GMCTL Online Course Review

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| The GMCTL Online Course Review is adapted with permission from materials shared by the Centre for Teaching Support & Innovation (CTSI) at the University of Toronto, with additional resources adapted from the [Online Learning Consortium, Inc. (OLC) OSCQR Course Design Review Scorecard](https://onlinelearningconsortium.org/consult/oscqr-course-design-review/), originally developed by the [State University of New York (SUNY Online)](https://oscqr.suny.edu/), and made available with a [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/) license. This document, by the Gwenna Moss Centre for Teaching & Learning (GMCTL), University of Saskatchewan, is [CC BY-NC-SA 4.0](https://creativecommons.org/licenses/by-nc-sa/4.0/). |

**Course Info:**

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| **Course Code, Title, and Term:** |  |
| **Educator name(s):** |  |
| **Reviewer name(s):** |  |

**Briefing Meeting – Notes:**

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| *Based on what was indicated on the intake (request) form, the reviewer may expand upon the information provided and ask questions like:** *Why are you interested in having your course reviewed?*
* *How would you describe this course (the “elevator pitch”)?*
* *As needed, get additional broad clarification on:*
	+ *Course modality*
	+ *Typical teaching and learning activities*
	+ *Class size*
	+ *Major assessment pieces*
	+ *TA support*
* *What has worked well, and what hasn’t worked as well? What have you heard from students who have taken the course?*
* *Is there a particular area or module that you might like more attention / focus on?*
* *[Add to / edit this list as needed, record notes in this box]*

*Also during this meeting, be sure to:** *Remind the educator that synchronous teaching elements are out-of-scope of the review.*
* *Confirm reviewer(s) can get access to the course (in Canvas or elsewhere), likely in a “Designer” role.*
* *Set up a Debrief meeting.*
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**Review – Feedback & Recommendations:**

\*\* Indicates items where support staff may assist with the review.

Need more information about why these things matter and how to address them? Click on the **Learn more** links below.

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|  | **Sufficiently Present** | **NA / Insufficient Evidence** | **Recommendation** |
| **1. COURSE OVERVIEW & INFORMATION \*\*** |
| a | [Course includes Welcome and Getting Started content.](http://oscqr.suny.edu/standard1/) Learners know how to navigate and what tasks are due and when. [**Learn more**](https://sites.usask.ca/onlinecoursereview/standard-1a/) |  |  |  |
| b | An orientation or overview is provided for the course overall, as well as in each module. [**Learn more**](https://sites.usask.ca/onlinecoursereview/standard-1b/) |  |  |  |
| c | A printable syllabus is available to learners (PDF, HTML). [**Learn more**](https://sites.usask.ca/onlinecoursereview/standard-1c/) |  |  |  |
| d | Course includes links to relevant campus policies on plagiarism, computer use, filing grievances, accommodations, etc. [**Learn more**](https://sites.usask.ca/onlinecoursereview/standard-1d/) |  |  |  |
| e | Course provides access to learner success resources (technical help, orientation, tutoring). [**Learn more**](https://sites.usask.ca/onlinecoursereview/standard-1e/) |  |  |  |
| f | Course information states whether the course is web asynchronous, web synchronous, blended, etc. [**Learn more**](https://sites.usask.ca/onlinecoursereview/standard-1f/) |  |  |  |
| g | Appropriate methods and devices for accessing and participating in the course are communicated (mobile, publisher websites, secure content, pop-ups, browser issue, microphone, webcam). [**Learn more**](https://sites.usask.ca/onlinecoursereview/standard-1g/) |  |  |  |
| h | Learning outcomes are clearly defined, measurable, and aligned to learning activities and assessments. [**Learn more**](https://sites.usask.ca/onlinecoursereview/standard-1h/) |  |  |  |
| i | Course provides contact information for instructor, department, and program. (Optional: typical response time, office hours, preferred communications). [**Learn more**](https://sites.usask.ca/onlinecoursereview/standard-1i/) |  |  |  |

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|  | **Sufficiently Present** | **NA / Insufficient Evidence** | **Recommendation** |
| **2. COURSE TECHNOLOGY & TOOLS\*\*** |
| a | Requisite skills for using technology tools (websites, software, and hardware) are clearly stated and supported with resources.[**Learn more**](https://sites.usask.ca/onlinecoursereview/standard-2a/) |  |  |  |
| b | Technical skills required for participation in course learning activities scaffold in a timely manner (orientation, practice, and application – where appropriate). [**Learn more**](https://sites.usask.ca/onlinecoursereview/standard-2b/) |  |  |  |
| c | Frequently used technology tools are easily accessed. Any tools not being utilized are removed from the course menu. [**Learn more**](https://sites.usask.ca/onlinecoursereview/standard-2c/) |  |  |  |
| d | Course includes links to privacy policies for technology tools. [**Learn more**](https://sites.usask.ca/onlinecoursereview/standard-2d/) |  |  |  |
| e | Clear and easily accessible support system is in place for any technical issues that may arise (e.g.: FAQs, troubleshooting guide, dedicated support team). [**Learn more**](https://sites.usask.ca/onlinecoursereview/standard-2e/) |  |  |  |
| f | Technology tools are compatible across different operating systems and devices (e.g.: desktop computers, laptops, tablets, smartphones), or a warning is provided where this might not be possible. [**Learn more**](https://sites.usask.ca/onlinecoursereview/standard-2f/) |  |  |  |

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|  | **Sufficiently Present** | **NA / Insufficient Evidence** | **Recommendation** |
| **3. DESIGN & LAYOUT\*\*** |
| a | A logical, consistent, intuitive, and uncluttered layout is established. The course is easy to navigate (consistent colour scheme and icon layout, related content organized together, self-evident titles). [**Learn more**](https://sites.usask.ca/onlinecoursereview/standard-3a/) |  |  |  |
| b | Learning material is organized and grouped into meaningful blocks of information (chunks) that are neither too lengthy, nor too fragmented and separated. [**Learn more**](https://sites.usask.ca/onlinecoursereview/standard-3b/) |  |  |  |
| c | Instructions provided are well written and free of jargon. [**Learn more**](https://sites.usask.ca/onlinecoursereview/standard-3c/) |  |  |  |
| d | Course is free of grammatical and spelling errors. [**Learn more**](https://sites.usask.ca/onlinecoursereview/standard-3d/) |  |  |  |
| e | Text is formatted with titles, headings, and other styles to enhance readability and improve the structure of the document. [**Learn more**](https://sites.usask.ca/onlinecoursereview/standard-3e/) |  |  |  |
| f | Flashing and blinking text are avoided. [**Learn more**](https://sites.usask.ca/onlinecoursereview/standard-3f/) |  |  |  |
| g | A sans-serif font with a standard size of at least 12 pt is used. [**Learn more**](https://sites.usask.ca/onlinecoursereview/standard-3g/) |  |  |  |
| h | When possible, information is displayed in a linear format instead of as a table. [**Learn more**](https://sites.usask.ca/onlinecoursereview/standard-3h/) |  |  |  |
| i | All tables, charts, graphs, etc. are accompanied by a title and summary description. [**Learn more**](https://sites.usask.ca/onlinecoursereview/standard-3i/) |  |  |  |
| j | Slideshows use a predefined slide layout and include unique slide titles. [**Learn more**](https://sites.usask.ca/onlinecoursereview/standard-3j/) |  |  |  |
| k | For all slideshows, there are simple, non-automatic transitions between slides.[**Learn more**](https://sites.usask.ca/onlinecoursereview/standard-3k/) |  |  |  |
| l | Interactive elements (quizzes, learning activities, polls, etc.) are easy to use and view, and are clearly marked. [**Learn more**](https://sites.usask.ca/onlinecoursereview/standard-3l/) |  |  |  |
| m | Includes a way for students to track their progress through the course (e.g.: module progress bar, checklist of completed assignments, visual map of course modules). [**Learn more**](https://sites.usask.ca/onlinecoursereview/standard-3m/) |  |  |  |
| n | Media is provided with consideration for file size and user bandwidth. [**Learn more**](https://sites.usask.ca/onlinecoursereview/standard-3n/) |  |  |  |

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|  | **Sufficiently Present** | **NA / Insufficient Evidence** | **Recommendation** |
| **4. CONTENT & ACTIVITIES** |
| a | Course offers access to a variety of engaging resources that facilitate communication and collaboration, deliver content, and support learning and engagement. [**Learn more**](https://sites.usask.ca/onlinecoursereview/standard-4a/) |  |  |  |
| b | Course provides activities for learners to develop higher-order thinking and problem-solving skills, such as critical reflection and analysis. [**Learn more**](https://sites.usask.ca/onlinecoursereview/standard-4b/) |  |  |  |
| c | Course provides activities that emulate real world applications of the discipline, such as experiential learning, case studies, and problem-based activities. [**Learn more**](https://sites.usask.ca/onlinecoursereview/standard-4c/) |  |  |  |
| d | A variety of different learners and experiences are reflected in media choices. Course provides opportunities for incorporating diverse voices, and/or decentring Western-European worldviews. [**Learn more**](https://sites.usask.ca/onlinecoursereview/standard-4d/) |  |  |  |
| e | Where available, Open Educational Resources, free, or low-cost materials are used. [**Learn more**](https://sites.usask.ca/onlinecoursereview/standard-4e/) |  |  |  |
| f | Multimedia (images, audio, video, animations) enhance the learning experience and serve a clear educational purpose. [**Learn more**](https://sites.usask.ca/onlinecoursereview/standard-4f/) |  |  |  |
| g | Course materials and resources include copyright and licensing status, clearly stating permission to share where applicable. [**Learn more**](https://sites.usask.ca/onlinecoursereview/standard-4g/) |  |  |  |
| h | Learning materials are offered in multiple formats (e.g.: text, visuals, video, audio, interactive simulations, etc.). [**Learn more**](https://sites.usask.ca/onlinecoursereview/standard-4h/) |  |  |  |
| i | There is thoughtful consideration for selecting learning materials and activities that are culturally relevant and inclusive. [**Learn more**](https://sites.usask.ca/onlinecoursereview/standard-4i/) |  |  |  |
| j | Course resources reflect the latest developments in the field (majority of resources have been published within the last 5-10 years). [**Learn more**](https://sites.usask.ca/onlinecoursereview/standard-4j/) |  |  |  |

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|  | **Sufficiently Present** | **NA / Insufficient Evidence** | **Recommendation** |
| **5. INTERACTIONS** |
| a | Expectations for timely and regular feedback from the instructor are clearly stated (questions, email, assignments). [**Learn more**](https://sites.usask.ca/onlinecoursereview/standard-5a/) |  |  |  |
| b | Expectations for interaction are clearly stated (e.g.: grade weighting, models/examples, and timing and frequency of contributions). [**Learn more**](https://sites.usask.ca/onlinecoursereview/standard-5b/) |  |  |  |
| c | Learners have an opportunity to get to know the instructor, who has a strong presence in the course (participating in discussions, answering questions, providing guidance). [**Learn more**](https://sites.usask.ca/onlinecoursereview/standard-5c/) |  |  |  |
| d | Course contains resources or activities intended to build a sense of class community, support open communication, and establish trust (at least one of the following – Icebreaker, Bulletin Board, Meet Your Classmates, Ask a Question discussion forums). [**Learn more**](https://sites.usask.ca/onlinecoursereview/standard-5d/) |  |  |  |
| e | Course offers opportunities for learner-to-learner interaction and constructive collaboration (e.g.: peer review, group projects, student-led discussions, etc.). [**Learn more**](https://sites.usask.ca/onlinecoursereview/standard-5e/) |  |  |  |
| f | Learners are encouraged to share resources and inject knowledge from diverse sources of information in their course interactions. [**Learn more**](https://sites.usask.ca/onlinecoursereview/standard-5f/) |  |  |  |
| g | Interactions and discussions are conducted in an inclusive and culturally sensitive manner. Guidelines for respectful communication or “netiquette” are provided. [**Learn more**](https://sites.usask.ca/onlinecoursereview/standard-5g/) |  |  |  |
| h | Course offers opportunities for synchronous interaction (e.g.: live webinars, chat rooms, virtual office hours, etc.) (Note: in an asynchronous course, these may be optional). [**Learn more**](https://sites.usask.ca/onlinecoursereview/standard-5h/) |  |  |  |

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|  | **Sufficiently Present** | **NA / Insufficient Evidence** | **Recommendation** |
| **6. ASSESSMENT & FEEDBACK** |
| a | Course grading policies, including consequences of late submissions, are clearly stated in the course information area or syllabus. [**Learn more**](https://sites.usask.ca/onlinecoursereview/standard-6a/) |  |  |  |
| b | Course includes frequent and appropriate methods to assess learners’ mastery of content. [**Learn more**](https://sites.usask.ca/onlinecoursereview/standard-6b/) |  |  |  |
| c | Criteria for the assessment of all graded assignments are clearly articulated (rubrics, exemplary work). [**Learn more**](https://sites.usask.ca/onlinecoursereview/standard-6c/) |  |  |  |
| d | Learners have opportunities to review their performance and assess their own learning throughout the course (pre-tests, automated self-tests, reflective assignments, etc.). [**Learn more**](https://sites.usask.ca/onlinecoursereview/standard-6d/) |  |  |  |
| e | Learners are informed when a timed response is required. Proper lead time is provided to ensure there is an opportunity to prepare an accommodation. [**Learn more**](https://sites.usask.ca/onlinecoursereview/standard-6e/) |  |  |  |
| f | Learners have easy access to a well-designed and up-to-date gradebook. [**Learn more**](https://sites.usask.ca/onlinecoursereview/standard-6f/) |  |  |  |
| g | The course includes a variety of assessment types (e.g.: quizzes, essays, projects, presentations, etc.). [**Learn more**](https://sites.usask.ca/onlinecoursereview/standard-6g/) |  |  |  |
| h | Learners have multiple opportunities to provide descriptive feedback on course design, content, user experience, and technology (e.g.: class surveys, discussions, mid-course/end-of-course SLEQ, etc.). [**Learn more**](https://sites.usask.ca/onlinecoursereview/standard-6h/) |  |  |  |

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|  | **Sufficiently Present** | **NA / Insufficient Evidence** | **Recommendation** |
| **7. ACCESSIBILITY \*\*** |
| a | Headings are properly tagged (h1-h6) and used in the correct hierarchy. [**Learn more**](https://sites.usask.ca/onlinecoursereview/standard-7a/) |  |  |  |
| b | Simple, familiar fonts and text formatting are used. Colour is not used as a primary means of information, and underlined text is only used for hyperlinks. [**Learn more**](https://sites.usask.ca/onlinecoursereview/standard-7b/) |  |  |  |
| c | Colour contrast between text and background meet the minimum contrast ratio of 7:1. [**Learn more**](https://sites.usask.ca/onlinecoursereview/standard-7c/) |  |  |  |
| d | Hyperlink anchor text is descriptive and makes sense when out of context (avoid using “click here” or long URLs as anchor text). [**Learn more**](https://sites.usask.ca/onlinecoursereview/standard-7d/) |  |  |  |
| e | List items and table header rows / columns are properly formatted and tagged. [**Learn more**](https://sites.usask.ca/onlinecoursereview/standard-7e/) |  |  |  |
| f | Text content is available in an easily accessed format, preferably HTML. All text content is readable by assistive technology, including any PDFs or text contained in an image. [**Learn more**](https://sites.usask.ca/onlinecoursereview/standard-7f/) |  |  |  |
| g | Mathematical expressions and equations are created using dedicated editor tools and are accessible to screen readers (or, alt text / audio is provided where this is not possible). [**Learn more**](https://sites.usask.ca/onlinecoursereview/standard-7g/) |  |  |  |
| h | “Alt” tags are provided on images (this excludes any decorative images). [**Learn more**](https://sites.usask.ca/onlinecoursereview/standard-7h/) |  |  |  |
| i | Accurate captions or transcripts are provided to accompany audio or video materials. [**Learn more**](https://sites.usask.ca/onlinecoursereview/standard-7i/) |  |  |  |

**Debriefing – Educator plan:**

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| *The section below is intended for the educator to complete after meeting with the reviewer to discuss the feedback and recommendations. Answering these questions will help you plan your next steps and make changes to your online course, where appropriate. This activity is optional, and you are not required to share this portion with the reviewer.*  |
| 1. Based on the feedback received, what are some of the quicker/easier changes that can be made? What would be a suitable timeframe?
2. Based on the feedback received, what are some longer-term changes to start planning for? What would be a suitable timeframe?
3. What additional information, resources, or supports might be needed?
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**\*Note:** When the review process is completed, the educator may choose to remove the reviewer(s) from their online course.