HU-TEACH Instructor Worksheet*

Instructions: Please complete this sheet to provide background information for your reviewers so that they can evaluate your redesigned course site in the appropriate context. Also, use this worksheet to ensure that you have included all of the information reviewers need to see in your syllabus.

Basic Course Information

1. Your Full Name: Debra D. Roberts
2. Department: Psychology
3. School/College: COAS
4. Course Title and Number (e.g., ENGL 114 College Grammar): Note that until the course officially launches in Blackboard, I am using an old “unavailable” course (PSYC 050, Intro to Psychology, FA 2007) to which I have imported the materials that will eventually become PSYC 240, Research Methods in Developmental Psychology
5. Course Access URL
   https://blackboard.howard.edu/webapps/portal/frameset.jsp?tab_tab_group_id=_7_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3DCourse%26id%3D_956067_1%26url%3D
6. Percentage of instruction online:
   - □ 30%
   - □ 60%
   - □ 100%
7. Did anyone collaborate with you on the design of this course? If so, please provide the name(s) and email address(es). N/A
8. Is the course part of a sequence (e.g., BIOL 101 and 102)? If so, do all courses in the sequence use the same overall structure and technology? N/A
9. Is this syllabus a standard syllabus developed by your program or department? If so, are you required to use it? No, but we are moving toward using standard formats for the department once the curriculum committee finalizes it

Course Tools, Policies, Requirements, Format

1. On which learning management system (e.g., Blackboard), if any, does your course reside? Blackboard
2. If none, what type of online platform is hosting your course (e.g., Facebook, PbWiki, or a personal website)? N/A
3. If the course is not offered on Blackboard, please copy or link to the vendor’s statement certifying that the platform is accessible to students with disabilities. N/A
4. Are you going to require students to complete a tutorial on the use of the platform prior to the beginning of the course? If so, include this information in the syllabus. N/A
5. Are you going to use tools and software other than, or in addition to, a learning management system to deliver the course? If so, include them in the syllabus.
6. In your syllabus, state any institutional accessibility policies that apply to online instruction. How do you plan to implement these policies in your course?
7. Are there any other course or institutional policies with which your students must comply? If so, include them in your syllabus.

*adapted from the Quality Matters “Instructor Worksheet—Sample” © 2012 Maryland Online, Inc. for use only at subscribing institutions such as Howard University

8. Is prerequisite knowledge in the discipline or are other competencies required in the course? If so, include them in your syllabus.
9. Are there general or specific technical or computer skills required for students to succeed in the course? If so, include them in your syllabus.
10. Indicate the face-to-face or on-site components in your course (check ALL that apply):

- Exams
- Labs
- Clinical observation or tasks
- Lectures
- Discussion
- Presentations
- Orientation
- No face-to-face components
- Other (please specify):

Course Learning Objectives, Materials, Technologies

1. In your syllabus, list the course-level and/or module-level objectives for each unit of the course.
   Note: It may not be possible to complete the course review if measurable learning objectives are not present.
2. What is the source of the learning objectives?
   - Created by the instructor
   - Mandated by the institution
   - Other (please specify):
3. Why are the learning objectives appropriate for the level of the course? The learning objectives are appropriate for this graduate level course because the focus is more on integrating the concepts learned in the course rather than simply memorizing and regurgitating the material taught by the instructor.
4. In your syllabus list the major instructional materials required in the course (e.g., textbook).
5. Why did you choose the instructional materials to achieve the course objectives? Comment on the currency of the materials and the variety of perspectives they represent. I have used these materials successfully with past sections of this course, however I am always on the lookout for new and interesting texts/resources that would enhance the course.
6. Does the course use technologies such as audio/visual components, hardware, software, subscriptions, or plug-ins? If so, specify in your syllabus.
Course Interaction Components

1. Does the course include any real-time instructor/student interaction online or in the classroom? If so, briefly describe. If online, is the real-time component optional or mandatory? **Yes, the majority of the instructor/student interaction in in the classroom but 30% of it will be online and both components are mandatory.**

2. In what ways are students required to interact online with the instructor? **At this time, the online instruction is limited to forums based on content the students will review online.**

3. Are students asked to introduce themselves to the class online? If not, please explain why online introductions are not appropriate for your course. **No. Given that this is a graduate level course that is taken after the first semester, many students in the program are familiar with one another and the class is small enough (about 15-18 students maximum) that it is very practical to do introductions in class.**

4. Is online student-to-student interaction (e.g., on discussion boards or in group work) appropriate in this course? If not, please explain. **Yes, since building critical thinking skills is part of the learning objectives, one of the best ways to achieve this is to have students engage in dialogue where they can express themselves in writing while responding to other students’ view on the given subject.**

5. Are any course instructions, activities, instructional materials, or feedback provided by individual emails, the gradebook, or by tools or platforms outside the primary online classroom? If so, explain what they are and how reviewers can access them. **Yes, but I am still developing some of these, and will forward the links once they are completed.**

Instructor Perspectives

1. Are you familiar with the Quality Matters (QM) Rubric? Have you had any training on the QM rubric (e.g., CA12 Assessing Online Courses workshop)? If so, did you design this course based on the rubric or modify it to meet QM standards? **Yes, I reviewed the rubric that was shared with the HU-TEACH finalists by CETLA and incorporated the materials.**

2. On what particular aspects of this course would you like feedback from the reviewers? Rather than utilizing too many prepared PP presentations with commentary, I would like to use more of my own PP presentations with my voiceover. **However, I didn’t’ realize that there is a cost for these voiceover programs such as voicethread.com. Are the pre-prepared ones presented adequate for the course objective?**

3. Is there anything else you want to communicate to the reviewers about your course? **Not at this time.**