

Evaluation of Online Course
<http://www.fgcu.edu/onlinedesign>)

Faculty Name: _____

Course: _____ Semester: _____

Reviewer: _____ Date: _____

Instructions: Use the following criteria as a basis for evaluating an online course. Each section has an area following it for the reviewer to comment, with an overall comment section at the end of the form.

1. Instructional Design Elements:

a. Audience Analysis

i. Indicators:

1. Prerequisites, if any, are clearly stated.
2. Any skills needed are addressed. Students are asked about current proficiencies, especially in regards to computer skill level.
3. Current knowledge level of students is assessed as appropriate for course

b. Course Goals/Objectives

i. Indicators:

1. Course goals are clear and appropriate
2. Objectives are clear, behavioral and measurable and are appropriate to course goals

c. Instructional activities

i. Indicators:

1. Utilizes active learning strategies that engage the student and appeal to differing learning styles
2. Learning activities are linked to course objectives
3. Content is organized by modules, units, lessons, or other meaningful architecture
4. Course strives to create a "Community of Learners" through interaction
5. All content adheres to current copyright law.

d. Student and Course evaluation

i. Indicators:

1. Formative evaluation is provided to students through ongoing feedback (emails, Gradebook, announcements, discussion board postings)
2. Summative evaluation is clearly described
3. Evaluations are linked to objectives
4. Rubrics are used for assignments

e. Teaching Strategies

i. Indicators:

1. Instructor assumes a facilitative role
2. Instructions for assignments are clear
3. Syllabus is online and complete, including course expectations, goals & objectives, grading criteria, course policies
4. Support for student questions is provided (Examples: instructor contact information , FAQ's, Discussion board for questions)

Reviewer Comments:

2. Interaction and Feedback

a. Interaction among Learners

i. Indicators:

1. Discussion Boards and/or chat available
2. Group activities
3. Email
4. Orientation to technology is provided

b. Interaction between Learners and Instructor

i. Indicators:

1. Instructor conveys policy on answering emails (i.e. how soon students can expect response, etc
2. Instructor communicates how will give feedback, including frequency of feedback on discussion forums, assignments, etc
3. Instructor publishes office hours (virtual or "physical") and contact information
4. Feedback is evident through announcements, emails, discussion postings, or other means

5. Instructor allows own personality to emerge through postings, notes, and other means
 6. Instructor “personalizes” course for students (emails, using name, friendly tone)
- c. Interaction between Learners and Instructional Materials
- i. Indicators:
 1. Students receive orientation to practice posting in Discussion forum, submitting to dropbox, taking online exam, and using any other type of technology that will be utilized during the course
 2. Resources for completing course activities are provided
 3. Guidelines for posting to discussion board and/or participating in Chat are provided
- d. Collaboration
- i. Indicators:
 1. Students are provided the opportunity to collaborate with other students through group work or other means
- e. Pace and Procrastination
- i. Indicators:
 1. All due dates are published with timely reminders
 2. Progress through the course is documented

Reviewer Comments:

3. Course Management

- a. Time Requirements
 - i. Indicators
 1. Course is developed before first class meeting. If this was not possible, should be several weeks ahead of class schedule.
 2. Indicate to students general time requirements of course
- b. Progression through course
 - i. Indicators

1. Units of instruction are organized in a logical, consistent sequence
 2. Online Gradebook is used
 3. If online testing is used, has detailed instructions as to how it will be administered and the settings that will be in place. If possible, a practice test with the same settings should be given first.
- c. Evaluating student progress
- i. Indicators
 1. If online testing is used, should not comprise the greater portion of final grade. (Best: treated as “open book”)
 2. Evaluation of online participation is described
- d. Providing adequate feedback
- i. Indicators:
 1. Instructor feedback is evident, following the guidelines set by the Instructor
 2. Student emails are answered in a timely manner

Reviewer Comments:

4. Technical Support

- i. Indicators:
 1. Students are provided information as to where to get technical help

Reviewer Comments:

Overall Reviewer Comments: