

## Blended Course Learnability Evaluation Checklist<sup>1</sup>

Criteria <i>(Score the following statements as applicable to the blended course under review)</i>	Yes	To a large extent	To some extent	No	Not Applicable
<b>Section I: Course Overview &amp; Introduction</b>					
A short and clear description and/or video about the blended course is available online.	3	2	1	0	N/A
The various components of the blended course are explained.	3	2	1	0	N/A
Prerequisite knowledge and skills are clearly stated.	3	2	1	0	N/A
Minimum technical skills expected of the student are clearly stated.	3	2	1	0	N/A
A clear course schedule with topics, assignments and due dates is posted.	3	2	1	0	N/A
Expectations about assignments and other assessments to be used in the blended courses are clearly explained.	3	2	1	0	N/A
<b>Comments</b>					
<b>Section 2: Course Goals and Learning Outcomes</b>					
There is clear alignment between course goals and learning objectives.	3	2	1	0	N/A
The course learning outcomes are described in terms of what the student will be able to do upon completion.	3	2	1	0	N/A
Learning outcomes are distributed over the semester and course in LMS is available in week-wise format	3	2	1	0	N/A
The various blends of the course are aligned to the learning objectives (follow Blooms taxonomy levels)	3	2	1	0	N/A
<b>Comments</b>					
<b>Section 3: Assessment</b>					
The learning activities and assessments are consistent with the learning outcomes.	3	2	1	0	N/A
Opportunity for self-assessment and practice are provided online.	3	2	1	0	N/A

<sup>1</sup> Source: COL. [Developing and teaching online courses](#)

Learner assessment is conducted on an ongoing basis throughout the course.	3	2	1	0	N/A
A structure exists to provide students with feedback throughout the course.	3	2	1	0	N/A
Clear instructions are provided on how to submit assignments.	3	2	1	0	N/A
<b>Comments</b>					
<b>Section 4: Course Materials</b>					
Supplementary materials for face-to-face lectures are provided in the LMS	3	2	1	0	N/A
Presentations of teacher in the face-to-face are made available in the LMS.	3	2	1	0	N/A
Learning activities are clearly integrated as pre-classroom and post- classroom activities with specific instructional materials and linked to learning objectives.	3	2	1	0	N/A
Course materials are presented in a consistent and logical structure and layout, suitable to the delivery mode.	3	2	1	0	N/A
All course materials are presented without errors.	3	2	1	0	N/A
Media elements used within the course materials adopt formats and standards that are accessible to all students.	3	2	1	0	N/A
Relevant open educational resources are used in developing the courses and are attributed clearly.	3	2	1	0	N/A
Synchronous sessions are archived for later use by the learners.	3	2	1	0	N/A
<b>Comments</b>					
<b>Section 5: Learner Engagement</b>					
Discussion forums are designed to promote interaction (instructor-student, content-student, student-student) that are appropriate to the course learning outcomes.	3	2	1	0	N/A
Clear standards are set for instructor responsiveness and availability (e.g., turn-around time for email, assignment marking).	3	2	1	0	N/A
The requirements for student interaction and progression through the course are clearly articulated.	3	2	1	0	N/A

Synchronous sessions, if any, are clearly indicated (especially to bring in external experts to teach)	3	2	1	0	N/A
<b>Comments</b>					
<b>Section 6: Learner Support Resources</b>					
The course instructions make it clear how students can access technical support.	3	2	1	0	N/A
The course instructions make it clear how the institution's or the programme's academic support systems can be accessed (eg. Library services, peer tutoring).	3	2	1	0	N/A
The course instructions make it clear how the institution's student support services can be accessed (eg. Peer support services, Counselling).	3	2	1	0	N/A
The course instructions answer basic questions related to research, writing, technology, etc., or link to tutorials or other resources that provide the information.	3	2	1	0	N/A
The course provides guidelines or links to resources on how to succeed as a student in online or blended environments.	3	2	1	0	N/A
<b>Comments</b>					

**General Comments:**

Notes: Sum the scores for all the items. The max will be 96. Four points are used for presentation (aesthetics) quality of the course to make the maximum score 100. The total score may be used as an indicator for blended course quality, and for improving the quality of the course in the subsequent offer of the blended course. Not applicable is used, if a course is not planned the specific aspect of the course in the blueprint. In such a case, the total may be adjusted and percentage score calculated considering the number of items used.