Course Design Review

Overview

The purpose of the Course Design Review process is to promote continuous improvement in instructional design of online course content. Faculty and instructional designers work together throughout the Course Design Review process to promote systematic reflection on elements of course design that promote quality learning experiences for students and achievement of the desired learning outcomes. This process is intended to assist in conversations about how we can strengthen student learning experiences by using effective practices in instructional design.

Course Design Standards

These standards were adapted from the Open SUNY Course Quality Review Rubric (OSCQR) and have been reviewed by the Digital Learning team, as well as experienced faculty members to reflect the needs of UNO faculty, students, and courses. The rubric has been updated to incorporate federal US Department of Education regulatory definitions of distance education that require institutions to ensure regular and substantive interaction (RSI) between a student and an instructor(s). The standards are divided into six sections and reflect effective practices in course delivery.

1. **Course Overview & Information**
   This section covers a general overview of the course and provides a starting point for students. It ensures all resources students need to be successful are included. It addresses areas such as instructor information, course expectations, and academic support and resources.

2. **Course Navigation and Layout**
   This section addresses elements such as course navigation, consistency, and multimedia. Creating a consistent structure can improve course navigation, clarity, and consistency for students and will help expedite new course design and development in the future.

3. **Instructional Materials and Content**
   This section focuses on providing effective learning materials and activities to foster communication and collaboration among students. Criteria will address the quality and variety of the content presented in the course.

4. **Assessment Of Learning**
   This section will focus on the variety, quality, and types of assessments in the course, to measure student learning. The goal is to provide appropriate, measured outcomes so students understand how they will be graded and can manage the next steps in their learning.

5. **Community And Interaction Comments**
   This section addresses instructor- and student-initiated communication. Key elements of quality course design covered include regular effective contact, both between and among instructors and students.

6. **Course Accessibility And Legal Issues**
   This section addresses issues relating to the legal and ethical use of materials in the course, including copyright laws, accessibility and universal design issues, and intellectual property rules. Addressing these criteria helps ensure the usability of the course for all students and protects faculty from legal issues.

Resources

Throughout this review you will see links for each standard. These links will take you to different pages in the canvas course **Designing and Teaching an Online Course**. This course has been designed to help you learn about a variety of topics. Pease feel free to use this course to implement new ideas or to tweak what you already are using.

Course Design Review

Date Reviewed:		**Course ID:**	
Instructor Name:		**Reviewer Name:**	
Semester (Year) Offered:		**Course URL:**	

SCORING GUIDE				
Sufficiently Present	**Minor Revision**	**Moderate Revision**	**Major Revision**	**Not Applicable (NA)**
No changes necessary.	Estimated 30 minutes or less of revision time.	Estimated 30 minutes to 2 hours of revision time.	Estimated more than 2 hours of revision time.	Not applicable based on course design and content.

1. COURSE OVERVIEW & INFORMATION	SCORE	ACTION PLAN
This section covers a general overview of the course and provides a starting point for students. It ensures all resources students need to be successful are included.		
1.1 – HOMEPAGE		
Homepage includes: Course banner relevant to course; Brief course intro; Instructions and/or links for where to begin; Optional: Announcements. See Modules: 6.1, 6.2		
1.2 - INTRODUCTORY VIDEO		
Course includes instructor intro and/or course overview video. See Modules: 9.2, 9.3, 9.4, 10.2.		
1.3 - SYLLABUS 🌡️		
A printable syllabus is easily located and includes: Course description; Instructor info; Learning objectives; Communication instructions; Course textbooks, materials, etc.; Overview of assignments; Grading policy; Late work policy; Instructor feedback time; Participation expectations; Course schedule. See Modules: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6		
1.4 - WELCOME & GETTING STARTED CONTENT 🌡️		
Includes a course information area that make course expectations clear and findable with relevant policies on plagiarism, accommodations, etc. and provides access to learner success resources (support services, orientation, academic honesty, tutoring, technical help). See Modules 6.2, 6.4		
1.5 – ALIGNED COURSE, MODULE & ASSESSMENT OBJECTIVES		
Course, module and assessment learning objectives/outcomes are clearly defined, measurable, and aligned with each other. See Modules 3.1, 3.2, 3.3, 3.4		

2. COURSE DESIGN AND LAYOUT	SCORE	ACTION PLAN
This section addresses elements such as course design and consistency. Creating a consistent structure can improve course navigation, clarity, and consistency for students and will help expedite new course design and development in the future.		
2.1 - COURSE NAVIGATION		
Course navigation includes: Home; Announcements; Modules; Grades; People; Items not used are hidden Canvas Guide: Course Navigation Menu. See Module 6.1		
2.2 – MODULE LAYOUT		
Logical, consistent, and uncluttered layout. Course is divided into modules (e.g., units, chapters, topics, weeks), and broken down into manageable pieces and organized in a logical progression to facilitate ease of use. Canvas Guide: Modules. See Module 6.1		
2.3 - MODULE OVERVIEWS AND SUMMARIES 🌡️		
Module-level overviews included to make course content, activities, assignments, due dates, interactions, and assessments, predictable and easy to navigate/find as well as end with a Summary page to "bookend" each module. See Module 6.1		
2.4 - CONSISTENCY		
Modules, page titles, links, formatting are consistent. Items have thoughtful naming convention (e.g. name the module "Chapter 1: Pandas in the News"). Text Headers and indention within modules help guide student navigation. See Module 6.1		

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3. INSTRUCTIONAL CONTENT & ACTIVITIES	SCORE	ACTION PLAN
This section focuses on providing effective learning materials and activities to foster communication and collaboration among students. Criteria will address the quality and variety of the content presented in the course.		
3.1 - VARIETY 🌡️		
A variety of instructor and/or professionally created content that facilitates communication and collaboration and supports student learning and engagement is included in each module. Suggestions include: Teaching materials; Mini-lectures; Multimedia; Websites; Articles. See Modules 4.2, 4.3, 4.4, 4.5, 4.7, 4.8		
3.2 - LECTURE VIDEOS		
Lecture videos are limited to 5-8 minutes and appropriately added to course. Longer videos contain time stamps with optional break times. See Modules 9.2, 9.3, 9.4		
3.3 - MULTIMEDIA		
Course incorporates appropriate images, videos, audio files, and real-life applications to facilitate to multiple learning styles. Images, videos, and audio files are optimized for efficient loading (e.g., embedded on pages). See Modules 9.1, 9.2, 9.3, 9.4		
3.4 – OPEN EDUCATIONAL RESOURCES		
Where available, OER, free, or low-cost materials are used. See Module 5.3		

4. ASSESSMENT & FEEDBACK	SCORE	ACTION PLAN
This section focuses on the variety, quality, and types of assessments in the course, to measure student learning. The goal is to provide appropriate, measured outcomes so students understand how they will be graded and can manage the next steps in their learning.		
4.1 – ASSESSMENT METHODS 🌡️		
Multiple assessments are used (e.g., quizzes, discussions, projects, writing activities, individual or group, etc.). Students have opportunities to review their performance and assess their learning (pre-tests, automated self-tests, reflective assignments, etc). Low-stakes (formative) assessments occur frequently to measure knowledge, skills, and attitude and occur before high-stakes assessments. Personalized learning is evident (e.g., opportunities for student choice). See Modules 3.2, 3.4, 3.5		
4.2 – COMPLEXITY 🌡️		
Assignments promote higher order thinking (analysis, problem solving, critical reflection, etc.) when applicable. Course provides activities that emulate real world applications of the discipline, such as experiential learning, case studies, and problem-based activities. See Modules 3.1, 3.2, 3.3, 3.4, 3.5		
4.3 - INSTRUCTIONS 🌡️		
Detailed instructions for completing assignment are clearly written and provide guidelines and expectations. Students are introduced to why it is important and how it relates to course content. Instructions include overview, task, how to submit, grading, etc. See Modules 3.1, 3.2		
4.4 - DUE DATES 🌡️		
Due date is set for all assignments. Assignment deadlines and restrictions are used appropriately to maintain a steady pace and promote academic rigor throughout the course. Optional: Differentiation is evident (e.g. utilized different due dates). See Modules 1.4, 6.1, 6.2, 6.3		
4.5 - RUBRIC/CRITERIA		
A rubric or equivalent grading document is included to explain the criteria for how each assessment will be evaluated. Canvas Guide: Rubrics. See Modules 1.4, 3.5		
4.6 - DISCUSSIONS		
Discussion directions and expectations are clear and easy to follow. Instructions include overview, task, post and peer reply expectations, grading, and example of a post when appropriate. See Modules 3.5, 4.5		
4.7 - QUIZZES		

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Quiz directions are detailed and give students insight into what to expect. Quizzes are set up with time limits and randomized questions when appropriate. See Module 1.4		
4.8 - ASSIGNMENTS		
An assignment is created for each paper, essay, presentation, etc., and is set up with points and submission type. Sample assignments are provided to illustrate instructor expectations. Assignments support use of SpeedGrader to score and provide prompt and high-quality feedback. Canvas Guide: Speed Grader. See Module 1.4		
4.9 - GRADE CALCULATION		
Grades are set to calculate correctly. Students have easy access to a well-designed and up-to-date gradebook. See Module 1.4		
4.10 - COURSE FEEDBACK 🌡️		
Students have multiple opportunities to provide feedback on course design, course content, course experience, and ease of online technology. See Module 11.2		

5. INTERACTION AND COMMUNITY	SCORE	ACTION PLAN
This section focuses on community building and interaction online, and ways in which activities such as discussion can enhance students' engagement with each other, content, and the instructor.		
5.1 - INTERACTION AND COMMUNITY 🌡️		
Course provides opportunities to build a sense of community, support open communication, share resources and inject knowledge from diverse sources of information, and establish trust with guidance and/or standards from the instructor (e.g., ice-breaking activities, planned Office Hours, dedicated discussion forums, and peer reviews). See Modules 4.2, 4.3, 4.4, 4.5, 4.7, 4.8		
5.2 - VARIETY OF INTERACTION 🌡️		
Expectations for all course interactions are clearly stated and modeled in course interaction/communication channels. Course includes 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). See Modules 4.2, 4.3, 4.4, 4.5, 4.7, 4.8, 11.3		
5.3 - INSTRUCTOR-STUDENT EXPECTATIONS 🌡️		
Regular and substantive instructor-to-student expectations, and predictable/ scheduled interactions and feedback, are present, appropriate for course length, and are easy to find. Learners have an opportunity to get to know the instructor.		

6. COURSE ACCESSIBILITY AND LEGAL ISSUES	SCORE	ACTION PLAN
This section addresses issues relating to legal and ethical use of materials in the course, including copyright laws, accessibility and universal design issues, and intellectual property rules. Addressing these criteria helps ensure the usability of the course for all students and protects faculty from legal issues.		
6.1 - COURSE ACCESSIBILITY		
Course pages, assignments, discussion, etc. are checked for accessibility compliance. Flashing/blinking text and images (e.g., GIFs, memes) are used minimally, in an appropriate manner, and have a strong instructional purpose. Color enhances aesthetic appeal and effectiveness of course; 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). Styles (e.g. Paragraph, Heading 2, etc.) are used to format text. Course content is accessible through Canvas mobile student app. Canvas Guide: Accessiblity Checker. See Modules 8.1, 8.2		
6.2 - AUDIO/VIDEO & MULTIMEDIA ACCESSIBILITY		
Audio/video materials are closed-captioned or have transcripts included. Slideshows use a predefined slide layout and include unique slide titles. Clear transitions are set between slides. See Module 8.2, 9.1, 9.2, 9.3, 9.4		
6.3 - DOCUMENT ACCESSIBILITY		

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Auto-open Inline Preview used thoughtfully. All Microsoft Word documents, PowerPoint, PDF's, and any other presentation software are accessible to students using a screen reader or other assistive technologies. (Check accessibility option in Word, Adobe Acrobat, and PPT has been utilized). All documents have been given descriptive text (.pdf, .docx and other file names are deleted). See Modules 8.1, 8.2		
6.4 - LINK ACCESSIBILITY		
All internal/external links, files, videos and URLs are active and functional. 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: Name of Guide" rather than "Canvas Guide", links should not be labeled "Click Here"). Canvas Guide: Link Validation. See Modules 8.1, 8.2		
6.5 - IMAGE ACCESSIBILITY		
Visual materials (e.g., images, mind maps, infographics, charts, graphs, diagrams, pictures, etc.) are used to support course content and are accompanied by text descriptions (Alt text) or captions for more complex descriptions or labeled as decorative image. Canvas Guide: Accessibility Design Guidelines. See Module 8.2		
6.6 - TABLE ACCESSIBILITLY		
Tables are only used for tabular data. If tables are utilized for images or text content, they have been given proper headers and caption descriptions necessary for screen readers to properly interpret contents. WebAim: Creating Accessible Tables. See Module 8.2		
6.7 - TIME ACCESSIBILITY		
Students are informed when a timed response is required. Proper lead time is provided to ensure there is an opportunity to prepare an accommodation. See Module 8.2		
6.8 - ACADEMIC INTEGRITY		
Assignments encourage academic integrity and align with the mission of the UNO Academic Integrity Statement (e.g., Turnitin, quizzes settings). See Module 3.7		
6.9 – COPYRIGHT & CONTENT INTEGRITY		
Course abides by copyright and fair use laws. Images, videos, articles, etc. include copyright and licensing status. Canvas Guide: Copyright Resources. See Module 5.2		

OVERALL FEEDBACK

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