

## **Montclair State University**

### **Online Course Design Evaluation**

**Overview:** The Online Course Design Evaluation form, developed by the Technology Training and Integration group (TT&I) at Montclair State University provides a starting point for examining the effectiveness of online/hybrid course design. Please use the following criteria to provide feedback on the online/hybrid course you are reviewing. The criteria in this review are based on the Quality Matters' rubric and Montclair State University's OCIA course design model (Orientation, Content, Interaction, Assessment).

It includes the following categories:

1. Course Overall
2. Instructional Materials
3. Learning Activities and Interaction
4. Learning Assessment
5. Technologies & Accessibility

**Review Details:** Include relevant reviewer and course details below.

**Faculty Name:** \_\_\_\_\_

**Course ID:** \_\_\_\_\_

**Semester/Term:** \_\_\_\_\_

**Course Title:** \_\_\_\_\_

**Reviewer Name:** \_\_\_\_\_

**Review Date:** \_\_\_\_\_

## Online Course Design Evaluation

**Instructions:** Indicate whether the following criteria are present in the course with Yes, No or N/A (not applicable).

1. Course Overall	Yes, No, N/A
1.1 The course goals are clear and appropriate.	
1.2 The course is organized by modules and is in a logical sequence.	
1.3 Learning objectives are included in each module.	
1.4 Learning objectives are clear, measurable and appropriate to course goals.	
1.5 The course is intuitive to navigate.	
1.6 The syllabus is included and contains information about all major course components.	
1.7 The guidelines for collaboration and communication are clearly defined.	
1.8 The course provides an introductory activity for students to participate in.	
<i>Comments on the Course Overall:</i>	

2. Instructional Materials	Y, N, N/A
2.1 The instructional materials are aligned with the learning objectives in each module.	
2.2 The instructional materials are current and relevant to the subject matter.	
2.3 The instructional materials are easy for students to access.	
2.4 The instructional materials address diverse learning styles and preferences (e.g. multimedia, text, images, charts, simulations etc.).	
<i>Comments on the Instructional Materials:</i>	

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3. Learning Activities and Interaction	Y, N, N/A
3.1 Learning activities are aligned with the learning objectives in each module.	
3.2 Learning activities encourage student engagement, critical thinking, and interaction.	
3.3 There are multiple, meaningful opportunities for students to interact with each other in the course.	
3.4 Online discussions are designed as open-ended and exploratory.	
<i>Comments on Learning Activities and Interaction:</i>	

4. Learning Assessment	Y, N, N/A
4.1 The grading scheme is clearly defined.	
4.2 Assessments are appropriate to meeting the learning objectives.	
4.3 Students are provided opportunities to demonstrate understanding or proficiency in different ways.	
4.4 Expectations for student outcomes are clearly defined through rubrics or other criteria.	
<i>Comments on Learning Assessment:</i>	

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<b>5. Technologies &amp; Accessibility</b>	Y, N, N/A
5.1 Technologies are appropriately selected and integrated to enhance teaching and learning.	
5.2 Audio materials are accompanied by alternative formats such as transcripts.	
5.3 Accessibility issues are addressed: all materials are accessible to screen readers, all PDFs are Optical Character Recognition (OCR) compatible, etc.	
5.4 Videos are closed-captioned.	
<i>Comments on Technologies &amp; Accessibility:</i>	

**Overall Comments:**