

Online Course Evaluation Tool

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Online Course Evaluation Tool

Abstract

Use of a course evaluation tool in a distance program, online course creates a positive learning environment, constantly meeting the demands of the learning objectives and students.

Introduction

Online instruction can be a challenge to both instructor and student. There are many studies and texts to assist in designing and assessing instruction, traditional, face-to-face (F2F), and online instruction. In the publication, *Designing & Assessing Courses & Curricula*, Robert M. Diamond (1998, pg. 11) contends that educators need to clearly identify goals prior to any kind of course assessment. Diamond's model (1998, pg. 17) is an outline of a process for the development of educational programs. Its major audience is higher education institutions. It is a two-phase process involving 1) project selection and design and 2) production, implementation, and evaluation for each unit. In the second phase, he promotes ongoing evaluation of instructional effectiveness. This is equally, if not, increasingly important in online instruction.

Mary Bauman, from the Writing Program at the University of Michigan—Dearborn, deals specifically with online instruction. She promotes creating positive online learning communities; providing students with an environment as close to the traditional, F2F course as possible. Online instruction is not simply transferring F2F material to a web format. It represents various challenges for both students and instructors (Bauman, 1997, pgs. 4-8). Each are required to exert additional effort to communicate concepts and concerns that might be somewhat easier to accomplish F2F. Conducting regular evaluation of the course aids in bringing the students and instructor an overall awareness of the expectations and intended outcomes.

The Florida Gulf Coast University (2003) defines Online Instruction as:

... any formal educational process in which the instruction occurs when the learner and the instructor are not in the same place and Internet technology is used to provide a communication link among the instructor and students.

Different forms of online instruction include:

- Sharing information on a web site (example: course syllabus/ web site)

- Providing practice for new concepts by using online activities such as simulations and games
- Communicating one-to-one or one-to-many via email for instructional purposes
- Conducting discussions by using a threaded discussion board (example: WebBoard)
- Conducting discussion by using chat room software (example: chat using WebBoard or Internet Relay Chat)
- Holding office hours by using chat room software (example: chat using WebBoard or Internet Relay Chat)
- Delivering library resources via the Internet (example: Electronic databases, electronic course reserves)
- Giving practice tests or evaluating performance by using online assessments (example: Web-CT test module or CyberExam)
- Submitting assignments electronically (example: email attachments, message board postings)

Evaluating online instruction on a regular basis constantly monitors how the learning objectives are being met. One can determine whether or not the

different forms of online instruction are, in fact, effective or if the instructor needs to adapt instruction to the individual and/or group.

Application of the Course Evaluation Tool

The Michigan Virtual University (MVU) Course Evaluation Tool (2002) is extremely useful. It has a pre-evaluation component to it and the supplemental course mapper (See Appendix A) is a valuable tool in it's own right. The mapper and the evaluation tool are both "Open Source", free for download (See Appendix B). These items allow an evaluator to determine course objectives and evaluate how these objectives are met by the online instruction, based on the MVU (2002) instructional design standards.. The instructor/evaluator must clearly identify all pre-requisites and learning objectives prior to the actual evaluation. As an online course evaluation tool, it also outlines the technology and multi-media "baselines" for completing the course (See Appendix C). Completing this evaluation helps to maintain a quality distance program.

Resources

Bauman, Marcy (1997). Online Learning Communities. Retrieved on March 26, 2004 from

http://leahi.kcc.hawaii.edu/org/tcc_conf97/pres/bauman.html

Diamond, Robert M. (1998). *Designing & Assessing Courses & Curricula*. San Francisco: Jossey-Bass Publishers.

Florida Gulf Coast University (2003). Principles of Online Design. Retrieved on March 26, 2004 from

<http://www.fgc.edu/onlinedesign/index.html>

Michigan Virtual University (2002). Standards for Quality Online Courses. Retrieved on March 25, 2004 from <http://standards.mivu.org/>

Michigan Virtual University (2002). Course Evaluator PK Type Mapper. Retrieved on March 25, 2004 from

<http://standards.mivu.org/evaluator/map.pdf> (See Appendix A.)

Michigan Virtual University (2002). Course Evaluator. Retrieved on March 25, 2004 from <http://standards.mivu.org/evaluator/gettool.taf> (See Appendix B.)

Other Course Evaluation Tools

Indiana University of Pennsylvania (2003). Online Course Evaluation Tool. Retrieved on March 25, 2004 from <http://www.iup.edu/dodea/eval.htm>

Georgia Institute of Technology (2004). Evaluation Tools. Retrieved on March 25, 2004 from http://mime1.marc.gatech.edu/MM_Tools/evaluation.html

Mount Royal College (2004). Free Assessment Summary Tool. Retrieved on March 25, 2004 from <http://www.getfast.ca/>

University of Wisconsin-Madison (1997). Student Assessment of Learning Gains. Retrieved on March 25, 2004 from <http://www.wcer.wisc.edu/salgains/instructor/default.asp>

Additional Articles on Creating Online Courses and Performing Course Evaluations

Bothra, Jashoda, University of Georgia. Evaluation of Online Courses.
Retrieved on March 25, 2004 from
<http://www.arches.uga.edu/~jashoda/online/eval.html>

Ferris State University (1999). Professor Uses WebCT Survey Tool for
Course Evaluation. Retrieved March 25, 2004 from
<http://www.ferris.edu/htmls/news/fyi/jul1599/vanceCT.htm>

Florida State University (2004). Online Learning @ FSU. Retrieved on
March 26, 2004 from
<http://online.fsu.edu/learningresources/handbook/instructionatfsu/>

Support for Advanced Learning and Training Opportunities (2003).
Evaluation tools developed by SALTO. Retrieved on March 25, 2004 from
<http://www.salto-youth.net/index.php?page=%2FEvaluation%2F>



Course Evaluator PK Type Mapper

This document, as part of the Course Evaluator, is intended to assist in preparing you to evaluate a course based on MVU's instructional design standards. This document should be read **very carefully** before returning to the Course Evaluator to fill in the **IDRatings** worksheet.

Note: It is highly recommended that the information asked for in the **IDRating** worksheet and described in this document be obtained from the course designer or developer in order to get the most accurate information possible. Inaccuracies in this section will result in an inaccurate evaluation of the course.

The process of completing this section of the Instructional Design evaluation process will consist of three main steps:

1. Identifying the main Instructional Units contained within the course.
2. Identifying the Performance Objective for the Instructional Units in the course.
3. Identifying the type of knowledge and performance (PK Type) that is expected for each Objective

The process for completing all of these steps, along with appropriate guidance, are thoroughly detailed in this document.

IDENTIFYING INSTRUCTIONAL UNITS

The first, and easiest, step will be to identify the main Instructional Units for the course being evaluated. In almost all cases, these can generally be identified by merely looking for the Chapters, Units or Modules within a course. A typical online course will usually have between 3 to 5 Instructional Units (although this may vary from course to course). The example below would contain 6 Instructional Units:



In our example, each Instructional Unit is referred to as a Seminar. In determining Instructional Units, it is important to not be distracted by labels and titles.

A confirmation of the identified Instructional Units should be conducted. The following elements will generally be present in an Instructional Unit:

- One or more sub-units that are consistent with the theme of the Chapter, Unit or Module being identified as the Instructional Unit.
- An identifiable goal that is also consistent across the Instructional Unit.
- There will be one or more identifiable Instructional and Performance Objectives for the Unit.
- There will generally be several pages or screens of instruction (maybe dozens) within an Instructional Unit.
- There will almost always be an assessment in each Instructional Unit that ties together all of the Instructional Objectives.

The form provided at the end of this document can start to be filled in. The figure below has been filled in for the example provided in this section as a reference.

Element	Order	Type	Title/Description
IU*	1		Building a Learning Community
Objective			
IU	2		Instructional Design
Objective			
IU	3		Outcomes and Activities
Objective			
IU	4		Course Development
Objective			
IU	5		Course Management
Objective			
IU	6		Pulling It Together
Objective			

- IU stands for **Instructional Unit**

IDENTIFYING OBJECTIVES

After identifying the Instructional Units in a Course, it is time to identify each Performance Objective for each Unit. The instructional content that is designed to meet each Objective of a Unit will comprises major portions of each Unit being evaluating.

It is possible that an Instructional Unit can contain more than one Objective. For instance, a course on English Composition may contain a Unit on Poetry Composition (with Poetry Composition being the Instructional Unit). Within that Unit there may be sub-units on Haiku and Limerick writing. In this case, there may be two Objectives present for the Instructional Unit

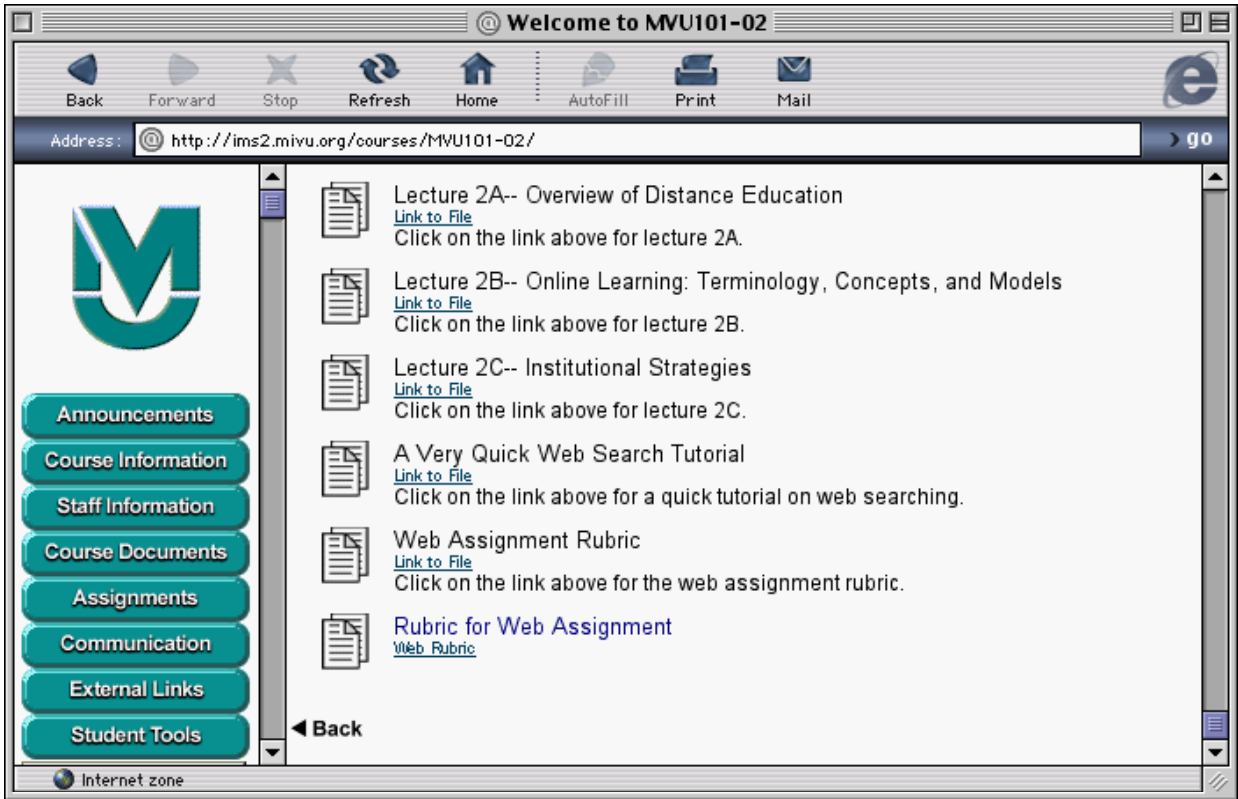
Note: It is important to realize that there is some flexibility in evaluating Instructional Design given the variety of ways in which a class may be presented. In the above example, for instance, material could also be divided up into two Instructional Units (Haiku and Limerick), with one Objective for each. Either segmentation would result in very similar evaluations. The point is, there's no reason to be overly concerned or take too much time worrying over whether the form has been filled out exactly as someone else might – the key is to make sure there will be an opportunity to evaluate all of the Performance Objectives present in the course.

Quite often, the material for an Objective will be contained in a chapter or sub-chapter of a course. In many cases, there may very well be a one-to-one correspondence between Objectives and Instructional Units, but, as the above example shows, this may not be the case. A lack of one-to-one correspondence will most often occur in more scientific courses, where an entire Instructional Unit may be comprised of concepts or skills that build upon one another to achieve the eventual goal of the Instructional Unit (such as a Unit on Quadratic Equations where several concepts must be mastered before the learner can actually solve a quadratic equation). As a further guide in determining what may or may not be Instruction for an Objective, the following guidelines should be used:

- Instruction for Objectives will almost always span multiple pages, screens or functions within an online course.
- Such Instruction should contain each of the five required Instructional Components: Explanation, Demonstration, Practice, Feedback and Assessment (a little more information about these elements is provided in the box below). It **IS** possible that Instructional content that won't contain all five of these elements will be found, but that will be a result of poor instructional design (which will become apparent during the evaluation process), or because the course is being delivered to achieve mastery at the Remember level. Generally, Instruction will contain at least Explanation and Assessment, and may also be accompanied by items such as Discussions and other activities.
- To determine what materials can be considered as supportive of Objectives, statements of specific objectives within the course can be used. These can most often be found in the Course Syllabus, Unit Guides or other introductory-type materials that instructors often include at the beginning of courses or units.

Instances of instruction for Objectives should contain five basic components. There must be **Explanation** (the learner must be shown or told what they'll need to know or do), **Demonstration** (the learner must either be told, shown, or allowed to explore examples for the type of instruction being presented), **Practice** (learners must always be given an opportunity to practice what they'll need to know or do), **Feedback** (after practice, a learner should be told or shown what they did wrong so that they can self-correct their knowledge or performance) and **Assessment** (learners must be given appropriate assessment to see if they are able to know and perform what they learned successfully). For instruction at the Remember Performance Level, **Demonstration** is not required.

The screen at the top of the next page is from one of the Instructional Units demonstrated in the first section of this document:



It is difficult to determine what the Objective for this Unit might be. This fact highlights why it is vital that the designer or developer of the course provide guidance for establishing what the desired outcomes for the course being evaluated are.

Most of us might expect these components of instruction to be presented in an obvious, linear and easily identified manner. However, most instruction delivered in the “real world” isn’t this way. Explanation and demonstration might not always be straightforward, but might take the form of moderated class discussions or other delivery methods. Practice and Feedback may not be a practice test, but might take the form of a paper or a group project. Assessments may not always be a True/False or Multiple Choice test, but again could be a group project, paper, essay exam or participation in a moderated discussion.

The following example would be one way that this unit could be filled out in the Course Mapping Template Form:

Element	Order	Type	Title or Description
IU	2		Instructional Design
Objective	2.1		The student will be able recite all of the key terminology presented in this unit.
Objective	2.2		The student will be able to identify instances of appropriate teaching strategies as they are used in an online course.

HELP!

So, the designer, developer or anybody else can find any objectives? What is one to do? Unfortunately, many courses are designed without fundamental Instructional Design techniques in mind. This often results in muddled, confusing or disorganized content. If one is attempting to evaluate a course like this, the evaluator must simply try to do their best. Typically, the best way to approach this type of course is to simply assume one Objective per Instructional Unit and evaluate the course on that basis, realizing that the lack of organization and design will most likely hurt the course's ratings when it comes evaluation time. Although it is more difficult to evaluate a course like this, it will still be possible to get an idea of its effectiveness, efficiency and appeal.

IDENTIFYING INSTRUCTION TYPES

After identifying the Units and Objectives for the course to be evaluated, the last step is to determine the Performance/Knowledge Type for each objective in the course. We have identified 13 unique PK Types that can be taught. These pairs are represented in the table below.

Type of Instruction by Performance				
Discrete Skills and Knowledge			Complex Skills and Knowledge	
Remember	Identify	Apply	Derive Method	Derive Solution or Answer
Recall or Identify Facts (F)			Students are presented with a unique scenario or situation in which they must decide how to reach a stated objective (M)	Students hypothesize, infer or draw a conclusion about a unique scenario or situation (S)
Describe or Identify the Location of Elements in a Whole (E)				
Recall or State a Concept (C1)	Recognize or Identify Instances of a Concept (C2)	Use a Concept (C3)		
Recall or State the Steps of a Task (K1)	Recognize or Identify the Steps of a Task (K2)	Perform a Task (K3)		
Recall or State a Principle (P1)	Recognize or Identify a Principle at Work (P2)	Apply a Principle (P3)		

The above table outlines the taxonomy of instruction defined by our standards. It is principally derived from ideas about the types of instruction that are set forth by Yelon and Merrill. It also uses ideas from both Bloom and van Merriënboer to expand on the types of instruction that are typically treated by Component Display Theory (Merrill, 1983).

The table is divided into two main sections; Discrete Skills and Knowledge (those types of instruction typically treated by CDT) and Complex Skills and Knowledge (as addressed by van Merriënboer (1997) and Bloom (1956)).

This approach should allow for the evaluation of just about any online course – from the very simple training course to the very complex college class. The following explains in greater detail the various specific elements of the table:

- Instruction at the first level (indicated on the table as cells E, F, C1, K1 and P1) is the very simplest type of instruction and is typical of the “tell and ask” type of course. This type of instruction should occur only in support of other instruction or courses that will build on this knowledge.
- Instruction at the second level (indicated on the table as cells C2, K2 and P2) is very similar to memorization, but goes one step further in requiring the learner to memorize more aspects about the knowledge being learned in order to identify instances of it.
- Instruction at the third level (indicated in the table as cells C3, K3 and P3) requires the learner to actually apply what they have learned to a real world situation.
- Instruction at the complex level (indicated in the table as cells M and S) requires the learner to apply discrete knowledge and skills to solve a problem or to derive solutions.
- The “simplest, most superficial level of learning” (Reigeluth and Moore, 1999) for each type of instruction is highlighted in red in the table above. Instruction highlighted in yellow is slightly more complex. Instruction highlighted in green represents the optimal performance for each type of instruction for discrete knowledge and skills. All complex skills are highlighted in blue.
- Also notice that, for Fact and Element instruction, that there is no distinction between Remember and Identify performances. This is because there is practically no discernible difference between the two performances for those types of instructions. For instance, it makes no sense to talk about “identifying” the fact that “Columbus discovered America in 1492”. Nor does it make sense to ask a learner to simply memorize the parts of a hand outside of the context of a portrayal of a hand to ensure that the learner not only knows the names but where they are located, as well.
- There is no single type of instruction for complex skills and knowledge per se, since, by definition, most complex skills use an amalgamation of discrete skills and knowledge in their performance. Rather, they are divided solely by the type of performance they entail. This side of the table will draw heavily on the work of van Merriënboer (1997) for detail and standards. It is this side of the table that attempts to “fill in the blanks” that are left by Component Display Theory.

This table will be used to give context for all evaluation of Instructional Design for our standards.

Following are specific definitions and examples for each type of instruction:

- **Remember-Facts (F)** - The goal of this type of instruction is for learners to memorize, recall or identify a Fact. We define a Fact as information pertaining to persons, places, things or rules. Facts often include a label and a description. Examples of Facts include things such as “the United States is made up of 50 states”, “the color of the sky is blue” and “ $2 + 2 = 4$ or the sum of 2 plus 2 is 4”.
- **Remember-Elements (E)** - The goal of this type of instruction is for learners to describe the location of Elements that are part of a Whole or System. We define an Element as an object or entity that is part of a system, device or larger entity that has a specific name and location in relation to the whole. Examples of an Element would include things such as parts of a hand, parts of a sentence and parts of a computer system.

- **Remember-Concepts (C1)** - The goal of this type of instruction is for learners to memorize and describe a Concept and its characteristics. A Concept is defined as being an instance or a group of objects, events, people, places or ideas that share common characteristics and are identified by the same name. For example, “mammals” (warm blooded, fur bearing, gives live birth, and nurses their young) and “blues” (backbeat rhythm and based on pentatonic scales) would both be Concepts.
- **Remember-Tasks (K1)** - The goal of this type of instruction is for learners to learn and memorize the steps of a Task. A Task is a series of simple or complex actions which, when performed in a certain order, results in a desired consequence of simple or complex nature. Examples of Tasks would include “baking a cake”, “pruning a bush” or “assembling a bicycle”.
- **Remember-Principles (P1)** - The goal of this type of instruction is for learners to learn and memorize the events, conditions and results of a Principle. Principles must include a relationship and variables (independent and dependent). And can be defined as a set of rules or statements that describes the conditions under which certain events or phenomenon occur. Gravity (where mass, distance and acceleration are variables that interact to produce certain results as the variables are changed) would be an example of a principle.
- **Identify-Concepts (C2)** – The goal of this type of instruction is for learners to be able to identify or point out instances of a Concept from a number of examples or non-examples. Examples include identifying instances of the Concept “dog” from a group of different animals, or listening to different kinds of music and determining which ones are examples of the Concept “polyphony”.
- **Identify-Tasks (K2)** – The goal of this type of instruction is for learners to be able to identify or point out the correct order of the steps in a Task (similar to Remember-Elements). For example, when learners are presented the steps of a Task, they should be able to determine if the steps are in correct sequence, and if not, point out the error and put the steps in the correct sequence.
- **Identify-Principles (P2)** – The goal of this type of instruction is for learners to be able to identify or point out the variables, conditions and/or relationships of Principles at work that are present in a given or observed event. For example, learners are provided with a number of weather statistics and conditions then asked to identify which ones were directly related to the thunderstorm that just occurred.
- **Use-Concepts (C3)** – The goal of this type of instruction is for learners to apply learned Concepts within a specific context or situation. For example, learners are asked to attend a music recital and report on the different musical Concepts they recognized throughout the recital.
- **Perform-Tasks (K3)** – The goal of this type of instruction is for learners to perform the steps of a Task to produce the desired results.
- **Apply-Principles (P3)** – The goal of this type of instruction is for learners to apply knowledge about known or studied Principles in order to explain, predict or troubleshoot events. For example, learners are provided with meteorological data for different regions across the country and asked to predict or forecast the weather for the next 3 days; or learners are asked to troubleshoot a specific mechanical problem, determine the cause, and provide a solution.

- **Derive Methods (M)** – The goal of this type of instruction is for learners to be able to solve unique problems that closely resemble real-world situations, by applying logic, processes and strategies that closely resemble expert performance. For example, learners in an automotive diagnostic course are presented with a situation where a car is not running properly. The learners need to demonstrate their ability to go through a series of diagnostic procedures, as an expert would, to determine the cause of the problem, and then affect necessary repairs.
- **Derive Solutions (S)** – The goal of this type of instruction is for learners to be able to make hypotheses, inferences or conclusions about real-world situations, unique in nature, without regard to the methods, processes or skills used to derive and support their conclusions. For example, learners are asked to provide art critiques of two artists who are having shows at a local art gallery, or, learners are asked to determine the likelihood that a proposed corn hybrid will produce high yields based on targeted growing conditions.

Returning to our earlier example, the Course Mapping Template Form would be completed as below:

Element	Order	Type	Title or Description
IU	2		Instructional Design
Objective	2.1	F	The student will be able recite all of the key terminology presented in this unit.
Objective	2.2	C2	The student will be able to identify instances of appropriate teaching strategies as they are used in an online course.

For Objective 2.1, students must be able to “recite” (Remember) terminology (Facts). In Objective 2.2, students need to be able to identify (Identify) good teaching strategies (Concept). By breaking down each objective into a performance and knowledge type in this way, it will be possible to better evaluate the efficacy of the instruction.

Before continuing, please answer the following question:

- How many chapters or units are there in this course? _____

It should now be possible to fill out the Course Mapping Template Form. The following pages contain forms that can be reproduced and filled in completely for the course to be evaluated. Print out enough forms to cover every unit and performance objective in the course you’ll be evaluating. Then, return to the Excel spreadsheet and enter this information in the **IDRating** worksheet.

It is important that you fill out these forms first before entering the information into the worksheet. Since the number of units and objectives will vary from course to course, the Excel spreadsheet has been programmed to dynamically construct the actual scoring sheet for the Instructional Design portion of the ratings. If you make mistakes when filling it out, you will not be able to simply “add in” new Units or Objectives, you will need to start over. Because of this, make sure you have all of your Units and Objectives defined before returning to the worksheet.

Objective Types

For each instructional objective identified from the previous form, refer to the Performance-Content table below and indicate which cell best represents what the student should **BE ABLE TO DO** as a result of completing the instruction (you will need to print out this page for every objective identified in the Course Mapping Template Form). Enter the NUMBER of the objective (i.e., 2.1, 3.4, etc.) next to **Objective**.

Objective _____

Discrete Knowledge & Skills

- Recall or Identify Facts (F)

- Describe or Identify the Location of Parts of a System or Whole (E)

- State or Recall a Concept (C1) Recognize or Identify Instances of a Concept (C2) Use a Concept (C3)

- State or Recall the Steps in a Task (K1) Recognize or Identify the Steps of a Task (K2) Perform a Task (K3)

- State or Recall a Principle (P1) Recognize or Identify a Principle at Work (P2) Apply a Principle (P3)

Complex Skills & Knowledge

- Students are presented with a unique scenario or situation in which they must decide how to reach a stated objective (M)
- Students hypothesize, infer or draw a conclusion about a unique scenario or situation (S)

Objective _____

Discrete Knowledge & Skills

- Recall or Identify Facts (F)

- Describe or Identify the Location of Parts of a System or Whole (E)

- State or Recall a Concept (C1) Recognize or Identify Instances of a Concept (C2) Use a Concept (C3)

- State or Recall the Steps in a Task (K1) Recognize or Identify the Steps of a Task (K2) Perform a Task (K3)

- State or Recall a Principle (P1) Recognize or Identify a Principle at Work (P2) Apply a Principle (P3)

Complex Skills & Knowledge

- Students are presented with a unique scenario or situation in which they must decide how to reach a stated objective (M)
- Students hypothesize, infer or draw a conclusion about a unique scenario or situation (S)



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Getting MVU's Course Evaluator Tool is simple. Just fill out the form below completely and click the **Get the Tool** button. Very shortly (usually within a minute or two), you will receive an E-mail to the address you provided with a code and instructions on how to get the Tool. Follow the instructions in that E-mail message to get the tool. That's all there is to it!

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[Accessibility](#)

[Instructional Desi](#)

[Course Evaluator](#)

[Readiness Overv](#)

[Course Mapper \(](#)

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Online Instructor Program

First Name:

Last Name:

IT Training Initiative

Name of Institution:

TTI

E-mail Address:

Professional Development

By requesting this tool, I agree not to provide any download information to any other person. Further, I agree not to distribute or transmit the Tool to any other party in any format whether printed, electronic or digital. The Course Evaluator Tool is copyrighted by Michigan Virtual University and is being provided for my use only for the benefit of me or my institution.

Student Resources

I agree I do not agree

Technology Source

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Michigan Virtual University - Course Evaluation Tool (sample page)

Question 1 T1.1 - Identification of Minimum Browser

Mild v. 3.x or above
Serious v 4.x or above

Question 2 T1.2 - Identification of Required Connection Speed

Mild < 56K
Serious > 56K

Question 3 T1.3 - Identification of Audio Capabilities

Mild Operates with any audio card and speakers or less
Serious Requires advanced card, speakers or additional audio

Question 4 T1.4a - Identification of Video Capabilities - Equipment

Mild Operates with any video card capable of playing digital video or less
Serious Requires specialized video card or additional video capabilities

Question 5 T1.4b - Identification of Video Capabilities - Screen

Mild 800 X 600 resolution or less
Serious More than 800 X 600 resolution

Question 6 T1.4c - Identification of Video Capabilities - Colors

Mild 16-bit (Thousands of) colors or less
Serious 24-bit (Millions of) colors or above

Question 7 T1.5 - Identification of Required Browser Plug-ins

Mild Basic Plug-ins (Shockwave, Flash, Quicktime, Real, Windows Media)
Serious Basic Plus Additional Plug-ins

Question 8 T1.7 - Identification of Software Requirements

Mild Basic (Microsoft Word, WordPerfect or other Word Processor)
Serious Additional Software

Question 9 T1.9 - Identification of Operating System

Mild Windows 98 or below (PC) or Mac OS 8.x or below (Mac)
Serious Windows 2000/ME/XP or above (PC) or Mac OS 9.x or above (Mac)

Question 10 T1.10a - Identification of Hardware Requirements - Processor Speed

Mild Requires a 486 or lower processor (PC) OR pre-PowerPC Macintosh
Serious Requires higher than a 486 processor (PC) or PowerPC Macintosh

Question 11 T1.10b - Identification of Hardware Requirements - RAM

Mild Requires 64 MB or less of RAM
Serious Requires more than 64 MB of RAM

Question 12 T1.10c - Identification of Hardware Requirements - Hard Disk

Mild 100 MB or less of free disk space
Serious More than 100 MB of free disk space

Question 13 T1.10d - Identification of Hardware Requirements - Peripherals

Mild Basic (Floppy disk, CD-ROM drive and printer)
Serious Advanced (Scanners, Plotters, Color Printers, DVD or CDR-ROM)

Question 14 U5 - Integration of Communications

Mild No communications or only minimal (e-mail) communications required
Serious Medium level of communications - not integrated into entire course
Fatal Communications are vital and required for course completion

Fill out this form to create the "baselines" for the course you want to rate. This form is intended to determine the weightings for your rating.

Simply select the yellow box next to each question, then click on the up-down button that appears to select the letter that best describes your course. If the weight criteria is Mild, then select "M", "S" for Serious or "F" for Fatal.