

Online Course Reviewer Checklist

A – Course Information

☐ Home Page provides a visual representation of the course; a brief course description or introduction; clear instructions for students (e.g., where to begin) and quick and easy navigation to current content. (A4 in Course Design Resources)
☐ Course Navigation is clear and consistent (unused items are hidden).
\Box Course contains an <u>orientation module</u> that includes the below items:
☐ Instructor has provided key learning information such as goals, learning objectives, and/or standards as well as course materials, supplemental textbooks, and reading lists. (A1-A3 in Course Design Resources)
☐ Instructor has provided equitable class expectations such as participation, etiquette expectations, code of conduct; policies for grading, late work, and make-up work; and technology requirements and support .
☐ Instructor has provided <u>contact information</u> which includes office hours, availability information, communication preferences, response time. Best practices include a biography and picture.
*Additional best practices for this section may be found in Section A – Content Presentation in Course Design Resources.
B – Course Content
☐ Course content includes <u>culturally competent instructional methodologies</u> and is presented through an equity lens. (See also the <u>Peralta Online Equity Rubric</u>)
\square All links, files, videos, and external URLs are active and working.
Learning activities include <u>student-student interaction</u> to foster a sense of community (e.g. discussions, constructive collaboration, and peer reviews)

in authentic conversations and provides quality feedback).
Learning activities include <u>student-content interaction</u> (e.g. students interact with engaging content and resources) and provide opportunities for self-assessment.
☐ Content is "chunked" into manageable pieces by leveraging modules (e.g. organized by units, chapters, topic, or weeks) and should have thoughtful naming conventions that clarify content (e.g. name the module "Chapter 1: Pandas in the News," not just "Chapter 1" or "Week 1" etc.)
☐ There is a "Welcome" "Meet & Greet" or "Let's Get Acquainted" discussion designed to build a sense of community and establish rapport.
*Additional best practices for this section may be found in <i>Section B – Interaction</i> in <u>Course Design</u> <u>Resources</u> .
C – Assessment of Student Learning
☐ <u>Detailed instructions are clearly written</u> , providing students with information needed to successfully complete assignments and an understanding of how they will be graded.
☐ <u>A variety of assessments is used</u> (e.g., discussions, quizzes, and individual/group assignments) to increase learner engagement and promote active learning.
*Additional best practices for this section may be found in <i>Section C – Assessment</i> in <u>Course Design</u> <u>Resources</u> .
D – Course Accessibility
☐ <u>Accommodation Statement</u> is present and easily located (e.g., on Home Page or Syllabus).
☐ <u>Audio materials</u> (mp3, wav, etc.) are accompanied by a transcript and videos/screencasts are closed-captioned.
*Additional best practices for this section may be found in <i>Section D – Accessibility</i> in <u>Course Design</u> <u>Resources</u> .