Developing a Blended/Online Module (Self Evaluation Checklist)			
iNACOL National Standards for Quality Online Courses (select standards)	**Introductory-Level Peer-Check Questions**	**NO ✓**	**YES**
A1	The <u>goals and objectives</u> clearly state what the participants will know or be able to do at the end of the course. The goals and objectives are measurable in multiple ways.	Are the objective(s) clearly written to explain what the learners will know and be able to do?		The objectives state that students will be able to do/demonstrate various skills related to melody (sing, hand signs, read, aurally and visually identify). I made sure that all of the module objectives were observable and measurable actions that students could do to demonstrate their knowledge, i.e. performance tasks
A2	The course content and assignments are <u>aligned with the state's content standards</u>, common core curriculum, or other accepted content standards set for Advanced Placement® courses, technology, computer science, or other courses whose content is not included in the state standards.	Are the objective(s), assessment(s), content, and learner task(s) in each lesson/module aligned to the standard(s)?		"Standards" section includes standards that show both content knowledge and performance skills that the students must accomplish, which in turn are reflected in the course objectives. Each and every module objective is connected to a specific standard. It then follows that the assessments are also connected to the standards, because they are measuring the standards-based objectives that the students learned in each module. In order to get students to a proficient level on these standards-based assessments, all learner tasks and learning objects are also standards-based.

A3	The course content and assignments are of <u>sufficient rigor, depth and breadth to teach the standards</u> being addressed.	Do the content and assignment(s) in each lesson/module comprehensively address the standard(s)?		Students are given seven days to complete all module assignments. The content and assignments are aligned to the standards-based objectives for each module and cover different tiers of Bloom's Taxonomy, from both lower-order to higher-order tasks. The learning activities in the module are written in a way to scaffold on each other to help the students grow in their knowledge through the whole module.
A4	<u>Information literacy and communication</u> skills are incorporated and taught as an integral part of the curriculum.	Are learners learning about or practicing information literacy and communication skills in your unit/course?		Students are expected to use Skype for communication as well as participate in a full-class synchronous session. Students are required to submit one original post and at least 3 peer responses and a recording of themselves for assessment. Additionally, students are reminded to use appropriate and constructive language at all times. They are asked to use complete sentences in the discussion forum to facilitate professional communication, even on a 5th grade level.
A9	The course reflects multi-cultural education, and the content is accurate, current <u>and free of bias</u> or advertising.	Is the content in each lesson/module accurate and free of bias?		The lessons are designed to promote musical ability through carefully selected learning objects that are mostly teacher-created and free from advertising. The teacher is a content expert, so all learning objects and presentations are accurate and factual. All learning modules were vetted for accuracy and bias before being added to the module. Admittedly, however, the YouTube videos may have advertisements before getting to the real video; however, these can often be skipped after a few seconds.

B1	Course design reflects a clear understanding of all <u>students' needs</u> and incorporates varied ways to learn and master the curriculum.	Does each lesson/module accommodate multiple learning styles?		The module includes various activities that accommodate to visual (reading melodies, watching instructional videos) aural (hearing melodies, hearing instructional videos), and kinesthetic (performing skills) learners. The module has multiple methods of assessment for students to demonstrate knowledge in different ways, to compensate for different types of learner's abilities and preferred method of demonstrating knowledge and skills
B3	The course instruction includes activities that engage students in <u>active learning</u>.	Are many learning tasks addressing a higher level of Bloom's taxonomy?		The learning tasks in the module cover different tiers of Bloom's taxonomy, including both lower-order and higher-order tasks. For example, students complete lower order tasks of multiple-choice quizzes and a basic note naming game. They also complete higher order tasks such as application of knowledge to performance tasks such as reading and performing melodies, as well as evaluating their own performance and the performance of others.
B4	The course and course instructor provide students with <u>multiple learning paths</u>, based on student needs that engage students in a variety of ways.	Is the content represented in multiple ways? Will the learner be able to express knowledge in multiple ways? Will the learner be able to engage in multiple ways?		Multiple representation: webpages, videos, , textbook, visual materials, aural materials Multiple expression: discussions, recorded performance tasks, written skills check, written original composition, singing, reading, and hand signs Multiple engagement: Skype, synchronous session, forum, game

B6	The course provides options for the instructor to <u>adapt learning activities</u> to accommodate students' needs.	Does the plan provide opportunities for differentiation among learner activities?		The teacher will differentiate materials and assessments based on other informal assessments, i.e. assigns different melodic patterns based on students' self-check rubric, mid-module check with teacher, and performance at synchronous session. In addition, students are given multiple ways to demonstrate their knowledge throughout the module that represent different types of assessments to appeal to different types of learners.
B9	The course design includes <u>explicit communication/activities</u> (both before and during the first week of the course) that confirms whether students are engaged and are progressing through the course. The instructor will follow program guidelines to address non-responsive students.	Does the plan facilitate repeated communication to help track student engagement and progression?		The module assignments include an original forum post, peer comments, communication with course teacher specifically to monitor progress, and submission of performance tasks, as well as a class synchronous session. The module includes a description of how students will be assessed both informally and formally multiple times to ensure progress towards the learning objectives.
B10	The course provides opportunities for appropriate <u>instructor-student and student-student interaction</u> to foster mastery and application of the material.	Does the plan facilitate instructor-student interaction? Does the plan facilitate student-student interaction?		The module includes peer comments and communication with course teacher, as well as participation in class synchronous sessions. These help to facilitate communication with both teacher and peers. Additionally, the module outlines methods for peer evaluation using rubrics during the synchronous sessions.

C1	Student evaluation strategies are consistent with course goals and objectives, are representative of the scope of the course and are clearly stated.	Do the formative and summative evaluations reflect a measure of student progress toward the standard(s) and objective(s)?		In this module, students are assessed based on the standards-based module objectives. They are assessed both informally and formally multiple times throughout the module (discussion forum, check-in with teacher, self-check rubric, peer feedback, recording of performance skills, quiz) to ensure progress towards the learning objectives.
C2	The course structure includes adequate and appropriate methods and procedures to assess students' mastery of content.	Does the plan allow students to demonstrate mastery in multiple ways?		There are many different types of assessments in this module, including: discussion forum and peer responses, check-in with teacher, self-check rubric, peer feedback, recording of performance skills, quiz
C3	Ongoing, varied, and frequent assessments are conducted throughout the course to inform instruction.	Does the plan facilitate effective formative feedback for students?		As there are a variety of assessment types, students receive a variety of feedback. As noted in the course syllabus, students should expect to receive grades for all assignments within three school days of the due date.
C5	Assessment materials provide the instructor with the flexibility to assess students in a variety of ways.	Does the plan support differentiated assessments?		Students are assessed in many different ways. Several of the assessments are graded with a rubric that usually describes basic accuracy. This leaves room for students to go above and beyond or to stick to the basic requirements. This flexibility helps students decide for themselves how to proceed on each assignment.
D5	All technology requirements (including hardware, browser, software, etc...) are specified.	Are all the necessary technology tools likely available such that students can complete the lessons?		Software requirements are free and websites with external content have free memberships. All of the tools for students to submit their assignments are included on the module site itself – discussion forum, dropbox, and quiz.

D6	Prerequisite skills in the use of technology are identified.	Do the students likely have the necessary technical skills to complete the unit?		Completion of the module requires basic skills that are reasonable to expect 5th grade students to have/be able to do, especially since all of the tools for students to submit their assignments are right on the website. The site was designed in a way to maximize ease of use and navigation.
D9	Copyright and licensing status, including permission to share where applicable, is clearly stated and easily found.	Does he/she likely have permission or rights to use all the learning objects in the plan?		The textbook and associated musical recordings are licensed to Fulton County Schools. The musical examples in the quiz are all original recordings from my Audioboo account, and I also created the rubrics. The original background image has a creative commons license and proper credit was given to the originator in the website footer.

*Paired with *Blended/Online Unit Design* Template by Lokey-Vega (2014).