self-assessment for blended learning environments
Please complete this checklist where appropriate for your courses/sand keep it for your records. EdTech would appreciate a copy of your self-assessment.

|  |  |
| --- | --- |
| Course No and Name |  |
| Tutor  |  | Go live date |  |
| Peer |  | EdTech |  |
| Course is | #Mainly face to face |  | #Mainly online |  |

|  |  |  |
| --- | --- | --- |
| Peer | Self | Introduction/course outline  |
|  |  | Course name is on course page |
|  |  | Tutor name and contact hours  |
|  |  | Course outline available |
|  |  | Assessment criteria clearly stated  |
|  |  | Dates, timing, conditions of assessment explained |
|  |  | Marking criteria provided |
|  |  | Assessment relates to learning outcomes, learning needs, situations & content |
|  | Accessibility and usability |
|  |  | Resources are easy to find, open and use e.g. pdfs, books, images  |
|  |  | Online layout is consistent and easy to follow  |
|  |  | People with disabilities can access site easily: (see accessibility and usability in For Staff section).  |
|  |  | Images are consistent size and labelled and described. |
|  |  | Resources and images are referenced according to course standards (e.g. APA, copyright acknowledgment |
|  | Support and organisation |
|  |  | Face to face session provided or instructions on ‘how to use Moodle’ including access to help available  |
|  |  | Guidance on study skills for the blended environment is provided |
|  |  | Help files are available (specific to course and activities) |
|  |  | Learning support tutor contacted/contacts provided |
|  |  | Resources and links described and explained |
|  |  | Community |
|  |  | There is a strong tutor presence  |
|  |  | There is a sense of community  |
|  |  | Communication is from learner to tutor and tutor to learner |
|  |  | Communication is between learner and learner |
|  |  | Learners encouraged to share & critique resources & each other’s work |
|  |  | Online etiquette and communication advice is provided |
|  |  | Facilitation/teaching |
|  |  | Tutor monitors online course activity  |
|  |  | Face to face sessions blended with online tutorials |
|  |  | Activities for each week/topic clearly labelled  |
|  |  | Activities appropriate for learning outcomes |
|  |  | Activities meaningful and real-world |
|  |  | Capability |
|  |  | Projects are authentic and collaborative where appropriate |
|  |  | Activities and assignments incorporate information, digital and cultural literacy skills |
|  |  | Assessments are integrated into course activities |
|  |  | Activities support the development of a learning community |
|  |  | Learners practise using the online assessment tools they need for submitting assessments |
|  |  | Assessments are designed to lessen the opportunity for plagiarism |
|  |  | Learners are required to digitally declare their work is their own |
|  |  | Digital tools detect plagiarism (e.g. TurnItIn) |
|  |  | Assessments reflect learners' content knowledge and practice separate from their digital skill level |
| Comment |  |

The guidelines provide an excellent basic for reflection on online learning

E-learning Guidelines. (2014, June). *E-learning guidelines: Guidelines for the support of e-learning in New Zealand tertiary institutions.* Retrieved from <http://elg.massey.ac.nz>

*Teacher perspective workbook.* Retrieved from http://elg.ac.nz/sites

Otago Polytechnic. (2011). *Good practice checklist for online courses* [Checklist]

WelTec (2014). *Core Capabilities.* [Draft document.]

*WelTec. (2013)Accessibility and usability.* [Training sheet.]

Glossary: #Mainly face to face or mainly online.The Ministry of Education defines 3 different levels of online/blended courses: Web-Supported: where a course provides students access to limited online materials and resources. Access is optional, as online participation is likely to be a minor component of study.
Web-Enhanced: where a course expects students to access online materials and resources. Access is expected, as online participation is likely to make a major contribution to study.
 Web-Based: where a course requires students to access the accompanying online materials and resources. Access is required, as online participation is required