

Comprehensive & Holistic Reviewing

In order to effectively review courses in distance education formats, a two-part process comprised of independent review and a meeting to walkthrough course implementation is optimal. The reviewer can begin independently reviewing the course design with the more limited capabilities the Observer role allows for in Canvas. All of the elements under “Independent Review” can be evaluated primarily in this manner, as well as the groundwork for communication and feedback the instructor creates through the course structure. Following independent review, the reviewer should meet with the faculty member in order to review elements like communication and feedback that cannot be adequately evaluated asynchronously in the Observer role. For courses with live meetings (e.g. Hybrid) the reviewer should also attend a live class to evaluate how live teaching and learning complements asynchronous instruction.

Independent Review

Orienting Students

There is evidence (e.g. a course announcement) that the instructor contacts the students prior to the term in order to provide them with essential information including how to access the course and how to get technical support. Evidence of this element may be provided during the course walkthrough.

The course includes an explanation/directions from the instructor on how students should proceed through it.

There is a course syllabus and/or course orientation with explicit policies and procedures including:

- A communication policy to support regular and effective/substantive contact including instructor response times;
- A course specific attendance policy aligned with [AP 5070](#);
- Guidelines for Netiquette (i.e. norms for student communication within the course);
- Links to campus services including (but not limited to) the SRC, counseling, & tutoring.

The course introduction provides opportunities to assess and/or support student readiness for engaging in the class in an online format.

Contact information for Online & Digital Education Canvas support (i.e. Canvas Assist) and general technical support (i.e. ITS student web page) is included on the course home page and in the syllabus.

Course Materials to Support Student Success

The instructor incorporates tools, resources, and media that meet the content demands of the course as effectively as they would be met in a face-to-face course (e.g. video lectures or narrated PowerPoints are included in place of live lectures).

The instructor incorporates a variety of course media and activities that meet the varied learning needs of their students.

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The instructor uses a variety of LMS tools (and/or external tools as warranted) for communicating with students, delivering content, assessing student learning, and analyzing effective teaching.

The instructor primarily uses Canvas Pages to house files (e.g. documents, videos, etc.) so that all course materials are delivered with context and instructions.

The course materials you review appear to follow guidelines for fair use, copyright, and acceptable use.

The course materials you review including multi-media are accessible (e.g. videos include captions, PDF's are OCR files rather than flat images, etc.).

Course Structure

The course is well structured and uses Canvas modules as containers for content that students can work through along a meaningful path instead of student having to search for different resources throughout the course site.

Modules include start pages with guidance or an overview for how to engage with all of the materials, activities, and assessments in the module.

The course navigation has been cleaned up to exclude or hide any elements that students don't need.

Assessments & Outcomes

The instructor uses the online file submission method rather than external methods (e.g. email, Dropbox, etc.) for assessments where students need to submit a file.

The instructor includes clear learning outcomes and explains the connection between these outcomes, course content, and assessments.

The instructor uses a variety of assessments appropriate to the course learning objectives.

Assignments and assessments include clear directions on the assignment pages (e.g. not as embedded or linked documents).

Assessments include rubrics or clear explanations of qualitative criteria.

The instructor has included opportunities for practice/self-assessment in the course.

The instructor uses course tools and/or tracking data to monitor student participation and performance (e.g. Canvas Analytics, Gradebook, etc.).

Review Meeting

Supporting Active Learning, Participation, & Collaboration

The instructor has incorporated a variety of methods that support interaction and can potentially foster a classroom community.

The instructor promotes active learning through collaborative activities.

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The instructor supports student-to-student interaction in or around the course through assignments and activities as appropriate, and/or by providing opportunities and mechanisms (e.g. groups, Instant Messaging, etc.) for students to connect with and support one another's learning in their engagement with the course.

The instructor facilitates and when needed monitors appropriate student-student interactions.

The instructor uses course design to foster an environment that welcomes and engages each individual learner.

Teacher: Student Communication

The instructor uses the appropriate tools (e.g. Canvas Inbox, Assignment Comments, Pronto, etc.) for communicating with students. This may be evidenced in the syllabus/orientation materials.

The instructor models and facilitates appropriate communication.

The instructor sets clear expectations both in course policies and in assignments for when students will receive feedback.

The instructor provides feedback in a timely and useful manner based on the nature of the student work (i.e. with adequate time for students to understand and implement feedback on future work).

Student generated content, processes for communication on grades, and assignment feedback comply with FERPA guidelines.

The instructor has included one or more opportunities for students to provide feedback on the course which they can use to either modify the course in progress or make changes to the course before they offer it again.

Hybrid/Live Online Courses

There is evidence of pre-course contact as with an asynchronous course.

Pre-course contact includes directions for first live session attendance whether based on a physical location or link to a video conference meeting.

Contact information for Online & Digital Education Canvas support (i.e. Canvas Assist) and general technical support (i.e. ITS student web page) is included on the course syllabus/home page.

Announcements or other communication methods are used to support students between live meetings by sending reminders and/or directions for preparation for live meetings.

The course LMS site still uses a clear structure (e.g. modules, due dates, etc.) to guide the learners through the asynchronous aspects of the course.

Opportunities for student-student interaction are evident in live meetings, asynchronous course interactions, or both.

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There is evidence of consistent two-way teacher-student interaction in live meetings and/or asynchronous course interactions, as well as through activity/assessment feedback.

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