

Course Quality Checklist

This checklist was developed by the Online Learning and Continuing Education team with guiding principles from Quality Matters (QM) and Online Learning Consortium (OLC). Its intended use is for evaluating and improving an existing online course or as standards for developing a new online course.

Course Name:

Date:

Name of Reviewer:

| Learning Outcomes | | |
|--|---|------------------|
| Are the course learning outcomes clear, observable, and measurable? | <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Missing | Comments: |
| Are the course learning outcomes listed in the syllabus and/or Getting Started/Welcome module? | <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Missing | Comments: |
| Are there module-level learning outcomes derived from the course-learning outcomes and listed at the start of each module? | <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Missing | Comments: |
| Are the course and module learning outcomes appropriate for the course rigour and suited for the course level, title, and catalog description? | <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Missing | Comments: |
| Are the course-learning outcomes aligned with assessments and course content/instructional materials? | <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Missing | Comments: |
| Visual Appearance | | |
| Does the course match the University of Alberta branding? | <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Missing | Comments: |

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| Are the pages and/or components used in the pages of the course consistent with the other modules? | <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Missing | Comments: |
| Are there icons used consistently throughout the course as visual cues? | <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Missing | Comments: |
| Are the text heavy pages broken up using decorative images, page breaks, and/or subheadings? | <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Missing | Comments: |
| Content Organization | | |
| Do the modules have consistent structure (e.g. module introduction, module conclusion, etc.)? | <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Missing | Comments: |
| Does the course have a welcome module that includes items such as syllabus, important resources, meet your instructor, and course learning outcomes? | <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Missing | Comments: |
| Do the course modules have consistent naming conventions (e.g. "Week #1: ..." or "Module #1: ...")? | <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Missing | Comments: |
| Does the content of the module allow for learners to meet the learning outcomes and successfully complete assessments? | <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Missing | Comments: |
| Is the learner's workload appropriate given the course requirements? | <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Missing | Comments: |
| Media and Resources | | |
| Is content in the course being presented in multiple ways (e.g. video, infographics, text, PDFs, etc.)? | <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Missing | Comments: |

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| Are the videos (recorded or pre-existing) in the course purposefully selected and of appropriate length? | <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Missing | Comments: |
| Are informative images being used as a method of delivering content (e.g. graphs, infographics, diagrams, etc.)? | <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Missing | Comments: |
| Are external resources (e.g. articles, websites, library resources, reading lists, or online textbooks) being used to support learning and clearly identified as mandatory or optional? | <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Missing | Comments: |
| Engagement Strategy | | |
| Instructor – Learner Interaction Does the instructor have a clear and regular plan for establishing presence and interacting with learners (e.g. a welcome video, regular announcements, engagement in discussion forums, recorded lectures)? | <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Missing | Comments: |
| Learner - Learner Interaction Are learners given an opportunity to interact with one another (e.g. group work, discussions, instant messaging platforms, etc.)? | <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Missing | Comments: |
| Learner - Content Interaction Are there opportunities for learners to actively engage with the course content (e.g. reflection questions, and learning activities)? | <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Missing | Comments: |
| Assessment Strategy | | |
| Are the course assessments in alignment with the learning outcomes? | <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Missing | Comments: |
| Is the assessment strategy clearly outlined in the syllabus including assignment dates, details, and weightings? | <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Missing | Comments: |

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| Are the assessment weightings evenly distributed over the course of the term? | <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Missing | Comments: |
| Does the course include formative assessments along with constructive feedback to help learners evaluate their learning? | <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Missing | Comments: |
| Assessment Quality | | |
| Do learners have the opportunity to demonstrate their learning through different types of assignments (e.g. written, oral, or visual)? | <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Missing | Comments: |
| Are assessment instructions/questions clear and easy to follow? | <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Missing | Comments: |
| Is there a rubric that clearly explains the success criteria upon which each assessment will be graded? | <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Missing | Comments: |
| Does instructor feedback align with the rubric and provide learners with a clear direction for improvement? | <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Missing | Comments: |
| Accessibility | | |
| Do all informative images have appropriate alternative text or explained in surrounding paragraphs? | <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Missing | Comments: |
| Do graphics, text, and any other media follow the accessibility standard for colour contrast? | <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Missing | Comments: |
| Do all hyperlinks include descriptive text? | <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Missing | Comments: |

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| Do all videos/audio clips have closed captions and/or a downloadable transcript? | <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Missing | Comments: |
| Do content pages follow appropriate heading structure (h1-h6)? | <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Missing | Comments: |

Resources

In the session we discussed most topics at a high level. To learn more about some of the categories, explore the following list of resources. In it, you will find more background about ideas we mentioned in the session and some handy tools to have in your toolbox when developing your course.

Learning Outcomes

- [Quality Matters: Revised Bloom's Taxonomy Process Verbs, Assessments, and Questioning Strategies](#)
- [A Guide to Learning Outcomes at the University of Alberta](#)
- [Enhancing Teaching Through Constructive Alignment](#)

Content Organization

- [How much should I assign? Estimations of student workload in a university course](#)
- [How Much Should I Assign? Determining student workload](#)
- [Workload Estimator](#)

Media and Resources

- [Universal Design for Learning \(UDL\) Framework](#)
- [Video Length in Online Courses: What the Research Says](#)

Engagement Strategy

- [Three Types of Interaction – Michael G. Moore](#)

Accessibility

- [WCAG Images Tutorial](#)
- [Alt Text Decision Tree](#)
- [Colour Picker Chrome Extension](#)
- [WebAim: Introduction to Links and Hypertext](#)
- [WCAG: Headings](#)