# Montclair State University

# Online Course Design Review Form

## Overview

The Online Course Design Evaluation form, developed by the Instructional Technology and Design Service (ITDS) group at Montclair State University, provides a starting point for reviewing the effectiveness of online/hybrid course design, and can also be used to self-assess online/hybrid courses. The criteria in this review are based on the research-based Quality Matters’ rubric and Montclair State University’s OCIA course design model (Orientation, Content, Interaction, Assessment).

The form includes the following categories:

1. Course Overall
2. Learning Materials and Activities
3. Learning Assessments
4. Technology, Accessibility & Copyright

**COURSE IDENTIFICATION: Include relevant course details below.**

**Course Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Course Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Semester/Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Format: ☐Online ☐Hybrid**

**Faculty: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Reviewer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Review Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Instructions:** Indicate whether the following criteria are present in the course with Yes, No or Not Applicable (N/A).

| A. Course Overall | Yes, No, N/A |
| --- | --- |
| A.1 The course goals are clearly stated.  |  |
| A.2 The syllabus is included in the course and contains information about all major course components. |  |
| A.3 The course is organized in a modular fashion (e.g., modules, lessons, class dates, etc.), is easy to navigate, and provides a clear path to get started. |  |
| A.4 Learning objectives are included in each module.  |  |
| A.5 The professor’s name, contact information and office hours are posted in the course.  |  |
| A.6 The course expectations for students are clearly defined (e.g., participation requirements, online assignments, collaboration). |  |
| A.7 The course uses a consistent aesthetic design, which communicates course information clearly and demonstrates high production values. |  |
| *Comments on the Course Overall:* |  |

| **B. Learning Materials and Activities** | Y, N, N/A |
| --- | --- |
| B.1 The instructional materials are easy for students to access.  |  |
| B.2 The instructional materials are presented in multiple ways to support diverse abilities and learning preferences (e.g. multimedia, text, images, charts, simulations, etc.). |  |
| B.3 Learning activities are aligned with the learning objectives.  |  |
| B.4 The course design employs a variety of instructional strategies to encourage student engagement, critical thinking, and interaction with the course materials/content. |  |
| B.5 The learning activities are well designed to facilitate student-to-student interaction. There are multiple, meaningful opportunities for students to interact with each other in the course. |  |
| B.6 The instructions for completing student learning activities are clearly stated. |  |
| B.7 Students are provided sufficient information on how they can expect to interact with their instructor (e.g., typical response times, preferred method of contact, office hours, etc.). |  |
| *Comments on Learning Materials and Activities:* |  |

| **C. Learning Assessments** | Y, N, N/A |
| --- | --- |
| C.1 The course grading policy/scheme is clearly displayed in the course. |  |
| C.2 Assessments are well aligned with the stated learning objectives. |  |
| C.3 The course design utilizes a variety of assessment strategies to gauge student progress and achievement. Students are provided opportunities to demonstrate understanding or proficiency in different ways.  |  |
| C.4 Expectations for student work are clearly defined through instructions, rubrics, exemplary assignments, or other forms.  |  |
| C.5 Availability and due dates are clearly stated for all assessments.  |  |
| *Comments on Learning Assessments:* |  |

| **D. Technology, Accessibility & Copyright** | Y, N, N/A |
| --- | --- |
| D.1 Appropriate technologies are well integrated into the course to enhance teaching and learning. |  |
| D.2 Accessibility issues are addressed. Course materials are accessible to screen readers and other assistive technologies (e.g., PDFs are Optical Character Recognition (OCR) compatible). Video and audio materials are accompanied by alternative formats such as transcripts or closed-captions. |  |
| D.3 Technical support information for students is included for all required technology tools. |  |
| D.4 Course materials are cited properly and used in accordance with appropriate usage rights. |  |
| *Comments on Technology, Accessibility & Copyright:* |  |

**Overall Comments:**