

WEST LIBERTY UNIVERSITY
Evaluation of Online Course

Faculty Name: _____ Date: _____

Course: _____ Semester: _____

Reviewer(s): _____

Instructions: Use the following criteria as a basis for evaluating an online course. Each section has an area following it for the reviewer to comment, with an overall comment section at the end of the form.

3	2	1	?	
Instructional Design Elements:				
Audience Analysis				
				1. Prerequisites, if any, are clearly stated.
				2. Any skills needed are identified with appropriate links to support. Students are asked about current proficiencies, especially in regards to computer skill level.
				3. Current knowledge level of students is assessed as appropriate for course
				4. Overview/ getting started instructions are provided
				5. Introductory activity provided (get to know each other)
				6. Etiquette expectations are stated and explained; Privacy policies are clearly stated
				7. Copyright/acceptable use guidelines are stated & acknowledged
Course Goals/Objectives				
				1. Course goals are clear and appropriate
				2. Objectives are clear, measurable, and appropriate to course goals
Instructional Activities				
				1. Utilizes active learning strategies that engage the student and appeal to differing learning styles
				2. Learning activities are linked to course objectives
				3. Instructions to students are clear and complete
				4. Course strives to create a "Community of Learners" through interaction
				5. All content adheres to current copyright law.
				6. Course is structured into units/lessons/modules with a purposeful sequence
				7. Course structure reflects backward design
				8. Content is accurate, current and free of bias; multi-cultural perspective
				9. Accommodations are made for identified learner needs
				10. Incorporates ADA standards (audio/visual alternatives, screen readability, etc)
Student and Course Evaluation				
				1. Formative evaluation is provided to students through ongoing personalized feedback (emails, gradebook, announcements, discussion board postings)
				2. Summative evaluation is clearly described
				3. Evaluations are linked to and measure objectives
				4. Rubrics are provided and used for assignments and scoring of objective assessments
				5. Student use of higher order thinking, critical thinking and reflection are evidenced
				6. Assessments are sequenced, varied, and appropriate to the content
				7. Student can monitor progress through course; instructor uses data to adjust instruction
Teaching Strategies				
				1. Instructor assumes a facilitative role
				2. Instructions for assignments are complete and clear
				3. Syllabus is online and complete, including course expectations, goals & objectives, grading criteria, course policies and timeline
				4. Support for student questions is provided (Examples: instructor contact information , FAQ's, Discussion board for questions)
				5. Use of activities and multimedia provides support for multiple learning styles
				6. Leads online instruction; goal-oriented, focused, project-based and inquiry oriented
Reviewer Comments				

Interaction and Feedback				
Interaction among Learners				
				1. Discussion Boards and/or chat available
				2. Group activities
				3. Email
				4. Orientation to technology is provided
Interaction between Learners and Instructor				
				1. Instructor conveys policy on answering emails (i.e. how soon students can expect response, etc)
				2. Instructor communicates how he/she will give feedback, including frequency of feedback on discussion forums, assignments, etc
				3. Instructor publishes office hours (virtual and "physical") and contact information
				4. Feedback is evident through announcements, emails, discussion postings, or other means
				5. Instructor allows own personality to emerge through postings, notes, and other means
				6. Instructor "personalizes" course for students (emails, using name, friendly tone)
Interaction between Learners and Instructional Materials				
				1. Students receive orientation to practice posting in discussion forum, submitting assignments, taking online exam, and using any other type of technology that will be utilized during the course
				2. Resources for completing course activities are provided
				3. Guidelines for posting to discussion board and/or participating in chat are provided
Collaboration				
				1. Students are provided the opportunity to collaborate with other students through group work or other means
Pace and Procrastination				
				1. All due dates are published with timely reminders
				2. Progress through the course is documented
				Reviewer Comments:
Course Management				
Time Requirements				
				1. Course is developed before first class meeting. If this was not possible, should be several weeks (4+) ahead of class schedule.
				2. Indicates to students general time requirements of course
Progression through course				
				1. Units of instruction are organized in a logical, consistent sequence
				2. Online gradebook is used
				3. If online testing is used, has detailed instructions as to how it will be administered and the settings that will be in place. If possible, a practice test with the same settings should be given first.
Evaluating student progress				
				1. If online testing is used, should not comprise the greater portion of final grade. (Best: treated as "open book")
				2. Evaluation of online participation is described
Providing adequate feedback				
				1. Instructor feedback is evident, following the guidelines set by the Instructor
				2. Student emails are answered in a timely manner
				Reviewer Comments:
Technical Support				
				1. Students are provided information as to where to get technical help
				2. Links to appropriate tutorials or informational resources
				Reviewer Comments:
Overall Reviewer Comments:				