

## Is It Ready for Online Learners?

*Peer Review of Online Course Readiness*

### WHAT IS YOUR ROLE AS A PEER REVIEWER?

You have been invited to provide feedback related to a newly-designed online course! These steps may help.

1. You may respond digitally or by pen-or-pencil on a print-out if you so prefer.
2. Major course elements are open to your "Guest" login; plan about 30-45 minutes to explore & experience it.
3. Read content, check out the assignments; decide if directions & parts of the course make sense to you.
4. At that point, use your experience while in the course to complete the review form.
5. Feel free to go in and out of the course as often as necessary during your review.

### WHAT DOES A QUALITY ONLINE COURSE LOOK LIKE?

South Central College values the following principles:

- Learner Support & Resources
- Online Organization & Design
- Instructional Design & Delivery
- Assessment & Evaluation of Student Learning
- Appropriate & Effective Use of Technology
- Faculty Use of Student Feedback

Course developers address each of the six as they match strategies and learning methods appropriate to their content. The review process guides you to look at each principle in the course.

### EXTRA NOTES:

- You do not have to be a content expert --- assume the student role. Does it make sense? Can you find your way around?
- Some characteristics of the course are controlled by the Web interface --- you do not need to know what those are.
- Your feedback will be based on what you currently see in the course --- some parts are not released for your access.
- The course is not yet "live" so you will not see any student work or discussion responses.
- Peer Review is not proofreading but feel free to point out any spelling or writing errors that you discover.
- Email your review file (with comments) to Juliann Brueske in eLearning Technologies

**Thank you for your comments & time.**

Questions about this form or the Peer Review Process may be directed to Evan Peterson, Director of Instructional Technology and Digital Media or Juliann Brueske, Technology Project Specialist / SCC D2L Site Admin at South Central College. Contact by email [Evan.Peterson@southcentral.edu](mailto:Evan.Peterson@southcentral.edu) by phone at 507-389-7312 or by email [Juliann.Brueske@southcentral.edu](mailto:Juliann.Brueske@southcentral.edu) by phone at 507-389-7382.

## Scoring Guidelines

- Peer reviewers will **use the checkboxes to mark items present** in the course for each **Standard**. - Some **Characteristics** maybe required (example – Syllabus)
- **Score each Standard** – each Standard must receive a score of 2 or above for that Standard to pass peer review process. - *Instructors need to work with eLearning Technologies to address any Standard that does not score 2 or above. The instructor's dean will be notified once modifications have been made to the course.*

# Category 1 - Learner Support & Resources

## 1-A. Information about being an online learner - *Standard*

It is not necessary for all *characteristics* listed below to be present! Select all items recognized in the course.

- Tips for being a successful online student
- Quiz to self-assess readiness to be an online student
- Link to Library resources
- Instructions for how to conduct online research
- Instructions on how to write a research paper
- Guidelines for APA/MLA format of papers and/or citations
- Link to college Academic Support Center
- Information/tutorials on “how to use” software required by class assignments
- Contact information for technical support or Help Desk
- Checklist for workstation setup or other method for common troubleshooting tips
- Minimum computer hardware and software requirements
- Tips for avoiding and dealing with computer viruses
- Sources for any required plug-ins (and links)
- Tutorial(s) or job aids for how to use the IMS tools
- FAQs for IMS Netiquette guidelines
- Information on basic technical skills for online learners - email & attachments, save files, copy & paste, work with multiple web browser windows, presentation, spreadsheet, & image editing software

*IMS=Instructional Management System (i.e., WebCT, Desire2Learn)*

***\*\* Please note that SCC Online Management maintains a Learner Support and Resources module for instructors to use as in-course references***

### *Points 0-3*

0= does not meet

1= Course contains limited or no information for online learner support including links to campus resources.

2= Course contains some information for online learner support and links to campus resources.

3= Course contains extensive information about being an online learner and links to campus resources.

### *Comments*

## 1-B. Course specific resources - *Standard*

It is not necessary for all *characteristics* listed below to be present! Select all items recognized in the course.

- Contact information for the instructor
- Contact information for academic department or advisor
- Information on additional related courses
- Pre-requisites of course
- Textbook information and Link(s) to Bookstore(s) to order textbooks or other instructional materials
- FAQ site on course information
- Technical skills required for the course
- Estimated amount of time needed for completing course requirements

### *Points 0-3*

0= does not meet

1= Course provides limited or no course-specific resources, limited contact information for instructor, department and/or program.

2= Course provides some course-specific resources, some contact information for instructor, department and program.

3= Course provides a variety of course-specific resources, contact information for instructor, department and program.

### *Comments*

## 1-C. Resources supporting course content- *Standard*

It is not necessary for all *characteristics* listed below to be present! Select all items recognized in the course.

- Link(s) to web sites with supporting information relevant to course content
- Link(s) to web sites of organizations or associations related to course content
- Glossary of terms or links to definitions of new vocabulary
- Link(s) to learning objects (external to course, such as MERLOT)

### *Points 0-3*

0=does not meet

1= Course offers access to a limited number of resources that support course content.

2= Course offers access to some resources supporting course content.

3= Course offers access to a wide range of resources supporting course content.

### *Comments*

# Category 2 - Online Organization & Design

## 2-A. Course navigation and organization - *Standard*

It is not necessary for all *characteristics* listed below to be present! Select all items recognized in the course.

- Syllabus is easily located - **required**
- Course grading policy
- Instructor expectations & instructor responsibilities -what students can expect from instructor
- Links to other parts of the course or external sources are accurate and up-to-date
- Instructional materials required are easily located - make sure students know how to get started
- Numbers identify sequenced steps; bullets list items are not prioritized or sequential
- Course content is organized in a logical format
- Topics are clearly identified and subtopics are related to topics
- Sequential (vs. concurrent) topics are annotated with dates
- Course activities schedule is available in a printer-friendly format for student convenience
- Organization and sequencing of the course content is logical and clear
- Resources are separated into “required” and “optional” categories

### *Points 0-3*

0=does not meet

1= Much of the course is under construction although some key components (such as the syllabus) have been identified.

2= Course is organized and navigable. Students would understand key components and structure of the course.

3= Course is well-organized and easy to navigate. Students would clearly understand all components and structure of the course.

### *Comments*

## 2-B. Course files, such as the Syllabus, include - *Standard*

It is not necessary for all *characteristics* listed below to be present! Select all items recognized in the course.

- Course outcomes and learning objectives
- Course completion requirements
- Expectations of students' participation, honesty, etc.
- Accessibility statement as required by SCC
- Timeline for student participation is clear
- Faculty member(s) introductory information
- Expectations of availability of and feedback turnaround time as well as contact with instructor
- Course schedule is summarized in one place

### *Points 0-3*

0=does not meet

1= Course syllabus is unclear about what is expected of students.

2= Course syllabus identifies and delineates the role the online environment will play in the course.

3= Course syllabus identifies and clearly delineates the role the online environment will play in the total course.

### *Comments*

## 2-C. Aesthetic design - *Standard*

It is not necessary for all *characteristics* listed below to be present! Select all items recognized in the course.

- Typeface is easy to read
- Sufficient contrast between text and background makes information easy to read
- Appropriate images supporting course content add visual interest
- Design keeps course pages to a comfortable length with white space

### *Points 0-3*

0=does not meet

1= Aesthetic design does not present and communicate course information clearly.

2= Aesthetic design somewhat presents and communicates course information clearly.

3= Aesthetic design presents and communicates course information clearly throughout the course.

### *Comments*

## 2-D. Consistency in course - *Standard*

It is not necessary for all *characteristics* listed below to be present! Select all items recognized in the course.

- Layout of course is visually and functionally consistent
- Navigation is clear, simple and user friendly
- Spelling and grammar are consistent and accurate
- Written material is concise
- Language of written material is conversational and supportive
- Clear directions are given for each task or assignment
- Sentences and paragraphs are brief but clear

### *Points 0-3*

0=does not meet

1= Web pages are inconsistent both visually and functionally.

2= Most web pages are visually and functionally consistent.

3= All web pages are visually and functionally consistent throughout the course.

### *Comments*

## 2-E. Universal accessibility - *Standard*

It is not necessary for all *characteristics* listed below to be present! Select all items recognized in the course.

- Universal accessibility concerns are addressed throughout course, providing transcripts of any non-text objects
- Images are optimized for speedy display and include alternative and long description text
- Alternative formats of materials provided, (e.g., scripts & long descriptions of media objects, optional print packet of extensive reading materials, CD of audio clips used in course, etc.)
- Use of color adds interest but does not disadvantage those with color blindness or other visual limitations
- Link to college ADA policy/guidelines & how students access <http://southcentral.edu/academic-policies/disability-rights.html>
- Link to Academic Support Center <http://southcentral.edu/academic-support/academic-support.html>
- Includes ADA compliance statement from IMS <http://www.desire2learn.com/products/accessibility/standards/>  
<http://www.desire2learn.com/products/accessibility/resources/>  
<http://www.desire2learn.com/products/accessibility/>

### *Points 0-3*

0=does not meet

1= Accessibility (ADA compliance) is not apparent.

2= Accessibility (ADA compliance) is limited.

3= Accessibility (ADA compliance) is in place and consistent throughout the course.

### *Comments*

## Category 3 - Instructional Design & Delivery

### 3-A. Promote interaction and communication - *Standard*

It is not necessary for all *characteristics* listed below to be present! Select all items recognized in the course.

- Students introduce themselves
- Students are encouraged to respond to classmate introductions  
“Ice-breaker” activity to get acquainted
- Instructor introduces himself/herself to model interaction
- Students’ input is not evaluated as “right” or “wrong”
- Netiquette described and enforced
- Student participation is tracked and “wallflowers” drawn in to the discussions
- Students are prompted by facilitator to expand on relevant points
- Facilitator may play “devil’s advocate”
- Reading and writing requirements are consistent with student abilities and course unit load

#### *Points 0-3*

0=does not meet

1= Course offers limited interaction and communication student to student, student to instructor and student to content

2= Course offers some opportunities for interaction and communication student to student, student to instructor and student to content.

3= Course offers ample opportunities for interaction and communication student to student, student to instructor and student to content.

#### *Comments*

### 3-B. Outcomes aligned to learning objectives - *Standard*

It is not necessary for all *characteristics* listed below to be present! Select all items recognized in the course.

- Pace of course content delivery is managed
- Course content is “chunked” for more manageable learning
- Instructional design is made clear (e.g., is it instructor-paced, self-paced, or group-paced)
- Outcomes are referenced in the course content
- Expectations for synchronous vs. asynchronous activities are clearly spelled out (rubrics may be provided)

#### *Points 0-3*

0=does not meet

1= Course outcomes are not clearly defined and are not aligned to learning objectives & assessment.

2= Course outcomes are defined but may not be in alignment with learning objectives & assessment.

3= Course outcomes are clearly defined and align directly to learning objectives & assessment.

#### *Comments*



### 3-C. Integrated learning objectives and activities - *Standard*

It is not necessary for all *characteristics* listed below to be present! Select all items recognized in the course.

- Reading assignments match learning objectives
- Activities lead to learning desired concepts
- Tasks and activities are designated as synchronous or asynchronous; sequential or may be completed in any order (clarified)
- Instructional material may be reviewed repeatedly (built-in redundancy)
- Summary provided frequently, particularly at the end of topics (learning plans), to reinforce learning

#### *Points 0-3*

0=does not meet

1= Learning objectives are vague or incomplete and learning activities are absent or unclear.

2= Learning objectives are identified and learning activities are implied.

3= Learning objectives are identified and learning activities are clearly integrated.

#### *Comments*

### 3-D. Activities to enhance student learning (*addressing multiple learning styles*) - *Standard*

It is not necessary for all *characteristics* listed below to be present! Select all items recognized in the course.

- Video clips of interviews, movements
- Historical audio clips of famous speeches
- Screen animations for instructional exercises using software
- Personal interview reports
- Crossword or word search puzzles
- Matching and game-show-style trivia games
- Online scavenger hunt / Web Quest
- Annotated bibliography
- PowerPoint presentations as assignments
- Flash simulations
- Animated timelines
- Virtual or 3D simulations (i.e., Second Life)
- Log sheets, journaling, or [electronic] portfolios
- All materials and resources used in course are properly cited

#### *Points 0-3*

0=does not meet

1= Course provides little balance of multiple visual, textual, kinesthetic and/or auditory activities to enhance student learning.

2= Course provides some variety of visual, textual, kinesthetic and/or auditory activities to enhance student learning.

3= Course presents a rich mix of visual, textual, kinesthetic and/or auditory activities to enhance student learning.

#### *Comments*

**3-E. Activities to develop critical thinking and problem-solving skills - Standard**

It is not necessary for all *characteristics* listed below to be present! Select all items recognized in the course.

- Discussions center on questions without a single correct answer
- Compare and contrast exercises
- Case studies
- Critique classmates' assignments
- Collaborative exercises
- Portfolios (building one activity upon another) to share/peer review

**Points 0-3**

0=does not meet

1= Course provides limited or no activities to help students  
Develop critical thinking and/or problem-solving skills.

2= Course provides some activities to help students  
develop critical thinking and/or problem-solving skills.

3= Course provides multiple activities to help students  
develop critical thinking and/or problem-solving skills.

**Comments**

# Category 4 - Assessment & Evaluation of Student Learning

## 4-A. Assess student readiness for learning - *Standard*

It is not necessary for all *characteristics* listed below to be present! Select all items recognized in the course.

- Pre-requisites are defined and enforced
- Acceptable methods for completing assignments are identified (group work, open book, etc.)
- Consequences of cheating or plagiarism; academic integrity guidelines are provided
- Course grading policy
- Students complete assessments or demonstrate mastery before advancing to the next level (module) of instruction

### *Points 0-3*

0=does not meet

1= Course provides limited or no activities to assess student readiness to advance in course content.

2= Course has some activities to assess student readiness to advance in course content.

3= Course has multiple timely and appropriate activities to assess student readiness to advance in course content.

### *Comments*

## 4-B. Assessment activities are aligned with learning objectives - *Standard*

It is not necessary for all *characteristics* listed below to be present! Select all items recognized in the course.

- Criteria used to evaluate participation in online discussion groups
- Study questions or self-tests are available
- Learning and practice is encouraged by posted activities
- Quantity and scope of graded assignments is reasonable
- Learning activities and assigned work prepares the student for the assessment tasks
- Authentic assessments; scoring guidelines or rubrics are provided

### *Points 0-3*

0=does not meet

1= Learning objectives, instructional and assessment activities are not closely aligned.

2= Learning objectives, instructional and assessment activities are somewhat aligned.

3= Learning objectives, instructional and assessment activities are closely aligned.

### *Comments*

#### 4-C. Multiple assessment strategies - Standard

It is not necessary for all *characteristics* listed below to be present! Select all items recognized in the course.

- Students' bibliography or reference list includes a variety of materials such as URLs, books and journals, and videos
- When possible, options among assignments are provided to allow for different interests, backgrounds, and personal learning styles
- Students are not assessed solely on tests/quizzes but are provided ample opportunity to demonstrate proficiency in different ways

##### Points 0-3

0=does not meet

1= Learning objectives, instructional and assessment activities are not closely aligned.

2= Learning objectives, instructional and assessment activities are somewhat aligned.

3= Learning objectives, instructional and assessment activities are closely aligned.

##### Comments

#### 4-D. Regular feedback - Standard

It is not necessary for all *characteristics* listed below to be present! Select all items recognized in the course.

- Rich and rapid feedback - self-grading assignments released immediately
- Frequent and substantial feedback from the instructor
- Samples of assignments illustrate instructor's expectations
- Detailed instructions and tips for completing assignments
- Due dates for all assignments
- Rubrics for all assignments identify assessment guidelines
- Grading scale
- Instructor models assignment

##### Points 0-3

0=does not meet

1= Opportunities for students to receive feedback about their own performance are infrequent and sporadic.

2= Opportunities for students to receive feedback about their own performance are provided.

3= Instruments to provide regular feedback about student performance are obvious in course content and references.

##### Comments

#### 4-E. Self-assessment and peer feedback - *Standard*

It is not necessary for all *characteristics* listed below to be present! Select all items recognized in the course.

- Self-tests similar to the final evaluation instruments
- Students pose discussion questions, respond to others' discussion topics, later post answers to their own questions and respond to others' comments on their discussion topic
- Peer review opportunities
- Students apply rubric to their own work and may describe/defend their score
- Clear guidelines for peer review, if applicable

#### *Points 0-3*

0=does not meet

1= Student self-assessments and/or peer feedback opportunities are limited or do not exist.

2= Student self-assessments and/or peer feedback opportunities exist.

3= Student self-assessments and peer feedback opportunities exist throughout the course.

#### *Comments*

# Category 5 - Appropriate & Effective Use of Technology

## 5-A. Appropriate tools to facilitate communication - *Standard*

It is not necessary for all *characteristics* listed below to be present! Select all items recognized in the course.

- Discussion boards
- Synchronous “chats”
- Email
- Listserv
- Teleconferencing
- Group discussion areas, when appropriate for group activities
- Instant messaging

### *Points 0-3*

0=does not meet

1= Course uses limited technology tools to facilitate communication and learning.

2= Course uses some technology tools to facilitate communication and learning.

3= Course uses a variety of technology tools to appropriately facilitate communication and learning.

### *Comments*

## 5-B. New teaching methods - *Standard*

It is not necessary for all *characteristics* listed below to be present! Select all items recognized in the course.

- Course shows evidence of including various methods of delivery & instruction
  - Chat
  - Webinars
  - Group work
- Instructor has made an attempt to include preferred learning styles by using various strategies and activities

### *Points 0-3*

0=does not meet

1= New teaching methods are applied to enhance student learning.

2= New teaching methods are applied to innovatively enhance student learning.

3= New teaching methods are applied and innovatively enhance student learning, and interactively engage students.

### *Comments*

### 5-C. Multimedia elements - *Standard*

<p>It is not necessary for all <i>characteristics</i> listed below to be present! Select all items recognized in the course.</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Flash animations</li><li><input type="checkbox"/> Tutorials with screen captures &amp; voice over</li><li><input type="checkbox"/> Audio clips</li><li><input type="checkbox"/> Graphics</li><li><input type="checkbox"/> Video clips</li><li><input type="checkbox"/> PowerPoint presentations</li><li><input type="checkbox"/> CD-ROM/DVD supplemental materials</li><li><input type="checkbox"/> Other learning objects, games, simulations or interactivity</li></ul>	<p><b>Points 0-3</b></p> <p>0=does not meet</p> <p>1= Multimedia elements and learning objects are limited or non-existent.</p> <p>2= Multimedia elements and learning objects are used and are relevant to student learning.</p> <p>3= A variety of multimedia elements and learning objects are used throughout the course and are relevant to student learning.</p> <p><b>Comments</b></p>
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### 5-D. Internet Access & Student Engagement - *Standard*

<p>It is not necessary for all <i>characteristics</i> listed below to be present! Select all items recognized in the course.</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Students off-campus with modems are provided with low-bandwidth alternatives for downloading media</li><li><input type="checkbox"/> Technology is used to engage students in learning, not just for viewing but for interacting with other students or with the course content - Spell out every plugin or software specific to the course that is need to complete the course</li></ul>	<p><b>Points 0-3</b></p> <p>0=does not meet</p> <p>1= Course uses Internet access and engages students in the learning process.</p> <p>2= Course optimizes Internet access and engages students in the learning process.</p> <p>3= Course optimizes Internet access and effectively engages students in a variety of ways throughout the course.</p> <p><b>Comments</b></p>
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# Category 6 - Faculty Use of Student Feedback

*Characteristics or Design Indicators may be more difficult to identify in this category if the course is reviewed prior to or early in the semester delivery cycle.*

## 6-A. Course content - *Standard*

It is not necessary for all *characteristics* listed below to be present! Select all items recognized in the course.

- Evaluation survey at end of course
- Student input sought at regular intervals
- Open ended questions
- Students falling behind are prompted to determine what might be delaying their progress
- Students prompted to find web-based resources supporting the topic to share with classmates; the highest quality resources incorporated into the course

### *Points 0-3*

0=does not meet

1= Instructor offers limited opportunity for students to give feedback on course content.

2= Instructor offers some opportunities for students to give feedback on course content.

3= Instructor offers multiple opportunities for students to give feedback on course content.

### *Comments*

## 6-B. Online technology - *Standard*

It is not necessary for all *characteristics* listed below to be present! Select all items recognized in the course.

- Instructor has an open door to students to point out suggestions or flaws of delivery of instruction using technology
- Instructor invites feedback on how delivery can be more effective for student learning (i.e., Feedback topic)

### *Points 0-3*

0=does not meet

1= Instructor offers limited opportunity for students to give feedback on ease of using online technology in course.

2= Instructor offers some opportunities for students to give feedback on ease of using online technology in course.

3= Instructor offers multiple opportunities for students to give feedback on ease of using online technology in course.

### *Comments*



## 6-C. Instruction and assessment - *Standard*

It is not necessary for all *characteristics* listed below to be present! Select all items recognized in the course.

- Course elements indicate the instructor is willing to modify course (live) as needed to improve or fix inadequacies
- Instructor is able to modify elements (e.g., fix bad quiz questions, extend deadlines, review methods of achieving course objectives)

NOTE: Surveys are administered by the office of Research, Planning & Development to solicit student comments and feedback related to the course and the instructor.

### *Points 0-3*

0=does not meet

1= Instructor solicits student feedback at the end of the semester to help plan instruction and assessment of student learning for the next semester.

2= Instructor requests specific student feedback a couple times during the semester to help align instruction and assessment of student learning for the rest of the semester.

3= Instructor plans for formal and informal student feedback on an ongoing basis to help align instruction and assessment of student learning throughout the semester.

### *Comments*

**CREDITS:** *Characteristics and design indicators integrated in our review rubric are based on the Instructional Design Tips for Online Instruction as developed by Joan Van Duzer of Humboldt State University. These were originally used in conjunction with the Rubric for Online Instruction developed by CSU, Chico. Categories one through six correspond to the categories of the Rubric for Online Instruction.*

*Reviewers --- If you have additional suggestions or comments you are invited to share those in writing in the space below.*

### **Closing Comments**

**Thank You!**