UNO Course Design Reviews

At the request of UNO faculty, the Office of Digital Learning has launched a course design review process. This process is designed for faculty who are seeking an optional review of a course which utilizes the Learning Management System (typically fully online courses, but also open to faculty teaching face-to-face or hybrid courses within Canvas). The main components of this review include digital course organization/layout/design, digital course accessibility, and feedback on digital course assessments linking to student learning outcomes. By requesting a course design review, faculty are seeking feedback and suggestions about strategies to improve the flow and design of their digital course materials. Faculty can consider this feedback and implement only the suggestions they choose to implement. The course design review process is confidential between the Instructional Designer in UNO's Office of Digital Learning completing the review and the faculty member requesting the review.

UNO staff completing reviews include:

Kristin Bradley, MS – *Instructional Design and Technology Specialist* – kristinbradley@unomaha.edu – 402.554.6364

Kristin has a Masters degree in Instructional Design and regularly teaches online undergraduate Graphic Design courses. Kristin has previously worked at Bellevue University and is Quality Matters certified.

Erin King, MA – *Instructional Design and Technology Specialist* – erinking@unomaha.edu – 402.554.3140

Erin has a Masters degree and Graduate Certificate in Instructional Design and has been working at UNO since 2001.

Rick Murch-Shafer, MS – *Lead Instructional Technologist* – rmurchshafer@unomaha.edu – 402.554.3539

Rick has 19 years of experience in Instructional Technology and has been working with Canvas since 2011. Rick has previously worked at Creighton University and Iowa Western Community College and is Quality Matters certified.

There are two nationally-recognized instruments for guiding digital course design: Quality Matters and OSCQR. UNO has adopted OSCQR due to its usability and open-source access. The OSCQR-inspired rubric that the Digital Learning team will use to review your course is provided on the following pages. More information about OSCQR here: http://oscqr.org/

UNO Digital Learning Course Design Rubric

(based on OSCQR 3rd edition and Canvas Course Evaluation Checklist)

CRITERION RATING LEGEND:

🐼 = indicates an expected and standard design component to online learning

🐼🐼 = "Best Practice" and adds value to a course

🐼🐼🐼 = exemplary and elevates learning

Instructor Name: Course:

Reviewed by: Review date:

COURSE OVERVIEW & INFORMATION

	Criteria	Criteria Met?	Criterion Rating	Comments
1	Course includes Welcome and/or Getting Started content via a Course Information area that includes the Syllabus. A printable PDF of the syllabus is available for learners.	Y N/A	🐼	
2	An orientation or overview is provided for the course letting students know how to navigate and what tasks are due.	Y N/A	🐼	

3	Homepage provides visual representation of course; a brief course description or introduction; clear instructions for students (e.g. where to begin) and navigation to current content in less than three clicks. *(*UDL 2.5 Illustrate through multiple means.)*	Y N/A	🐼	
4	Home page utilizes a course banner with imagery that is relevant to subject/course materials. *(*UDL 2.5 Illustrate through multiple means.)*	Y N/A	🐼 🐼	
5	Course card/dashboard provides visual representation of subject by adding an image in Course Settings. *(*UDL 2.5 Illustrate through multiple means.)* Canvas Guide - Add Image to CourseCard	Y N/A	🐼	
6	Items not used are hidden from Course Navigation. *(*UDL 7.3 Minimize threats and distractions.)* Canvas Guide - Navigation Links	Y N/A	🐼	
7	Instructor has provided learning objectives; policies for grading, late work and make up work; communication instructions, guidelines and contact information. *(*UDL 8.1 Heighten salience of goals and objectives.)*	Y N/A	🐼	
8	Student is made aware of participation expectations; technology requirements; and supplemental textbooks, reading lists, and course materials.	Y N/A	🐼	
9	Course provides access to campus and UNO resources (technical help, orientation, tutoring).	Y N/A	🐼	
10	Course includes links to relevant campus policies on plagiarism, computer use, student grievances, accommodating disabilities, etc.	Y N/A	🐼	

Feedback:

COURSE CONTENT

	Criteria	Criteria Met?	Criterion Rating	Comments
11	Copyright law is followed. Course breaks no copyright considerations | Canvas Guide - Copyright Resources	Y N/A	🐼	
12	All links, files, videos and external URLs are active and working | Canvas Guide - Link Validation	Y N/A	🐼	
13	Content is "chunked" into manageable pieces by leveraging modules (e.g. organized by units, chapters, topic, or weeks) | Canvas Guide - Modules *(*UDL 3.3 Guide information processing, visualization, and manipulation)*	Y N/A	🐼	
14	Text Headers and indention are included within modules to help guide student navigation | Canvas Guide - Add Text Header *(*UDL 2.2 Clarify syntax and structure)*	Y N/A	🐼 🐼	
15	Modules and items within modules have a thoughtful naming convention (e.g. name the module "Chapter 1: Pandas in the News," not just "Chapter 1") (**UDL 2.2 Clarify syntax and structure*)	Y N/A	🐼 🐼	
16	Modules begin with an Introduction/Overview page and end with a Conclusion/Summary page to "bookend" each module *(*UDL 3.1 Activate or supply background knowledge)*	Y N/A	🐼 🐼 🐼	

17	External tools (e.g., Quizlet, Khan Academy, Padlet, Nearpod, CK-12) are embedded within modules or in a page, assignment, discussion, or quiz using the Rich Content Editor l Canvas Blog- Web 2.0 Tools *(*UDL 5.2 Use multiple tools for construction andcomposition)*	Y N/A		
18	Lessons include at least one of three forms: • Student-Student Interaction (e.g. discussions and/or collaborative projects) • Student-Teacher Interaction (e.g. quality feedback) • Student-Content Interaction (e.g. engaging content and resources with which students must interact and not just read or watch) *(*UDL 8.3 Foster collaboration and community)*	Y N/A		
19	There is a "Welcome" or "Let's Get Acquainted" discussion *(*UDL 8.3 Foster collaboration andcommunity)*	Y N/A		
20	Auto-open Inline Preview used thoughtfully l Canvas Guide - Auto-open for Inline Preview	Y N/A		
21	Personalized learning is evident (e.g., utilized module completion requirements and/or prerequisites l Canvas Guide - AddingPrerequisites *(*UDL 6.4 Enhance capacity for monitoringprogress)*	Y N/A		

22	Differentiation is evident (e.g. utilized different due dates) | Canvas Guide- Differentiation	Y N/A		
23	MasteryPaths are included | Canvas Guide - MasteryPaths *(*UDL 7.2 Optimize relevance, value, and authenticity)*	Y N/A		
24	Course offers access to a variety of engaging resources that facilitate communication and collaboration, deliver content, and support student learning and engagement	Y N/A		
25	Course provides activities for students to develop higher-order thinking and problem-solving skills, such as critical reflection and analysis	Y N/A		
26	Course provides activities that emulate real world applications of the discipline, such as experiential learning, case studies, and problem-based activities	Y N/A		
27	Where available, Open Educational Resources, free, or low-cost materials are used	Y N/A		

Feedback:

DESIGN AND LAYOUT

	Criteria	Criteria Met?	Criterion Rating	Comments
28	A logical, consistent, and uncluttered layout is established. The course is easy to navigate (Consistent color scheme and icon layout, related content organized together, self-evident titles)	Y N/A	🐼	
29	Large blocks of information are chunked into manageable sections with ample white space around and between sections	Y N/A	🐼	
30	There is enough contrast between text and background for the content to be easily viewed	Y N/A	🐼	
31	Instructions are provided and well-written	Y N/A	🐼	
32	Course is free from grammatical and spelling errors	Y N/A	🐼	
33	Flashing and blinking text is avoided	Y N/A	🐼	
34	Slideshows use a predefined slide layout and include unique slide titles. Clear transitions are set between slides.	Y N/A	🐼	

Feedback:

ASSESSMENT OF STUDENT LEARNING

	Criteria	Criteria Met?	Criterion Rating	Comments
35	Multiple methods of assessments are used (e.g. discussion, assignments (individual or group) and quizzes) *(*UDL 4.1 Vary the methods for response and navigation)*	Y N/A		
36	Detailed instructions and guidelines for completing assignments and discussions are provided *(*UDL 4.2 Optimize access to tools and assistive technologies)*	Y N/A		
37	Sample assignments are provided to illustrate instructor expectations *(*UDL 5.3 Build fluencies with graduated levels of support for practice and performance)*	Y N/A		
38	SpeedGrader used to score and provide feedback	Canvas Guide - SpeedGrader *(*UDL 8.4 Increase mastery-oriented feedback)*	Y N/A		
39	Rubrics used to evaluate assignments and/or discussions	Canvas Guide - Rubrics	Y N/A		
40	Outcomes tied to assessments	Canvas Guide - Outcomes *(*UDL 8.1 Heighten salience of goals and objectives)*	Y N/A		

		Criteria Met?	Criterion Rating	Comments
41	Learning Mastery Gradebook enabled for visual representation of Outcome mastery | [Canvas Guide - Learning Mastery Gradebook](#)	Y N/A		
42	Students have opportunities to review their performance and assess their own learning throughout the course (pre-tests, automated self-tests, reflective assignments, etc)	Y N/A		
43	Students are informed when a timed response is required. Proper lead time is provided to ensure there is an opportunity to prepare an accommodation	Y N/A		
44	Students have easy access to a well-designed and up-to-date gradebook	Y N/A		
45	Students have multiple opportunities to provide descriptive feedback on course design, course content, course experience, and ease of online technology.	Y N/A		

Feedback:

COURSE ACCESSIBILITY				
Criteria		Criteria Met?	Criterion Rating	Comments
46	Accommodation Statement is present and easily located (e.g., on Home Page or Course Overview) (*UDL Guideline 1: Provide options for perception)	Y N/A		

47	Color does not overpower the course information; sufficient contrast between text and background makes information easy to read; and color is not used in isolation to convey meaning (e.g., color and bold are used to indicate importance)	Canvas Guide - Accessibility Checker *(*UDL 7.3 Minimize threats and distractions)*	Y N/A	🐼	
48	Images are used to support course content (e.g., banners, headings and icons) and accompanied by text descriptions (Alt text) or captions for more complex descriptions	Canvas Guide - General Accessibility Design Guidelines *(*UDL 1.3 Offer alternatives for visual information)*	Y N/A	🐼	
49	Styles (e.g. Paragraph, Heading 2, etc.) are used to format text with a preference to use sans serif (e.g., Arial or Helvetica) Fonts	Canvas Guide - General Accessibility Design Guidelines	Y N/A	🐼	
50	Hyperlink text incorporates the hyperlink destination/purpose (avoid raw URLs, e.g., https://www.canvaslms.com) and includes words and phrases to provide context for screen-readers (e.g., use "Canvas Guide - Hyperlink" rather than "Canvas Guide")	WebAim - Introduction to Links and Hypertext	Y N/A	🐼	
51	Audio materials (mp3, wav, etc.) are accompanied by a transcript and videos / screencasts are closed-captioned	Canvas Guide - Create Caption Files *(*UDL 1.2 Offer alternatives for auditory information)*	Y N/A	🐼	
52	Tables are only used for tabular data	Y N/A	🐼 🐼	

Feedback: