

Online Course Review Rubric

DIRECTIONS FOR USE: Review the course for the criteria listed below and add comments for each criteria. *Note: Some features might not be used due to the nature of the course.*

1 Course Home Page

The course home page is the initial page students see upon entering the course or by clicking the Home navigation button.

1. Syllabus is easily available.

2. There is some type of introduction to the course and instructor.

3. It is obvious how to get started and work through the course.

4. Navigational links are properly configured.

2 Richland Course Syllabus

The course syllabus is the contract with the student.

1. Syllabus contains all required elements and is online specific – includes online course policies, procedures, and attendance policy.

2. Syllabus has current Richland service information.

3. Syllabus has outline of course content and assignments with due dates; due dates on syllabus align with due dates in Canvas.

4. Syllabus has grading information that aligns with the Canvas gradebook.

5. Communication guidelines are included – for example an average response time, how often e-mail is checked, preferred method of communication.

3 Modules Page

1. Instructions about how to work through the modules are present.

2. There is some type of welcome or getting started activity.

3. Module content is organized logically (e.g., content is separated by week, chapter, module, unit, etc.).

4. Module settings agree with posted instructions (published/unpublished, prerequisites, open dates, etc.).

5. Content is related to subject matter.

4 Interactive Elements

Interactive elements are activities that involve student-to-student interaction. Examples include: discussions, peer reviews, collaborations, chats, and wiki pages.

1. There is an interactive element in most (if not all) of the weeks.

2. Instructions, purpose, and expectations are clear and concise.

3. Discussion settings agree with posted instructions (post first, threaded, etc.).

5 Other Assignments

Some activities are student-to-faculty interactions. Examples include: submission assignments, quizzes, exams, and journals.

1. Instructions, purpose, and expectations are clear and concise.

2. Assignment settings agree with posted instructions (types of submissions, etc.).

3. Quiz settings agree with posted instructions (question at a time, etc.).

6 Overall Activities and Structure

1. Multiple methods of content delivery are used. Examples include chapter readings, lecture notes, PowerPoints, audio, video, and websites.

2. Multiple methods of evaluation are used. Examples include discussion forums, assignment dropboxes, wikis, group assignments, and assessments.

3. There is some form of evaluation or participation every week.

4. Hyperlinks are functional.

7 Gradebook

1. Gradebook is set-up correctly for points or percentage/weights (Canvas gradebook aligns with syllabus grading information).

2. There is a logical order to the gradebook.

3. There is a grading scheme set-up and it matches the syllabus.

8 General Comments