Exit Project:
National Standards for Quality Online Courses
K-12 Virtual Classroom 11956
Majd Alomar

Section A: Content
The student learning objectives are clearly stated at the beginning of the lesson. The course content is aligned with ISTE student learning standards and the assignments as well as the students' final project is of sufficient depth to teach the standards and meet the objectives. The course is being taught completely online and uses social media, message boards and email for communication, which enhances communication skills. It also integrates multiple learning resources such as assigned readings and educational videos that enhance information literacy.

The instructions are clearly stated at the beginning of the course on the home page, and another page gives students "Instructions Before Getting Started." This page provides information on what is expected of students, how to communicate with the instructor and their other classmates and where to find information and resources for the course.

Netiquette rules are also clearly stated on this page. However, the course lacks information about the expectations for academic integrity, plagiarism, and copyright material as well as a privacy policy.

The instructions to the assignments are clearly stated on the lesson and resources such as articles and videos are also included.

Section B: Instructional Design
The course incorporates a variety of learning methods including readings, videos, learning activities, assignments and discussions. The course is flexible and gives room to adapt the curriculum based on student needs. The assignments include a video creation assignment and another assignment that reflects on the video projuect. Both assignments require higher order thinking skills and critical reasoning.

The activities designed around the discussion board encourage engagement and explicit communication. The Facebook group provides opportunity for student–student interaction, student–instructor interaction and student-instruction interaction.

Section C: Student Assessment
The final project for the course as well the discussion board questions are consistent with the learning objectives for the lesson. Students are given a variety of ways to assess their work. There was no rubric designed for this lesson, but a checklist was provided for the project. A checklist is preferred for this type of activity because it allows more room for creativity. The assessment tools and activities make students aware of their progress in building their technical skills.

Section D: Technology
The course takes full advantage of Wiki spaces for education. It uses Wiki spaces for publishing the lessons, course resources and all of the course instructions as well as forming discussions. It also takes advantage of Facebook for communication and it uses Twitter as an icebreaker activity and to make students more familiar with technology. All of these platforms are very accessible and Wiki spaces provide easy access to the course resources. However, the course lacks information on copyright status, as well as information about technological prerequisites and requirements before joining the course.

Section E: Course Evaluation and Support
Wiki spaces offer an assessment link that allows the instructor to evaluate and track the students' progress electronically. However, currently the course does not contain any means of evaluation. It could easily incorporate a teacher and course evaluation as the nature of the Wiki spaces platform offers a lot of flexibility and it is easy to add this later in the course. The flexibility of the platform also gives a lot of room for improvement. Also, the members know when the course has been updated or edited. The nature of the course also makes it essential for it to be regularly updated content-wise. As a technology course it must be up-to-date with technology.