

Online Course Quick Check

The primary objective of the Course Quick Check is to provide faculty with a tool to review their own online courses.

Underlying concepts of a quality online course:

- Provide very clear and organized expectations (for you and your students) for successfully completing your course
- Challenge students and move them to higher level of learning in the subject you teach
- Promote active (and varied) forms of learning in the course
- Provide timely and responsive (varied, automated) forms of feedback to students
- Utilize a structured and (varied) sequence of learning activities, a standard routine or pace
- Be fair (and consistent) with the students and utilize assessment to promote higher levels of learning and thinking
- Be ever present in the course using technology resources and tested teaching strategies

You may use the following rubric to run a quick check of your online course.

Objectives			
	Yes	No	Comments
Does the course state explicit course objectives?			
Are the course objectives measurable by students through course activities?			
Does the course have explicit module objectives?			
Are the module objectives measurable?			
Is there a clear distinction of online expectations for the learner and the instructor?			
Are the course objectives aligned with the course content, activities and assessments?			
Content and Activities			
	Yes	No	Comments
Is the course syllabus easy to locate?			
Is all of the content and media copyright compliant and credited?			
Is all of the content accessible for students with disabilities (alt text, headings, closed-captioning in videos)?			
Does the content support the learning objectives and provide sufficient depth to learn the subject?			
Does the course offer outside resources or links for further exploration, higher-order thinking and learning?			
Does the instructor demonstrate mastery in field?			
Does the course offer student choice and diversity in learning?			
Does the course offer a variety of media and multimedia to enhance student learning?			

Interactions			
	Yes	No	Comments
Does the course offer students the opportunity to “meet” the professor (Welcome, intro, video)?			
Does the course offer opportunities for student to instructor interaction?			
Does the course utilize (CMS) tools to enhance ‘teaching presence’?			
Does the course offer opportunities for student to student interaction?			
Does the course offer opportunities for student to content interaction?			
Does the course offer students the opportunity to interact in groups or group projects?			
Does the course strive to build an active community of learners?			
Are online expectations for discussion, chat and email clearly stated?			
Assessments			
	Yes	No	Comments
Do the course assessments align with the course objectives and expected course outcomes?			
Does the course explicitly state the grading criteria for each (all) assessment?			
Does the grading strategy use any clearly defined rubrics for grading student work?			
Do the assessments gradually seek to raise the student to a higher level of learning or critical thinking?			
Do the assessments offer varied ways for students to prove their learning?			
Are there opportunities for students to use self-assessment?			
Support			
	Yes	No	Comments
Are instructor office hours and logistics clearly stated?			
Does the instructor offer timely communications and grade postings?			
Does the course have a clear and explicit starting point (and end point)?			
Is learner support for technology stated and does the course offer links and resources for help?			
Does the technology in the course work and is it reliable, including outside links and resources?			
Is the course organized for optimum usability?			
Does the course have a clear and explicit routine and pace?			

Comments:

Source: “Tune Up Your Course with the Online Course Quick Check” University of Central Florida, 2013, available at <http://teach.ucf.edu/2013/04/04/tune-up-your-course-with-the-online-course-quick-check/>