

UNO Course Design Review

The Online Course Design Review process reflects best practices in the current literature, most notably the OSCQR. The main components of this research-based rubric include digital course organization/layout/design, digital course accessibility, and feedback on digital course assessments linking to student learning outcomes. You can find more information about OSCQR here: <http://oscqr.org/>. Additionally, we have included information from the Canvas Course Evaluation Checklist. More information about the checklist can be found at <https://community.canvaslms.com/groups/designers/blog/2018/02/23/course-evaluation-checklist>.

UNO Digital Learning Staff

Kristin Bradley, MS – Instructional Design Technology Specialist – kristin.bradley@nebraska.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.

Marlina Davidson, ABD – Instructional Design Technology Specialist – mdavidson@nebraska.edu – 402.554.3263

- Marlina has been teaching at UNO for over 15 years. Although new to the Digital Learning team, she has been developing online curriculum and teaching online, in some compacity since 2008. Her goal is to help identify pedagogical strategies and create an engaging learning environment while providing course structure.

Erin King, MA – Instructional Design Technology Specialist – erin.king@nebraska.edu – 402.554.3140

- Erin has a Masters degree in Teaching and Learning with Technology and a Graduate Certificate in Technical Communication. Additionally, she has earned professional certificates from the University of Central Florida and the University of Wisconsin-Madison in online education. She has been working in the Information Technology Services department at UNO since 2001.

UNO Digital Learning Course Design Rubric

Instructor Name:	
Course:	
Reviewed by:	
Review date:	

SCORING SCALE	SCORE	TOTAL
Proficient; all aspects of the criteria have been met	4	
Developing; less than one hour of revision necessary to meet criteria	3	
Emerging; one to two hours of revision necessary to meet criteria	2	
Insufficient; information is missing or is incorrect	1	

COURSE OVERVIEW & INFORMATION		4	3	2	1
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.				
2	An orientation or overview is provided for the course letting students know how to navigate and what tasks are due.				
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.				
4	Home page utilizes a course banner with imagery that is relevant to subject/course materials.				
5	Course card/dashboard provides visual representation of subject by adding an image in Course Settings. Canvas Guide - Add Image to CourseCard				
6	Items not used are hidden from Course Navigation. Canvas Guide - Navigation Links				
7	Instructor has provided learning objectives; policies for grading, late work and make up work; communication instructions, guidelines and contact information.				
8	Student is made aware of participation expectations; technology requirements; and supplemental textbooks, reading lists, and course materials.				
9	Course provides access to campus and UNO resources (technical help, orientation, tutoring).				
10	Course includes links to relevant campus policies on plagiarism, computer use, student grievances, accommodating disabilities, etc.				
TOTAL					

COURSE CONTENT		4	3	2	1
11	Copyright law is followed. Course breaks no copyright considerations Canvas Guide - Copyright Resources				
12	All links, files, videos and external URLs are active and working Canvas Guide - Link Validation				
13	Content is "chunked" into manageable pieces by leveraging modules (e.g. organized by units, chapters, topic, or weeks) Canvas Guide - Modules				
14	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)				
15	Course offers access to a variety of engaging resources that facilitate communication and collaboration, deliver content, and support student learning and engagement				
16	Course provides activities for students to develop higher order thinking and problem-solving skills, such as critical reflection and analysis				
17	Course provides activities that emulate real world applications of the discipline, such as experiential learning, case studies, and problem-based activities				
18	Text Headers and indentation are included within modules to help guide student navigation Canvas Guide - Add Text Header				
19	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")				
20	There is a "Welcome" or "Let's Get Acquainted" discussion				
21	Where available, Open Educational Resources, free, or low-cost materials are used				
22	Modules begin with an Introduction/Overview page and end with a Conclusion/Summary page to "bookend" each module				
23	Auto-open Inline Preview used thoughtfully Canvas Guide - Auto-open for Inline Preview				
24	Optional: Personalized learning is evident (e.g., utilized module completion requirements and/or prerequisites Canvas Guide - Adding Prerequisites				
25	Optional: Differentiation is evident (e.g. utilized different due dates) Canvas Guide- Differentiation				
TOTAL					

DESIGN AND LAYOUT		4	3	2	1
26	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)				
27	Large blocks of information are chunked into manageable sections with ample white space around and between sections				
28	There is enough contrast between text and background for the content to be easily viewed				
29	Instructions are provided and well-written				
30	Course is free from grammatical and spelling errors				
31	Flashing and blinking text is avoided				
32	Slideshows use a predefined slide layout and include unique slide titles. Clear transitions are set between slides.				
TOTAL					

ASSESSMENT OF STUDENT LEARNING		4	3	2	1
33	Multiple methods of assessments are used (e.g. discussion, assignments (individual or group) and quizzes)				
34	Detailed instructions and guidelines for completing assignments and discussions are provided				
35	SpeedGrader used to score and provide feedback Canvas Guide - SpeedGrader				
36	Rubrics used to evaluate assignments and/or discussions Canvas Guide - Rubrics				

37	Students have opportunities to review their performance and assess their own learning throughout the course (pre-tests, automated self-tests, reflective assignments, etc)				
38	Students are informed when a timed response is required. Proper lead time is provided to ensure there is an opportunity to prepare an accommodation				
39	Students have easy access to a well-designed and up-to-date gradebook				
40	Students have multiple opportunities to provide descriptive feedback on course design, course content, course experience, and ease of online technology.				
41	Sample assignments are provided to illustrate instructor expectations				
42	Outcomes tied to assessments Canvas Guide - Outcomes				
TOTAL					

COURSE ACCESSIBILITY		4	3	2	1
43	Accommodation Statement is present and easily located (e.g., on Home Page or Course Overview)				
44	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				
45	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				
46	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				
47	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				
48	Audio materials (mp3, wav, etc.) are accompanied by a transcript and videos / screencasts are closed-captioned Canvas Guide - Create Caption Files				
49	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.				
50	All Microsoft Word documents, Microsoft PowerPoint, PDF's, and any other presentation software utilized in making course content are fully accessible to students using a screen reader or other assistive technologies. (The check accessibility option in Word, Adobe Acrobat, and PowerPoint has been utilized).				
TOTAL					



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