# 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? |  |  |  |
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**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/