same time in synchronous environments? (It can be difficult to create effective live discussion sessions with too many learners actively participating.)

- Less than 10
- 10 – 20
- 21 – 30
- 31 – 40
- 41 – 50
- Not applicable
- Other

Are learners expected to do any asynchronous homework assignment before participating in a synchronous online discussion sessions?

- Yes
- No
- Not applicable

Does the course incorporate interaction as an instructional method?

- Yes
- No
- Not applicable

If yes, how effective were the interactive sessions?

- Very effective
- Moderately effective
- Not effective
- Other (specify)

Does the course encourage students to make comments on each other's assignments in the online discussion?

- Yes
- No
- Not applicable

Does the course encourage students to set up their own peer study groups?

- Yes
- No
- Not applicable

Is learner-learner interaction encouraged in the course?

- Yes
- No
- Not applicable

Does the course supports interactions through use of any of the following (check all that apply)?

- Peer evaluation
- Help sessions
- Collaborative projects
- Online study groups
- Not applicable
- Other (specify)

Is the course interactive?

- Yes
- No
- Not applicable

If *yes*, check all that apply:

- Among students?
- Between students and teacher(s)?
- With online resources?

How effective were interactions?

- Very effective
- Moderately effective
- Not effective
- Not applicable

Does the course incorporate modeling as an instructional method?

- Yes
- No
- Not applicable

If *yes*, modeling is facilitated by:

- modeling behavior in electronic communication environments

- providing samples of relevant coursework
- providing guidance for interactions in simulated environments such as MUDs (Multi-User Dialogues)
- Other (specify below)

How effective were the modeling sessions?

- Very effective
- Moderately effective
- Not effective
- Not applicable
- Other (specify)

Does the course use the instructional method of facilitation by providing guidance to students, directing discussion, suggesting possible resources, fielding questions, etc?

- Yes
- No
- Not applicable

If yes, please check all that apply:

Through asynchronous communication tools such as:

- E-mail
- Discussion forums
- Newsgroups
- Bulletin boards
- Web-based threaded discussions
- Not applicable
- Other (specify below)

Through synchronous communication tools such as:

- Chat room
- Multi-user dialogues (MUDs)
- Audio conferencing
- Video conferencing
- Not applicable
- Other (specify below)

Does the course provide a list of Frequently Asked Questions (FAQs) to handle questions that are asked over and over again?

- Yes
- No
- Not applicable

Does the course direct learners to explore external sites where they can analyze and compare materials? (Note: Such exploratory activities allow learners to make the materials relevant to their own needs, and increase their motivation level.)

- Yes

- No
- Not applicable

Does the course promote inside collaboration by providing a supportive environment for asking questions, clarifying directions, suggesting or contributing resources, and working on joint projects with class members?

- Yes
- No
- Not applicable

If *yes*, please check all that apply:

Through asynchronous communication tools such as:

- E-mail
- Discussion forums
- Newsgroups
- Bulletin boards
- Web-based threaded discussions
- Collaborative work tools that allow for shared screens
- Not applicable
- Other (specify below)

Through synchronous communication tools such as:

- Chat room
- Multi-user dialogues (MUDs)
- Computer conferencing
- Other (specify below)

Does the course have guest speakers? (Note: The course instructor or facilitator should ask learners to prepare their questions in advance and limit the number of questions so that the guest is not overwhelmed with questions.)

- Yes
- No
- Not applicable

If *yes*, please check all that apply:

- Information is provided for the number of times for each occasion on which the guest speaker(s) will be available for synchronous discussion
- Information is provided for the period that the guest speaker(s) will be available for synchronous discussion
- Information about the guest speakers' contribution is clearly indicated
- Other (specify)

How effective were the outside collaboration techniques?

- Very effective
- Moderately effective
- Not effective
- Not applicable

Does the course use debates as instructional activities?

- Yes
- No
- Not applicable

If *yes*, how effective were the online debate sessions?

- Very effective
- Moderately effective
- Not effective
- Other (specify)

Do learners receive any guidelines in any of the following critical elements of debates? Check all that apply?

- How to engage in an open, honest exchange of ideas
- How to engage in group interaction
- How to think critically
- How to express personal views effectively
- How to be tolerant
- How to resolve conflicts among debate participants
- Other (specify)

Does the course use virtual field trips as an instructional method?

- Yes
- No
- Not applicable

If *yes*, how effective were the online field trips?

- Very effective
- Moderately effective
- Not effective
- Other (specify)

Does the course provide students with a travel agenda and timetable for their online field trip?

- Yes
- No
- Not applicable

Does the course provide students with specific guidelines for what they should accomplish through their field trip experience?

- Yes
- No
- Not applicable

Does the course require students to submit summaries of their field trip report?

- Yes
- No
- Not applicable

Are students required to discuss their field trip experience on the discussion forum?

- Yes
- No
- Not applicable

Does the course use apprenticeship as an instructional method (i.e., guidance by an outside expert for a particular learning task)?

- Yes
- No
- Not applicable

If yes, please check all that apply:

Through asynchronous communication tools such as:

- E-mail
- Discussion forums
- Newsgroups
- Bulletin boards
- Web-based threaded discussions
- Not applicable
- Other (specify below)

Through synchronous communication tools such as:

- Chat room
- Multi-user dialogues (MUDs)
- Computer conferencing
- Other (specify below)

How effective were the apprenticeship sessions?

- Very effective
- Moderately effective
- Not effective
- Not applicable
- Other (specify)

Does the course use case studies?

- Yes
- No
- Not applicable

If yes, how effective were the case studies?

- Very effective
- Moderately effective
- Not effective
- Other (specify)

Does the course provide activities through which learners can generate understandings of course content? (Note: Generative learning can be supported by many different learning strategies.)

- Yes
- No
- Not applicable

Does the course incorporate motivation as an instructional method?

- Yes
- No
- Not applicable

If yes, how effective were the motivation sessions?

- Very effective
- Moderately effective
- Not effective
- Other (specify)

Does the course address the concern for learner dissonance or anxiety? (Note: Learners' anxiety can be caused by the conflict between their beginner role, their lack of experience with Internet learning technologies, and their view of traditional learning systems, as indicated by Aggarwal, 2000. It is always good to discuss learner dissonance issues during orientation or introductory session of the course.)

- Yes
- No
- Not applicable
- Other (specify)

Does the course consider the situational and topical interest factors of cognitive motivation?

- Yes
- No
- Not applicable

At the beginning, does the course set appropriate tone/climate in order for students to feel comfortable in sharing their ideas and personal information?

- Yes
- No
- Not applicable

Do students receive ongoing feedback on their performance in various learning activities?

- Yes
- No
- Not applicable

Does the course encourage students to actively participate and contribute in online learning activities?

- Yes

- No
- Not applicable
- Other (specify)

Does the course use real world examples for students to make connections between course material and their lives?

- Yes
- No
- Not applicable

Does the course provide students with variety of learning activities to keep them interested and attentive?

- Yes
- No
- Not applicable
- Other (specify)

Does the course use motivational factors such as surprise, novelty, and intrigue to keep students curious about online learning activities?

- Yes
- No
- Not applicable
- Other (specify)

Does the course encourage students to exchange ideas, provide feedback on each other's work?

- Yes
- No
- Not applicable
- Other (specify)

Does the course provide examples and non-examples of new concepts and principles for the learners to make comparisons?

- Yes
- No
- Not applicable

Identify appropriate methods for various lessons or units of the course. Check all apply:

Strategy	Lesson Name	Content Description
Presentation		
Exhibits		
Demonstration		
Drill and Practice		
Tutorials		
Storytelling		

Games		
Simulations		
Role-playing		
Discussion		
Interaction		
Modeling		
Facilitation		
Collaboration		
Debate		
Field Trips		
Apprenticeship		
Case Studies		
Generative learning		
Motivation		
Other (specify)		