

SECTION 1. GENERAL COURSE OVERVIEW AND INTRODUCTION:

Setting the stage for learning and preparing students for successful participation in the course activities.

Does the instructor provide a thorough description of the course as well as introduce students to the course and the online format?	
Are the learner requirements such as basic technology needs and/or participation expectations described?	
Are practice use of tools and/or community building activities included to prime the students for learning?	

SECTION 2. ASSESSMENT OF STUDENT LEARNING:

Alignment of activities and assessments with learning outcomes is evident in the course design.

Are learning outcomes communicated?	
Is there a variety of activities and assessments?	
Is there alignment of learning activities and assessments with learning outcomes?	
Are formative and summative assessment opportunities part of the design?	
Are assignments clearly described, including grading scheme or rubrics?	
Is student workload appropriate to course level and duration?	

SECTION 3. INSTRUCTIONAL DESIGN:

A clear path to learning opportunities for students is provided, including interaction with the content, their peers, and their instructor.

Are there opportunities to interact or seek guidance from the instructor?	
Are there opportunities to participate in community activities or peer-to-peer sharing?	
Is learning scaffolded, guiding students toward increasingly independent learning and/or application of relevant skills?	
Are there opportunities for student reflection on learning and/or feedback to the instructor?	

SECTION 4. ONLINE ORGANIZATION AND DESIGN:

Instructor's design and choice of technology effectively delivers course content and supports learning processes.

Overall, is the navigation and structure of course easy for students to follow?	
Do the tools and media formats selected support the course learning outcomes?	
Are guides and protocols for use of the course tools provided?	

CONSIDERING THE COURSE AS A WHOLE, PROVIDE FEEDBACK ON THE FOLLOWING:

- What aspects of the course do you see as strengths that will contribute to effective student engagement and learning?
- Are there any strategies or resources that you would recommend to enhance the design of this course?
- Final comments or observations?

Harrison, L., & Heikoop, W. (2016). Online Learning Strategies, University of Toronto. Some elements of these guidelines are adapted with permission from The California State University's Quality Online Learning & Teaching, [Instructor \(Self\) and Peer-Review Course Assessment Instrument](#).