

Online Course Review Checklist

Instructor Role and Information

- Contact information for the instructor remains
- Expected response time for e-mail replies is included.

Goals and Objectives

- Goals and objectives are easily located within the course
- Goals and objectives are made available in a variety of areas in the course (within the syllabus and each individual learning unit)
- Goals and objectives are written in measureable outcomes (students know what they are expected to be able to do)

Instructional Content Presentation

- Content is made available or “chunked” in manageable segments
- Navigation is intuitive and consistent
- Content is presented using a variety of appropriate mechanisms
- Content is enhanced with visual and auditory elements; supplementary resources are made available and are well-integrated with other course materials
- Content is appropriate to the Learning Objectives and the course level

Learner Engagement

- There are plentiful opportunities for synchronous and/or asynchronous interaction, as appropriate.
- Asynchronous communication strategies promote critical reflection or other higher order thinking aligned with learning objectives.
- Communication activities are designed to help build a sense of community among learners.
- Student-to-student interactions are required as part of the course. Students are encouraged to initiate communication with the instructor.
- Collaboration activities reinforce course content and learning outcomes, while building workplace-useful skills such as teamwork, cooperation, negotiation, and consensus-building.

Interaction Logistics

- Guidelines explaining required levels of participation (i.e., quantity of interactions) are provided.
- Expectations regarding the quality of communications (e.g., what constitutes a “good” answer) are clearly defined.
- A rubric or equivalent grading document is included to explain how participation will be evaluated.
- The course design includes structures to enhance communication, including structure for the instructor to provide feedback to students.

Student Assessment

- ❑ Assessments appear to measure the performance they claim to measure.
- ❑ Higher order thinking is required (e.g., analysis, problem-solving, etc.)
- ❑ Assessments are designed to mimic authentic environments to facilitate transfer.
- ❑ Assessment activities occur frequently throughout the duration of the course.
- ❑ Multiple types of assessments are used (research project, objective test, discussions, etc.)

Course/ Institutional Policies & Support

- ❑ Links allow easy navigation from the course to the information and back; course/instructor policies regarding decorum, behavior, and netiquette are easy to find and written clearly to avoid confusion.
- ❑ Links to institutional services such as the library, or writing center, are clearly labeled and easy to find.