Online Course Critique

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The learning course I adopted in the assignment is Steps in Japanese for Beginners. This course was found in edX by searching for the Japanese Language and was taken as a sample. edX is a free online education service (MOOC) jointly launched by Harvard University and the Massachusetts Institute of Technology. Steps in Japanese for Beginners is a Japanese language learning course for beginners using English with the core goal of learning the language and values of Japan. The program consists of three parts, in which the learner is expected to study at a self-pace for 3 to 5 hours a week and complete one part in 5 weeks. Each part consists of four lessons, each of which provides videos for vocabulary, grammatical commentary, and conversation, allowing learners to practice pronunciation and speaking along with the instructions in the video. In addition, each lesson concludes with a quiz to confirm the knowledge.

In the last three years, I have been offering Japanese language classes to undergraduate students as a lecturer at the Japanese Language Program at the University of Tennessee, Knoxville, Department of Modern Foreign Languages and Literatures. Before I started teaching at the University of Tennessee, I taught in the classroom for years at other institutions. Having been involved in Japanese language education in the United States, the opportunities for learning Japanese online have increased in recent years (Japan Foundation, 2019), which is one of my significant interests. In addition, measures were taken to shift to online classes by a pandemic that hit directly in spring 2020. The Japanese language program at the University of Tennessee was affected by this without exception. These backgrounds naturally led me to the quest for more effective learning Japanese online. Also, the Japanese language course for beginners does not

require me to spend effort understanding the content, so I could concentrate on evaluating the course design as an instructional designer. I am convinced that the course evaluation of the program created by Waseda University's Online Japanese Language Education Department (WasedaX) on the platform called edX will bring valuable results.

This course is accessible from the [URL](URL). On the top page of edX, learners set their email address, username, and password to register as a user. Learners can search the site for the course they want to study and select the enroll button to take a free course. Free access to all services except for shareable certification acquisition and assignment and exam scoring functions by instructors. The Step in Japanese for Beginners course's paid service is $ 222.30.

"Best Practices" checklist

Steps in Japanese for Beginners was evaluated based on the University of Tennessee's Best Practices for Developing and Delivering Online Instruction. A checklist filled out the evaluation results was shown in Appendix A.

Experience as a user in the course: designer's perspective about the pre-course survey

Before beginning lesson (module) 1, learners will pass through the course introduction section. In addition to the course description, there is a pre-course survey. This survey will help course designers analyze learners participating in the course. Moreover, the survey will tell the designer needs of learners participating in the course. The pre-course survey has been implemented in Instructional Design (IT) 570, the instructional system design course I took. In the systematic ADDIE model for course design, analysis, development, design, implementation, and evaluation will be executed repeatedly (Larson & Lockee, 2020). Even in a course that has

already been published and implemented, it is possible for the course designer to constantly reflect the feedback from the learner, which leads to the improvement of the course.

In addition, as this survey adopted the word cloud generator function, learners will be able to visually recognize their answers and other participants' answers immediately. Figure 1 shows the word cloud that was displayed after answering. I learned about this feature as a tool to help create a practical online course in IT573, Introduction to Multimedia Instruction. An asynchronous tool where sender and recipient are fluidized is an example of web 2.0. Palloff and Pratt (2007) explain the importance of community building in online education in Chapter 2 of Building online learning communities. By adopting this asynchronous tool, I was able to feel the existence of many other learners, and I was motivated to learn. In this way, the emergence of a sense of belonging to the learner is thought to contribute to creating a learning community.

Experience as a participant in the course: learner's perspective about chunked content

Each lesson (module) in the course consists of a background, dialogues 1 to 3, and a quiz. The background section contains the learning goals in the lesson. By clearly stating the learning goals, while comparing the learning content with the goal the learner can start each lesson. Learners are naturally motivated to clear the learning goals. Each dialogue section's contents are divided into vocabulary, grammar, and conversation. Each item has video instruction that is less than 4 minutes. The learner is instructed to follow three steps (listen, repeat, and quiz) in sequence in the video for vocabulary and grammar learning. Figure 2 shows a screenshot of an example of a vocabulary learning video. The memorization of vocabulary and grammar is essential for language learning. Those steps are considered to correspond to "remember" and "understand" in Bloom's taxonomy level. The dialogue has six learning steps (listening,

understanding, speaking, speaking with a hint, role play, and check). Chunking of learning

content is underpinned by cognitive theory and cognitive load theory. Chunk instruction into

meaningful units or modules to reduce demand on the learner's working memory (Larson &

Lockee, 2020). Creating a video clip in this way corresponds to Larson et al.'s statement.

Providing learning contents chunked meaningfully is also evaluated in the checklist (Appendix

A).

      The components of each lesson and their sequences are repeated throughout the course,

making it easier for learners to remember the learning process and predict what to learn next.

The course design uses the same illustration of the stairs at the beginning of the video. The dog

climbs stairs so that the learner can proceed with learning while being aware of their current

position (Fig 3).

Two aspects of the course design that seem to work well and two elements of the course

design that could be improved

Presence

The first aspect works well but seems to improve at the same time. The Community of Inquiry

(CoI) framework is a widely used guide for online learning planning, development, evaluation,

and research. At the heart of the model are the interdependent constructs of cognitive, social, and

teaching presence (Swan et al., 2009). One of the first steps to establishing instructor social

presence in online courses is finding ways of establishing one's persona (Dennen, 2007). Course

instructors provide brief biographies, photos, and proper self-introductions at Steps in Japanese

for Beginners. Learners feel that the instructor is friendly and existent.

Social presence is defined as "the degree to which a person is perceived as 'real' in the online environment" (Palloff & Pratt, 2007). Establishing learner-instructor contact before the course content interaction and collaboration begins is effective in an online learning environment (Palloff & Pratt, 2007). The instructor has an opportunity to contact the learner in this course so that the learner can think of the instructor as existing. However, learners are not encouraged to introduce themselves within the course. Moreover, the course does not include instructor contact information (phone, email, instant messenger, etc.). There was a link to the web page of the instructor's university, but I can't find that information on the linked site. Including these items in the course, design can affect interactions which is one of the keys to online learning (Palloff & Pratt, 2007).

Effective operation of discussion forums have potential to create interactions and form learning communities in an online learning environment. In discussion forums, introverted students can experience stronger voices, and they can also empower the community (Palloff & Pratt, 2007). There is a discussion forum in the course, but its function is limited to exchanging opinions between learners, and the instructor's real-time response is rarely seen.

Lehman and Conceicao (2010) define the concept of presence in this way: "It looks and feels as if the instructor is accessible to the learners and that the learners are accessible to the instructor and each other, and that the technology is transparent to the learning process." The sense of presence in an online course has been identified as a critical component in the interactions between the instructor and the students (Munro, 1998). My inability to interact with the instructor in this course makes me uncertain if I can continue to study for four months. The assignment and quiz scoring features and instructor feedback are also not available in the free

course. The cost for learners to touch these functions is a burden for the younger generation of learners, who are believed to absorb the knowledge of new languages efficiently.

I suggest moving access to the discussion board from the top page of the course into each lesson (module) and designing it to create subdivided threads for the learning content. Changing from a massive Q & A list-like function to more efficient interaction between learners along the content will lead to a more meaningful learning community. I also want to incorporate efforts to increase the degree of teaching presence, such as receiving feedback from instructors, into improvements. Reducing course fees is not a trivial matter, as WasedaX and edX's operational strategies, such as acquiring sponsors, are also involved. However, increasing the degree of presence (including both social and teaching presence) is defined as "dynamic interaction of thoughts, emotions, and behaviors" (Lehman & Conceicao, 2010). It directly affects the engagement of the course and helps maintain the number of learners.

Function

The second aspect that seems to be working is the functionality of the course. The layout of the course is visually and functionally consistent. The parts in the course are color-coded, and the learning progress is shown with the illustration of stairs. These features help learners know where they are in the course and help them contrast their progress to their learning goals. Also, the course uses proper formatting. The course uses a font called kyokasyo-tai, recommended as an example in Japanese language education, to maximize readability. The course has a closed captioning feature in the video, but colors are used to identify the image, and accessibility-friendly accommodations such as alternation text should be improved. The hyperlinks in the course were working correctly. The Online Broken Link Checker

(https://www.brokenlinkcheck.com/) was used to check and the links related to Steps in Japanese for Beginners did not appear in the broken link list.

Learner support

A quality framework criteria review for online learning consistently lists student support among many key components of quality (Stewart et al., 2013). In addition, according to a study by Stewart et al., online learners benefit from the services provided by the university for successful learning. These services include access to library resources and a computing and technology help desk (Stewart et al., 2013). An assessment of the Steps in Japanese for Beginners based on the University of Tennessee's best practices for Developing and Delivering Online Instruction showed that access to the library and commons resources was not present in the course (Appendix A). It is essential to provide resources that allow the learner to investigate the questions and interests of the learner's content through the lesson. Providing resources supports the learner's motivation and enthusiasm and helps the learning community mature by returning what the learner has researched to the course. Since WasedaX, which designs the course, belongs to Waseda University, I suggest allowing off-campus access to university library resources. Using librarians and electronic help desk services is also attractive for successful online learning. For technical support, edX subscribers can also take a demo course called Demo edX for free to experience using the platform. The Learner Help Center has a list of simple links to address issues related to account settings and sign-in. However, from the existing support system, I get the impression that the courses are designed for learners who have no problem operating the browser, and having high-speed broadband access is an implicit premise for taking the course. In other words, it seems that it is intended for learners who have some knowledge and experience in

online learning. Learners can send messages to publishers as a way to get help within the edX site, but it's unclear if it covers computer troubleshooting and technical assistance. A study by Stewart et al. shows that it was important for some online students to have a physical location on the university campus where they could receive face-to-face assistance (Stewart et al., 2013). On online learning sites like edX, setting up a campus that accepts natural learners physically may not be in line with their operating philosophy. Still, to enhance support to improve the quality of the learning environment, I suggest that edX provide their contact information other than automatic response service and provide the possibility of human assistance via phone or live chat application (e.g., line, skype). As well as the importance of teaching presence, the introduction of a support system by course designers who can answer learners' questions about content may be considered for improvement.

Conclusion

I critique Steps in Japanese for Beginners in edX, one of the MOOCs based on the University of Tennessee's best Practices for Developing and Delivering Online Instruction.

The use of pre-course surveys supports repetitive functionality in the ADDIE model. The introduction of the Word Cloud Generator feature has made a partial contribution to creating a learning community in online learning that allows learners to have a sense of belonging. Chunking of learning content appropriately adjusts the learner's working memory load in essential language learning. The use of video clips was the primary instruction in this course, but each video clip is aligned to a suitable length of shorter than 4 minutes and is relevant to the content. The functionality of the course is high level, such as layout consistency, use of fonts suitable for learning the Japanese language, and increased functionality of hyperlinks. Due to

lack of access to libraries and commons resources, there is room for design consideration in support functions that support learners' advanced learning. Instructors strive to establish their own persona through self-introduction. Conrad and Donaldson (2012) describe effective teachers as fascinating students through welcoming gestures, regular feedback, and behavior that demonstrates the existence of supportive education. However, the presence of a complex instructor cannot be felt at the free level of this course. Since there are few opportunities for interaction, including transmission from the learner side, there are many items that can be devised and improved in the social presence of participants and the creation of an ideal learning community.
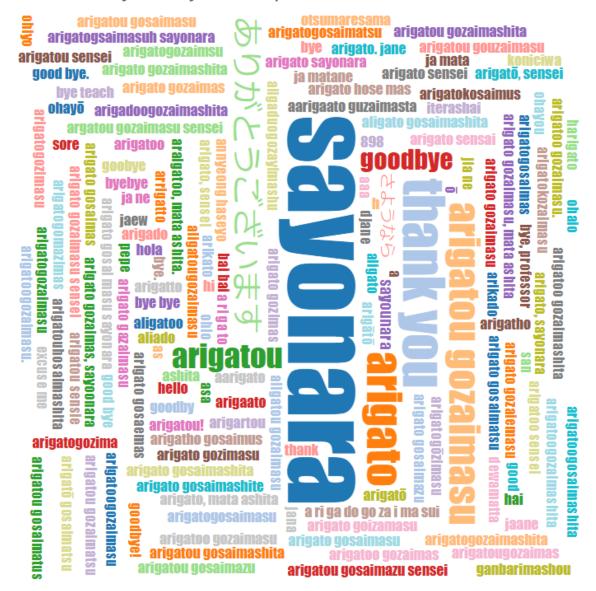
References

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Stewart, B. L., Goodson, C. E., Miertschin, S. L., Norwood, M. L., & Ezell, S. (2013). Online student support services: A case-based on quality frameworks. *Journal of Online Learning and Teaching,* 9(2), 290-303.

Swan, K., Garrison, D. R., & Richardson, J. C. (2009). *A constructivist approach to online learning: the Community of Inquiry framework.* Hershey, PA: IGI Global.

Word cloud display:

Figure 1. When the learner answers a question in the pre-course survey, the answer is displayed

as a word cloud. Learners can feel their existence by looking at the responses of other learners.
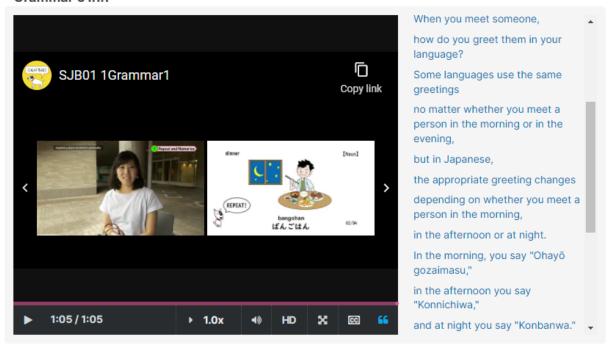
Screenshot of example instructional video:

Figure 2. Each lesson is divided into three parts, and each piece is further divided into three learning items. This figure shows that a video clip example is used to instruct the subdivided learning items.

Screenshot of an instructional video that shows the progress of learning:

Figure 3. The dog climbs stairs so that the learner can learn while being aware of their current position.

Appendix

Appendix A

Best Practices Checklist with evaluation results

Best practices for developing
and delivering online instruction
at the University of Tennessee - Knoxville

Welcome statement

University teaching and learning is no longer confined to the physical classroom. Faculty and students can now connect and engage in learning conversations through a variety of Internet communications technologies, such as Online@UT (Blackboard) and LiveOnline@UT (Blackboard Collaborate). While the spaces in which learning takes place may look different, there are some fundamental best practices for supporting learning in online environments. This guide was developed by faculty, staff and students at UT, including members of the UT Learning Consortium, the Office of Information Technology / Instructional Support, and the Tennessee Teaching and Learning Center, with the purpose of providing guidance to faculty offering online instruction.

Purpose of the guide

This guide provides a checklist of best practices which can be used by faculty to self-assess the quality of their online instruction. It can also be used for a peer-evaluation of your course by a colleague. It can be used by units and departments as they begin to develop online instruction, courses, and programs. Following the checklist, there is a glossary and a list of additional resources.

Peer/self review checklist

Course Name: Steps in Japanese for Beginners (WasedaX in edX) _____

Instructor: Naoko Kinoshita _____

Peer reviewer (if applicable):_____

Date reviewed: Feb. 20, 2022 _____

Asynchronous Course Delivery (Online@UT)

Course Introduction

Student Information

	NW	A	X	N/A
There is a welcome statement in the Online@UT course site from the instructor that includes clear instructions on how to get started and where to find various course components.	■	☐	☐	☐
The instructor provides a brief biography, photograph, and an appropriate self-introduction, which presents the instructor as approachable and engaging.	☐	☐	■	☐
The course contains specific instructor contact information (phone, email, instant messenger (IM), Skype, office hours).	■	☐	☐	☐
The course includes tips for being a successful online student. https://oit.utk.edu/instructional/tools/online/Pages/10tips-for-success.aspx (Direct link is also in all Online@UT course sites.)	☐	■	☐	☐
Expectations for course participation are clearly stated. **For example:**	■	☐	☐	☐

Students are expected to participate in activities as described in the course syllabus, including online discussions, working in small groups, and completing all the course readings Check your e-mail and Blackboard daily for official communication. Assignments must be submitted electronically by the due date, following the directions provided. Please communicate any issues to the instructor before the due date.

Functionality

	NW	A	X	N/A
The layout of course is visually and functionally consistent (e.g. content is organized by day or by week, etc. in a similar manner).	☐	☐	■	☐
All of the hyperlinks work and point to up-to-date information. http://www.creatingonline.com/site_promotion/broken_link_checker.htm	☐	☐	■	☐

Clear Form

Code: **NW:** *Needs Work* **A:** *Acceptable* **X:** *Excellent* **N/A:** *Not Applicable*

	NW	A	X	N/A
The course uses appropriate formatting (font size, font type, color, contrast, etc.) to maximize readability (e.g. black Times Roman 12-point/html size 3 font on a white background is recommended).	☐	☐	▣	☐

Accessibility

	NW	A	X	N/A
The course provides a statement telling students how to access ADA services on their campus.	☐	▣	☐	☐

Syllabus Disability Statement:
http://ods.utk.edu/faculty/students.php
Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office of Disability Services at 865-974-6087 in 2227 Dunford Hall to coordinate reasonable accommodations for students with documented disabilities.

	NW	A	X	N/A
In conjunction with the Office of Disabilities Services, the course adapts learning materials and activities to meet the need of students with disabilities.	▣	☐	☐	☐

Comments:

Code: **NW:** *Needs Work* **A:** *Acceptable* **X:** *Excellent* **N/A:** *Not Applicable*

Learner Support

	NW	A	X	N/A

Technology

	NW	A	X	N/A
A statement describes the technical skills required of the student for successful course completion. http://oit.utk.edu/instructional/tools/online/Pages/online-tech-skills.aspx (Direct link is also in all Online@UT course sites.)	■	☐	☐	☐
There are instructions on how and where to receive technical assistance. http://oit.utk.edu/helpdesk/ (Direct link is also in all Online@UT course sites.)	■	☐	☐	☐
Information is included on how to use Online@UT (and LiveOnline@UT, if appropriate). http://oit.utk.edu/instructional/tools/online/blackboard-tutorial/ http://online.utk.edu/kb/ https://oit.utk.edu/instructional/tools/liveonline/Pages/Resources-for-Participants.aspx http://oit.utk.edu/helpdesk/kb/139/ (Direct link is also in all Online@UT course sites.)	☐	■	☐	☐
Information/tutorials on how to use software required by class assignments is included. http://oit.utk.edu/itacad/ http://oit.utk.edu/training/ (Direct link is also in all Online@UT course sites.)	☐	☐	☐	■
A link is provided for common computer troubleshooting tips. http://oit.utk.edu/helpdesk/kb/ (Direct link is also in all Online@UT course sites.)	■	☐	☐	■
Tips are included for avoiding and dealing with computer viruses. http://security.tennessee.edu (Direct link is also in all Online@UT course sites.)	■	☐	☐	☐
Information is included on where assignments can be completed.	■	☐	☐	☐

Computer Labs, Software lists
https://oit.utk.edu/labs/Pages/find.aspx

The Studio
http://www.lib.utk.edu/studio/about.html

Code: **NW:** *Needs Work*   **A:** *Acceptable*   **X:** *Excellent*   **N/A:** *Not Applicable*

Library and Commons Resources

	NW	A	X	N/A

Consider copyright. For guidance on fair use and how it relates to course materials, consult Copyright Information from UT Libraries.
http://www.lib.utk.edu/copyright/

	NW	A	X	N/A
Links to articles and other electronic materials available through the UT Libraries will work on or off campus. For a demonstration on placing online resources from UT Libraries into Online@UT, click here: http://www.lib.utk.edu/ius/articles.html/	■	☐	☐	☐
Steps have been taken to ensure access to library materials used in the course. Examples include:	☐	☐	☐	■

- Library owns or provides access to specific materials
- Print materials are placed on Reserve to provide access to all students in the course
- Materials have been digitized or linked within Online@UT

	NW	A	X	N/A
Library or research assignments are based on current library offerings and services. Librarians are available to help construct library assignments to fit your course needs. Use this form to request assistance with a library assignment: http://www.lib.utk.edu/instruction/request.html/	☐	☐	☐	■
Instructions for locating and using library materials, both print and electronic, are provided.	☐	☐	☐	■

UT Libraries Gateway to Resources –
http://www.lib.utk.edu/
Databases by Subject –
http://www.lib.utk.edu/databases/
Library Tutorials page –
http://lib.utk.edu/instruction/activities.html/

	NW	A	X	N/A
Research assistance instructions are included with library assignments. Research assistance is available by phone, instant messenger, email, and in-person through UT Libraries' AskUsNow! Service, http://www.lib.utk.edu/askusnow/. Research Services Librarians provide in-depth, discipline-specific research assistance. http://www.lib.utk.edu/askusnow/#names	☐	☐	☐	■

Code: **NW:** *Needs Work*   **A:** *Acceptable*   **X:** *Excellent*   **N/A:** *Not Applicable*

	NW	A	X	N/A
Guidelines for formatting papers and citations with links to style manuals and tools are provided.	☐	☐	☐	▪

Citation guide, style manuals, and citation tools –
http://libguides.utk.edu/style
Plagiarism tutorial *Citing Your Sources and Creative Works* **–**
http://youtu.be/3ugFjnltQss/

Comments:

Code: **NW:** *Needs Work* **A:** *Acceptable* **X:** *Excellent* **N/A:** *Not Applicable*

Instructional Design & Delivery

	NW	A	X	N/A
The syllabus is easily located and provides complete and clear information on course objectives, course structure, grading, instructor contact information, required materials, and any other course policies. See TNTLC syllabus guidelines here: http://tenntlc.utk.edu/creating-a-syllabus/	☐	■	☐	☐
The learning objectives clearly state what the students will be able to do at the end of the course and are properly sequenced.	☐	☐	■	☐
All written material is concise with no spelling errors.	☐	☐	■	☐
Audio and video clips are generally short and relevant to course content. (NOTE: Long video should be segmented into clips.)	☐	☐	■	☐
A variety of learning activities using different online tools are incorporated into the course (e.g., online discussion, synchronous meetings, email, podcasting, group projects).	■	☐	☐	☐
Each course requirement/assignment includes the due date, instruction on how to submit it, and the estimated amount of time needed for completion.	☐	■	☐	☐
Specific criteria are provided for the evaluation of student work and participation. (e.g. rubrics)	■	☐	☐	☐
Self-checks or practice tests/assignments are provided to enable students to measure their own progress (e.g., completed examples or self-scoring practice tests).	☐	■	☐	☐
The instructor provides clear expectations for student feedback of performance (assignments, tests). **For example:**	■	☐	☐	☐

I always send an email message to acknowledge receipt of your assignments. If you do not receive this message within 24 hours of submission, please e-mail me to verify receipt. My goal is to return assignments within one week of submission.

To provide feedback on your work, I use the "insert comment" feature of Word. If you have trouble seeing the comments, let me know.

It is a good idea to keep copies of your outgoing e-mail messages for future reference.

7

Code: **NW:** *Needs Work* **A:** *Acceptable* **X:** *Excellent* **N/A:** *Not Applicable*

	NW	A	X	N/A
The course contains a formative evaluation soliciting student feedback regarding course quality.	■	☐	☐	☐

Learner engagement
(opportunities for interaction/collaboration, communication & feedback protocols)

	NW	A	X	N/A
Students are encouraged to introduce themselves to the class/instructor (e.g., through the Online@UT home page, e-mail, discussion board, or blog).	■	☐	☐	☐
Learning activities promote achievement of stated learning objectives.	☐	■	☐	☐
Learning activities foster instructor-student, student-student and student-content interaction.	■	☐	☐	☐
Clearly defined statements inform students what to expect in terms of instructor role, availability and response time. **For example:**	■	☐	☐	☐

> *My goal is to respond to your e-mails within 24 hours. I am also available by Skype during the office hours described in the syllabus.*
>
> *I will be participating in the weekly discussions as a facilitator, but I will not post a response to every post. On Monday or Tuesday, I synthesize the previous week's discussion and post it as a transitional piece from one week to the next. This synthesis, I hope, helps us see where we have been in our thought processes and where we are going next.*

	NW	A	X	N/A
Course design prompts instructor to be active and engaged with students.	■	☐	☐	☐
Instructor takes active role in moderating discussions and providing feedback.	■	☐	☐	☐
Course design provides opportunity for students to reflect on the learning process.	☐	☐	■	☐
Course design provides opportunities for student input to shape current and/or future offerings of the course as appropriate.	■	☐	☐	☐

Code: **NW:** *Needs Work*   **A:** *Acceptable*   **X:** *Excellent*   **N/A:** *Not Applicable*

	NW	A	X	N/A

There is a deliberate attempt to create a learning community through activities and communication using the following: ☐   ■   ☐   ☐

- Web 2.0/synchronous (instant messenger/chat, whiteboards, videoconferencing/two way audio-video), asynchronous (discussion boards, blogs, wikis, podcasts, e-mail), or social networking (Facebook, etc.) tools.

- Protocols that explain appropriate communication norms.

> *Regular participation in the weekly class discussions is an integral part of this course. You are expected to make substantial contributions to the discussion each week. It is vital for an interactive, dynamic discussion of the readings that you participate in both a timely manner and in a substantial manner.*
>
> *Your initial contribution to the discussion should be made by Wednesday. This should be posted as a separate, individual response to the topic posed. You are then expected to participate in the discussion regularly throughout the week. Additional postings are due by Sunday. Our goal should be to make sure everyone in the class receives responses to their posts.*
>
> *Grice's (1975) principle and maxims of conversation are also useful to keep in mind:*
>
> *The principle of co-operation: Try to make your contribution one that supports the goal and purpose of the ongoing conversation.*
>
> 1. ***Maxim of quantity:*** *Make your contribution as informative as is required, but give no more information than is required. (Sometimes overly long posts make it harder to have conversational dialogue.)*
> 2. ***Maxim of quality:*** *Try to make your contribution one that is true. Do not say anything that you believe is false or lacks adequate evidence. (In academic discourse, this is often accomplished by providing relevant citations to weekly readings or other published work.)*
> 3. ***Maxim of relevance:*** *Make your contribution relevant to the aims of the ongoing conversation. (Focus on the objectives and goals of that week's readings.)*

Code: *NW: Needs Work*   *A: Acceptable*   *X: Excellent*   *N/A: Not Applicable*

4. **Maxim of manner:** *Be clear. Try to avoid obscurity, ambiguity, wordiness. (Think of our discussions as conversations supported by evidence, but not as exercises in academic writing.) Be respectful of others.*

(From Grice, H. 1975. 'Logic and conversation'. In Speech Acts, edited by P. Cole, & Morgan, J. New York: Academic Press.)

	NW	A	X	N/A
Clearly stated expectations defining or explaining required levels of student participation.	☐	◾	☐	☐

Exemplary participation with substantial contributions are posts that go beyond simply agreeing with what others have said. Summarizing or reiterating main points can be helpful at times, but is not usually a substantial contribution. Making blanket generalizations about complex issues can often detract from, rather than add to, thoughtful discussions.

Rather we value a thoughtful critique of the issues at hand. Your contributions should always be evidence based – that is, supported by the class readings. Asking others for additional details about their position, presenting an opposing view, integrating diverse perspectives and applying ideas to a real world context – these are examples of substantial contributions to the discussion.

You will receive .5 each week if you make your initial post by Wednesday and another .5 for participating regularly throughout the week before Sunday's deadline.
In addition, you will receive the following points for quality (making a substantive contribution with your post):

1 pt: Exemplary participation with substantive contributions
.5 pt: Need to have stronger participation and/or contributions
0 pt: Unacceptable level of participation and/or contributions

	NW	A	X	N/A
Opportunities for students to interact with each other through group projects, teamwork, exchange of documents, discussions or other activities.	◾	☐	☐	☐
Activities focused on "Ready for the World" are incorporated as appropriate. http://www.utk.edu/readyfortheworld/	☐	☐	☐	◾

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Code: **NW:** *Needs Work* **A:** *Acceptable* **X:** *Excellent* **N/A:** *Not Applicable*

Note: Appendix A shows the checklist with evaluation results of steps in Japanese for Beginners

course based on the University of Tennessee's best Practices for developing and Delivering

Online Instructio.