

Collaborative Consultation Form (based on the "Rubric for Online Courses in D2L")

INSTRUCTOR:

COURSE:

DATE:

INSTRUCTIONS: See end of document.

RUBRIC ITEM	WHAT TO CHECK FOR	NOTES
[# corresponds to RUBRIC number]	D2L News	
#14: Effective use is made of the News feature on the Course Home page to provide effective communication from instructor to students.	Check that at least one News item is posted (e.g., how to get started in the course, welcome statement, overview of the class, image(s), instructor information, etc.)	
#18: Changes to the D2L interface take into consideration accessibility issues (e.g., changes to the navigation bar colors and font type, size & color).	Check for accessibility issues (e.g., hard-to-read colors, fonts, etc.) NOTE 1: Recommend against colored font for entire News text. NOTE 2: Recommend against center justified text (headings, OK but not text).	
	D2L Files	
#5: Multimedia files require reasonable download time.	Check for large files. NOTE: 100 KB = 30 seconds to download with 28.8 kbs dialup. * Download Calculator (see end of this document for web address).	
#6: HTML format should be used unless other format is called for (particularly for Word and PowerPoint documents).	Check for Word docs and PPT files that have NOT been converted to web format	
	D2L Content	
#1 & #7: The course syllabus (with information about course goals and objectives and learning outcomes) has a prominent location on the Content page.	Check for Syllabus in first module of Content, e.g., "Getting Started."	
#19: The ADA tagline is included in the syllabus (posted in Content).	Check the syllabus for the **ADA tagline (see end of this document for ADA tagline text).	
#7: Recommendation: The course schedule is separate from the syllabus and has a prominent location on the Content page.	REC: In first module of Content, e.g., "Getting Started," include a separate Schedule (for semester or projects).	
#2: All course content information is easily located on the Content page, i.e., Module and Topic titles provide a clear idea of the related content and are organized in a logical manner.	Check Content page for clear organization (i.e., headings clear, topics relate to headings, etc.)	
#3: Content is presented effectively, i.e., uses effective design.	Link to Content materials and check for chunking of info, use of bullets and highlighting (e.g., bold)	
#8 & #9: Explanations of the learning activities & instructions for assessment activities (what to do and how to do each activity) are clear and easy to find in the site.	Spotcheck information in Content for clarity of explanations & instructions.	

RUBRIC ITEM	WHAT TO CHECK FOR	NOTES
D2L Content (continued)		
#4: Student resources are easily accessible either within the site or by links to Internet resources.	Spotcheck for dead links.	
	REC: Use the Links feature (not Quicklink in Content) for external websites.	
#6: Recommendation: Include resource links for students to test their software and to download necessary plug-ins.	REC: Include link to Plug-ins website at http://www.bemidjistate.edu/elearning/Plug-ins/	
D2L Links Tool (for external resources)		
#4: Student resources are easily accessible either within the site or by links to Internet resources.	Check for clear organization of Links resources. Spotcheck Links webpages/websites for dead links.	
D2L Communication Tools		
#13: When appropriate, instructions are provided on how to use the various communication tools in D2L, e.g., Discussions, the Dropbox, Grades, the Pager, Chat, and student Homepage.	Check Discussions & Dropbox for evidence of "how-to-use" instructions.	
	REC: Create Practice folder in Dropbox.	
#15: The instructor facilitates the use of D2L tools (e.g., Discussions , ...) to provide effective communication between instructor and students .	Check the Discussions area for effective use of forums/topics to promote discussion relevant to the course.	
	REC: Create a Discussions area for students to ask general questions about the class (e.g., Class Questions).	
#16: The instructor facilitates & encourages the use of D2L tools to provide effective communication among students .	REC: Create a Discussions area for non-class related student interaction (e.g., Class Café).	
#17: Instructions for Discussions topics are clear and complete.	Check for clear instructions for Discussion assignments under Forums and/or Topics.	
D2L Gradebook		
#11: The Grades (gradebook) feature is effectively organized so that students can track their own achievement in the course.	Check that gradebook is set up clearly and correctly (i.e., points vs. weighted, presentation clear, etc.).	
	REC: Link Quiz and Dropbox grades to gradebook.	
#12: Gradebook entries are consistent with the syllabus information.	Check that gradebook items are same as syllabus grade items, including value.	
D2L Quizzes		
#9: Instructions for assessment activities (what to do and how to do each activity) are clear ...	NOTE: Quiz instructions may be default ones.	
	REC: Create Preview for each quiz and skim for errors.	

Collaborative Consultation

Instructor's signature: _____

eLearning Support staff signature: _____

Instructions:

- (1) Fill out the Online Course Agreement form and get the appropriate signatures.
- (2) Using the Collaborative Consultation Form, review your own online class (write your comments in the appropriate box in the NOTES column).
- (3) Email Julie Adams to set up an appointment to compare notes (yours and hers). Include the class number and name in the email.
jadams@bemidjistate.edu
- (4) Discuss the class with the goal of helping you create an effective class environment in D2L.

After the collaborative discussion, Julie will type up the results and send a copy to Bob to facilitate payment of the stipend.

* **Download calculator:** <http://www.intel.com/personal/resources/broadband/calculator.htm>

** **ADA tagline:** "Upon request this document can be made available in alternate formats. Please contact the instructor (your name and phone number) or Kathi Hagen in the Disability Services Office at 755-3883. Please contact the Disability Services Office ONLY if you have a need for accommodations for a documented disability in this class. All other contact should be with your instructor only."