



Institutional Effectiveness and Transformation Unit

Online Course Review Checklist (Faculty)



Quality e-learning courses engage learners and help them gain new knowledge or skills. This checklist is designed to help you ensure and enhance the quality of an e-learning course. This checklist can be used as your way of evaluating the course to ensure quality assurance before releasing your e-learning course to your learners.

I Course Structure

Requirement	Yes	No
The course modules/units are clearly shown and labelled	<input type="checkbox"/>	<input type="checkbox"/>
Each course module/unit has learning objectives, course content, learning resources, learning activities and assessment as stated in the course profile.	<input type="checkbox"/>	<input type="checkbox"/>
Each module/unit has a uniform layout and logically organized	<input type="checkbox"/>	<input type="checkbox"/>

II Course Introduction

Requirement	Yes	No
Learners are introduced to the purpose and structure of the course	<input type="checkbox"/>	<input type="checkbox"/>
Netiquette for online discussions, email and communication have been provided	<input type="checkbox"/>	<input type="checkbox"/>
The tutor utilizes a section of the course page to introduce themselves and expectations to learners	<input type="checkbox"/>	<input type="checkbox"/>
A welcome forum is included giving learners an opportunity to introduce themselves	<input type="checkbox"/>	<input type="checkbox"/>



III Learning Outcomes and Objectives

Requirement	Yes	No
The overall course learning objectives as consistent with the course profile	[]	[]
The module/unit learning outcomes are clear, specific, measurable and consistent with the learning the course profile	[]	[]

IV Instructional Materials

Requirement	Yes	No
The purpose of the instructional materials and how they will be used to achieve the learning objectives are clearly articulated	[]	[]
The instructional materials used are appropriately referenced	[]	[]
The instructional materials are current and suitable for the delivery of course content	[]	[]
The distinction between required and recommended materials is clearly explained	[]	[]
The instructional materials are varied	[]	[]

V Learner Interaction and Engagement

Requirement	Yes	No
The learning activities promote the achievement of the stated learning objectives	[]	[]
Learning activities provide opportunities for interaction that support active learning	[]	[]
Opportunities for interaction are clearly articulated e.g. webinar, skype meeting, zoom meeting	[]	[]
A help forum or help support related to course content is provided in the course	[]	[]
The expectations for learner interaction are clearly articulated	[]	[]
Knowledge or skill identified is suitable for e-learning and for the target audience.	[]	[]



VI Course Technology

Requirement	Yes	No
The tools and media support the course learning outcomes and objectives	<input type="checkbox"/>	<input type="checkbox"/>
Learners can readily access the technologies required for the course	<input type="checkbox"/>	<input type="checkbox"/>
Instructions on how to use of media are provided (document, links or otherwise) tools and media	<input type="checkbox"/>	<input type="checkbox"/>
Navigation throughout the online components of the course are user friendly	<input type="checkbox"/>	<input type="checkbox"/>

VII Learner Support

Requirement	Yes	No
The course page articulates or provides a link to a clear description of the technical support offered and how it can be accessed.	<input type="checkbox"/>	<input type="checkbox"/>

VIII Assessment

Requirement	Yes	No
The assessments measure the achievement of the stated learning objectives and outcomes	<input type="checkbox"/>	<input type="checkbox"/>
The course grading policy is clearly stated and is consistent with SALCC policies and regulations	<input type="checkbox"/>	<input type="checkbox"/>
The assessments selected are varied and appropriate for content. Some assessments include realistic, real life questions and scenarios	<input type="checkbox"/>	<input type="checkbox"/>
Relevant criteria and rubrics are provided in order to guide learners through assessments	<input type="checkbox"/>	<input type="checkbox"/>
Clear instructions are provided on how to submit	<input type="checkbox"/>	<input type="checkbox"/>
The assessment instruments selected and appropriate to the content being assessed.	<input type="checkbox"/>	<input type="checkbox"/>
Learners have multiple opportunities to measure their own learning progress	<input type="checkbox"/>	<input type="checkbox"/>



1. Send a “welcome to week ___” email at the start of each week highlighting the topic as well as directing them to the appropriate resources and activities to be completed for the week
2. Check the help forum regularly to respond to learners’ questions and concerns
3. Learners should be provided with meaningful feedback no later than two weeks after the due date.
4. Record webinars, skype and zoom sessions and make available to learners, particularly for learners who are unable to attend the live sessions
5. Monitor discussion forums, critique and add questions and suggestions that will engage learners in critical thinking.
6. Try to have at least two real time activities in the course to reduce learner anxiety and feelings of loneliness.
7. Send wrap up emails at the end of the week or a topic to highlight learning that took place, discuss areas of concern, give feedback on how the course is progressing.
8. Provide learners with a course assessment summary sheet or page which gives an overview of assignments, weighting and submission.