

Technical Review

Your course will undergo a technical review and a peer content review before being made available to students.

The Technical review will be conducted by an instructional designer (ID). The technical review consists of **18** standards assigned different points depending on their relative importance. The scoring, comments and recommendations by the reviewer are designed to provide quality online instruction, as well as, a consistent framework among the courses for the students at TNCC.

Scoring Summary

- (3) points - Essential in a quality online course
- (2) points - Very important but not essential
- (1) point - Important but not essential

Point Distributions

- 6 standards required x 3's = 18 points
- 5 standards x 2's = 10 points;
- 7 standards x 1's = 7 points

Total pts = 35

Your Total Points **Your Percentage:** %

A percentage of 85 or higher means that your course meets expectation.

A score of 85% or higher means the course achieves the best balance between assessing quality and minimizing risk.

✓ Standard Met	Organization
<input type="checkbox"/> Yes <input type="checkbox"/> No	(3 pts) Navigational instructions make the organization of the course easy to understand.
<p>What's the idea? Instructions provide a general course overview, guide the new student to explore the course website, and indicate what to do first, rather than list detailed navigational instructions for the whole course.</p> <p>Instructors may choose to incorporate some of this information in the course syllabus. If so, students should be directed to the syllabus at the beginning of the course. A useful idea is a "Read Me First" or "Start Here" button or icon on the course home page, linking students to start-up information.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● A course "tour" ● Clear statements about how to get started in the course ● A "Scavenger hunt" assignment that leads students through an exploration of the different areas of the course areas 	
<input type="checkbox"/> Yes <input type="checkbox"/> No	(3 pts) A statement introduces the student to the course and to the structure of the student learning.

What's the idea?

The instructor's statement gives the new student an idea of how the learning process is structured including schedule, communications modes, types of activities, and assessments. These features are often found in the course syllabus.

Look for some or all of the following:

- The course schedule (self-paced, following a set calendar, etc.)
- Course sequencing, such as a linear or random order
- Types of activities the student will be required to complete (written assignments, online self-tests, participation in the discussion board, group work, etc.)
- Course calendar with assignment and test due dates
- Preferred mode of communication with the instructor (email, discussion board, etc.)
- Preferred mode of communication with other students
- Testing procedures (online, proctored, etc.)
- Procedure for submission of electronic assignments

Comments:

✓ Standard Met	Communications
<input type="checkbox"/> Yes <input type="checkbox"/> No	(2 pts) Netiquette expectations with regard to discussions and email communication are clearly stated.
<p>What's the idea? Expectations of student conduct online are clearly stated, however brief or elaborate they may be. The expectations themselves are not evaluated.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Rules of conduct for participating in the discussion board ● Rules of conduct for email content ● "Speaking style" requirements, (i.e. use of correct English required as opposed to net acronyms) <p>Spelling and grammar expectations, if any</p>	
<input type="checkbox"/> Yes <input type="checkbox"/> No	(1 pt) The self-introduction by the instructor is appropriate.
<p>What's the idea? The initial introduction creates a sense of connection between the instructor and the students. It should present the instructor as professional as well as approachable, and include more than the essentials, such as the instructor's name, title, field of expertise, email address and phone.</p> <p>The self introduction helps students get to know the instructor. It could include:</p> <ul style="list-style-type: none"> ● Information on teaching philosophy ● Past experiences with teaching online classes ● Personal information such as hobbies, etc. <p>A photograph.</p>	
<input type="checkbox"/> Yes <input type="checkbox"/> No	(1 pt) Students are requested to introduce themselves to the class.
<p>What's the idea? The student introduction helps to create a supportive learning environment and a sense of community. Students are asked to introduce themselves and given guidance on where and how they should do so. Student introductions themselves are not evaluated.</p> <p>Instructors may ask students to answer specific questions (such as why they are taking the course, what concerns they have, what they expect to learn, etc.) or may choose to let the student decide. Instructors may provide an example of an introduction and/or start the process by introducing themselves.</p>	
<p>Comments:</p>	

<input checked="" type="checkbox"/> Standard Met	Interaction
<input type="checkbox"/> Yes <input type="checkbox"/> No	(2 pts) The requirements for course interaction are clearly articulated.
What's the idea? A clear statement of requirements should indicate the criteria for interaction. For example, students required to participate in discussions are told how many times each week they must post original comments, how many times they must post responses to other's comments, what the quality of the comments must be, how the comments will be evaluated, what grade credit they can expect for various levels of performance, and whether the interaction is required or optional.	
Comments:	

✓ Standard Met	Instructor Responsibilities
<input type="checkbox"/> Yes <input type="checkbox"/> No	(3 pts) Clear standards are set for instructor response and availability (turn-around time for email, grade posting, etc.)
<p>What's the idea? Information clearly indicates how quickly the instructor will respond, when feedback will be provided, and when the instructor is available to meet.</p> <p>Information clearly indicates instructor response time for key events and interactions, including e-mail turnaround time, time required for grade postings, discussion postings, etc. Standards also include instructor availability, including e-mail response time, degree of participation in discussions, and availability via other media (phone, in-person) if applicable.</p> <p>This standard does not prescribe what that response time and availability ought to be.</p>	
<input type="checkbox"/> Yes <input type="checkbox"/> No	(2 pts) The course design prompts the instructor to be present, active, and engaged with the students.
<p>What's the idea? Students know that the instructor is approachable and will regularly interact with them. Opportunities for interaction will vary with the discipline of the course.</p> <p>Examples:</p> <ul style="list-style-type: none"> • An actively used and well organized instructor-facilitated discussion board • Optional "electronic office hours" provided in the chat room or chat sessions on selected topics, archived/edited and posted as a FAQ for other students • An invitation for the class to email the instructor with individual concerns <p>Current announcements, either in the classroom or via email</p>	
<p>Comments:</p>	

✓Standard Met	Course Technologies
<input type="checkbox"/> Yes <input type="checkbox"/> No	(2 pts) Technologies required for this course are either provided or easily downloadable.
What's the idea? For this standard, the term "technologies" may cover a range of plug-ins such as Acrobat Reader, media players, etc. In addition, courses may require special software packages (spreadsheets, math calculators etc.). Clear instructions tell students how to obtain needed plug-ins and software packages.	
<input type="checkbox"/> Yes <input type="checkbox"/> No	(1 pt) Instructions on how to access resources at a distance are sufficient and easy to understand.
What's the idea? Online students need to know about and be able to obtain access to educational resources by remote access. Information on these resources is readily visible with clear instructions on how to access these resources. Examples: <ul style="list-style-type: none"> • The instructor mails to students a custom CD he has prepared for the course • An explanation of how to obtain full text journal articles is provided in the assignment that requires their use 	
<input type="checkbox"/> Yes <input type="checkbox"/> No	(1 pt) Course technologies take advantage of existing economies and efficiencies of delivery
Comments:	

