

Online Teaching Course Setup

Self and Peer-Review Feedback Form

Adapted from Northcote, M., & Seddon, J. (2011). *MOOBRIC: A self-reflection rubric of Moodle skills and knowledge (online teaching, course design)*. Available from http://moobric.net/moobric/full_moobric_latest.pdf

Course Identification

Name of Course Reviewed:

Name of Course Developer / Instructor:

Link (URL) to Online Course (if available):

Date of Review:

Instructions for Course Developers

- Make sure your partner for the Unit Setup review process has a copy of this form.
- Use the feedback provided on this form to guide any necessary revisions that have been identified before the start of the Online Module Delivery (Teaching) activities.

Instructions for Peer-Reviewers

- Use this form to provide peer-feedback on the setup of the Online Module developed by your partners.
- Complete all sections of this form. Provide detailed feedback in the spaces provided. This feedback will help your partner to make any necessary revisions to improve the quality of their Online Teaching Module.
- Forward a copy of this completed form to your partner NO LATER than 11:59 pm Eastern Time on Wednesday, July 19 (Week 4), to allow adequate time for your partner to make any necessary revisions to their Online Teaching Module.
- Submit a copy of your completed feedback form to the 1st Peer Review Assignment Drop Box in Canvas no later than 11:59 pm Central Time on Wednesday, July 19 (Week4)

Baseline Standards

Syllabus and Introductory Material

Syllabus and course schedule are clearly outlined

Course materials, dates, and links are reviewed for accuracy and consistency.

Course Preview or Introduction video/audio is ready to present to students before first day of classes

Course Navigation and Technical Requirements

Course uses an appropriate learning management system

Students can readily access the technologies required in the course

The course technologies are current

Technology requirements are clearly mapped with links to required software

The tools and media support the course learning objectives

Navigation throughout the online components of the course is logical, consistent, and efficient

Course is well-organized and easy to navigate

All web pages are visually and functionally consistent throughout the course

Learning Activities

Lessons are sequenced in logical order

Lessons or modules and access to course materials are consistent in structure, design, and location

Duplication of information is strategically managed

Course identifies synchronous/asynchronous communication tools

Learning Support

Learner support is clearly identified within the course (including supports available via the LMS platform provider)

Links to Institution student services and resources are noted in the course.

Detailed Feedback

Syllabus and Introductory Material

Please provide specific feedback on any improvements that could / should be made to the syllabus and introductory material for the Online Teaching course.

Course Navigation and Technical Requirements

Please provide specific feedback on any improvements that could / should be made to the course navigation and technical requirements for the Online Teaching course.

Learning Activities

Please provide specific feedback on any improvements that could / should be made to the learning activities for the Online Teaching course.

Learning Support

Please provide specific feedback on any improvements that could / should be made to the learner support for the Online Teaching course.