Montclair State University
Online Teaching Review Form

Overview: The Online Teaching Review form, developed by the Instructional Technology and Design Service (ITDS) group at Montclair State University provides faculty with a starting point to observe and evaluate the effectiveness of online or hybrid teaching. Use the following criteria to provide feedback on the online or hybrid course you are observing, or, feel free to customize this form to meet the needs of your respective department. This form may be used by individual faculty to self-assess their online courses, or it may be utilized to engage in the peer review of online courses. It is based on multiple quality assurance frameworks, including the Quality Matters Program's rubric, the Rubric for Online Instruction from California State University at Chico, and Montclair State University's OCIA course design model (Orientation, Content, Interaction, Assessment).

This form includes the following categories:

   I.   Course Overall
   II. Instructional Materials
   III. Learning Activities, Interaction and Community
   IV. Learning Assessment
   V.   Technology and Accessibility

Review Details: Include relevant reviewer and course details below.

Faculty Name: _____

Course ID: _____

Semester/Term: _____

Course Title: _____

Reviewer Name: _____

Review Date: _____

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Instructions: Use the following checklist to comment on each particular element. Select the drop-down item to indicate the level of presence observed. Space for comments and suggestions is provided for each category.

I. Course Overall		
Criteria	Level of Presence	Comments
Course navigation is intuitive and easy to understand (i.e. finding information, unused items removed from the course navigation bar, information on how to get started).		
The instructor information is current and includes office hours and contact information.		
Student Learning Outcomes and module learning objectives are provided.		
The Montclair Syllabus is up to date with detailed information regarding assignments, grading policies, course schedule, and student expectations (i.e., participation requirements, and other course policies (ie: late policy)		
The course content is structured in a logically sequenced set of modules (i.e., Module 1 or Week 1.)		
Instructor presence is visible throughout the course via announcements, student assignment feedback, A "welcome message"/home page, etc.		
Academic integrity policies regarding Generative AI, plagiarism, cheating, etc., are clearly defined and enforced.		

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Feedback - Course Overall
Comments:
Suggestions:

II. Instructional Materials

Criteria	Level of Presence	Comments
The instructional materials are aligned with the student learning outcomes		
The instructional materials are appropriate to the course in terms of workload per week of instruction/credit hours and course level.		
The instructional materials are easily accessible to students. All links in the course are active and up-to-date.		
The materials are presented in various formats that address diverse learning styles and preferences (e.g., multimedia, text, images, performance activities).		
The instructor makes the distinction between required and optional materials.		
Library resources are appropriately included to aid student learning.		

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Feedback - Instructional Materials
Comments:
Suggestions:

III. Learning Activities, Interaction, and Community

Criteria	Level of Presence	Comments
Evidence of RSI (regular substantial interaction) is present in the course and may be represented by some/all of the following: (office hours, discussions, group work, social reading/annotation, etc.)		
The instructor maintains a consistent and timely teaching presence via videos, announcements, assignment feedback, synchronous meetings, etc.		
The instructions for student interaction (discussions, group work, collaborative projects, etc.) are clearly stated for each type of activity.		
The instructor encourages vibrant class interactions by asking probing, open-ended questions and providing constructive feedback.		
The instructor employs a variety of learning activities and instructional strategies to engage students, including, but not limited to: class discussions, group discussions, group projects, case analyses, peer review activities, presentations, wikis, blogs, e-portfolios, etc.		
The instructor has built an inclusive community through respectful dialogue between themselves and students (ie: using students' names, motivating and encouraging) and between students and their peers. The instructor also allows for respectful disagreement, debate, and constructive criticism.		
Opportunities for students to introduce themselves, ask questions, provide feedback, etc. are provided.		

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Feedback - Learning Activities and Interaction
Comments:
Suggestions:

IV. Learning Assessment

Criteria	Level of Presence	Comments
The course grading policy/scheme stated at the beginning of the course matches what is set up in the Assignments and Gradebook sections of the course (including assignment group weights)		
The instructor uses formative and summative assessment strategies to gauge student progress and achievement.		
Long-term/large assessments are scaffolded/chunked into smaller deliverables spread throughout the term.		
The assessments measure the stated Student Learning Outcomes and module learning objectives.		
Assessments are not overly reliant on one type (ie: quizzes/exams); assessments include more opportunities for authentic assessment practices (ie: discussions, projects, case studies)		
Sample assignments are provided to illustrate instructor expectations.		
Rubrics, or other criteria, are provided to help students understand the instructor's expectations for assignments.		
The instructor provides constructive feedback to students promptly.		
The instructor leverages tools designed to reinforce academic integrity, such as plagiarism-detection software (Turnitin), for written assignments and/or question randomization for quizzes.		

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Feedback - Learning Assessment
Comments:
Suggestions:

V. Technology and Accessibility

Criteria	Level of Presence	Comments
Appropriate technologies are well integrated into the course to enhance teaching and learning.		
Technical support information for students is included for all required technology tools.		
Course Materials are accessible to screen readers and other assistive technologies (e.g., PDFs are Optical Character Recognition (OCR) compatible, text equivalents are provided for graphics, etc.)		
Video and audio materials are accompanied by alternative formats such as transcripts or closed captions.		

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Feedback - Technology and Accessibility
Comments:
Suggestions:

Overall Comments: