

Online Course Quality Review

- Connoisseur-based (no connoisseur, no analysis)
- Aligned with theoretical constructs in Online Course Criticism Model
- Incorporates principles derived from over 400 course quality “standards”
- Draws upon emerging “pattern language” for online courses
- Qualitative in orientation (conclusions and recommendations; no “score”)

Institution	
Instructor	
Course Number: Title	
Modality	
Reviewed By	
Review Date	

Course Environment

Task Manager	Analytical Comments
<p>Clearly communicate scope, sequence, and length of learning activities to students while providing feedback on progress.</p> <ul style="list-style-type: none"> • Expectations (e.g., technical requirements, role of the web, communication guidelines, general syllabus content, etc.) 	
<ul style="list-style-type: none"> • Orientation/Map 	

<ul style="list-style-type: none"> • Objectives <ul style="list-style-type: none"> ○ Clear and Measurable ○ Integration with Other Course Elements ○ Level 	
<ul style="list-style-type: none"> • Assignments 	
<ul style="list-style-type: none"> • Assessment 	
<ul style="list-style-type: none"> • Feedback/Progress Status 	

Information Bank Provide authoritative sources of reputable subject matter content.	Analytical Comments
<ul style="list-style-type: none"> • Instructional Value 	
<ul style="list-style-type: none"> • Organization/Sequence 	

<ul style="list-style-type: none"> • Content Quality 	
<ul style="list-style-type: none"> • Supplemental Content Resources 	
<ul style="list-style-type: none"> • Multimedia Content 	
<ul style="list-style-type: none"> • Media Functionality 	

Symbol Pads Provide for abstract communication by each student.	Analytical Comments
<ul style="list-style-type: none"> • Tool-based Communication Channels 	

Construction Kit/Phenomenaria Incorporate ready-made components for student manipulation or real life opportunities (or simulations) to apply course concepts.	Analytical Comments
<ul style="list-style-type: none"> • Practice/Apply Concepts and Skills 	

Modular Reusability Balance contextualization and reusability throughout the course environment.	Analytical Comments
<ul style="list-style-type: none"> • Extra-course Infrastructure 	
<ul style="list-style-type: none"> • External Resources 	
<ul style="list-style-type: none"> • External Standards Compliance (e.g., institutional conventions, information design, aesthetics, accessibility, web design, intellectual property, etc.) 	
<ul style="list-style-type: none"> • Intra-course Consistency 	
<ul style="list-style-type: none"> • Standard (Intra-course) Tools 	
<ul style="list-style-type: none"> • “Stock” Messages 	
<ul style="list-style-type: none"> • Learning Objects 	

Course Experience

Cognitive Presence Instructors and students exchange substantive ideas related to course content.	Analytical Comments
<ul style="list-style-type: none"> • Content-based Interactions Between Instructor and Students 	
<ul style="list-style-type: none"> • Student-Content Interaction 	
<ul style="list-style-type: none"> • Evaluation of Web Content 	
<ul style="list-style-type: none"> • Instructor Feedback 	

Teaching Presence Instructors and students provide facilitation/guidance of the course experience.	Analytical Comments
<ul style="list-style-type: none"> • Teaching Methods 	
<ul style="list-style-type: none"> • Students Sharing Responsibility 	

<ul style="list-style-type: none"> • Provide Practice for Technical Success 	
<ul style="list-style-type: none"> • (See Task Manager) 	

Social Presence Instructors and students represent themselves as “real people” in the course experience.	Analytical Comments
<ul style="list-style-type: none"> • Instructor-initiated Communication (e.g., designed opportunities and stock “instructor introduction”) 	
<ul style="list-style-type: none"> • Student Engagement 	

Spectrum of Teaching Styles Ensure that power roles of instructors and students are clear and consistent throughout the course experience.	Analytical Comments
<ul style="list-style-type: none"> • Consistent Personal Teaching Philosophy (e.g., feedback <i>from</i> students, active learning, learning community, etc.) 	

General Notes

