LMS Navigation Review (eCampus / SOLE) Formative Peer Review of Teaching Form

*Adapted from the OSCQR Rubric. Use this form to provide feedback on course navigation within your LMS or other web-based platforms.*

*If this is a formative review of an Online Course, you may be interested in the* [***WVU Online Course Rubric***](https://online.wvu.edu/instructor-resources/online-course-rubric)*.*

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| --- | --- | --- |
| **Instructor’s Name**: | **Course**: | **Term**: |

Choose One of the Following

| Course Design and Layout | Criteria Satisfied | Small Change | Suggested Revision | Not Applicable |
| --- | --- | --- | --- | --- |
| **Course information.**  Look for: Course includes a welcome message from the instructor and information on “Getting Started” to prepare for the first day of class **(**[**Learn more from OSCQR**](https://oscqr.suny.edu/standard1)**)** |  |  |  |  |
| *Comments...* | | | | |
| **Quick access to syllabus.**  Look for: Course includes an easy to locate syllabus that makes the course expectations clear **(**[**Learn more from OSCQR**](https://oscqr.suny.edu/standard3)**)**;A printer-friendly PDF or HTML syllabus is available to learners **(**[**Learn more from OSCQR**](https://oscqr.suny.edu/standard4)**)**; Easy to locate contact information for the instructor, department and program **(**[**Learn more from OSCQR**](https://oscqr.suny.edu/standard10)**)** |  |  |  |  |
| *Comments...* | | | | |
| **Ease of navigation.**  Look for: Content is neatly organized by week (or by chapter or unit of instruction); A logical, consistent, and uncluttered layout is established; The course is easy to navigate, related content is organized together, titles are self-evident, and direct links are provided to files or documents when referenced **(**[**Learn more from OSCQR**](https://oscqr.suny.edu/standard16)**)** |  |  |  |  |
| *Comments...* | | | | |
| **Weekly overview.**  Look for: Course provides an overall orientation or overview, as well as week-level (or chapter-level or unit-level) overviews (as applicable) to make course content, activities, assignments, due dates, interactions, and assessments predictable and easy to navigate / find **(**[**Learn more from OSCQR**](https://oscqr.suny.edu/standard2)**)** |  |  |  |  |
| *Comments...* | | | | |

Choose One of the Following

| Course Environment | Criteria Satisfied | Small Change | Suggested Revision | Not Applicable |
| --- | --- | --- | --- | --- |
| **Communication expectations (with the instructor on course matters; with other students.)**  Look for: Information on how students should expect to receive communication on adverse weather events from the instructor and contingency plans (“Class will be held online…”); Where regular course communications can be located and with what frequency (WVU email, Announcement in the LMS); Guidance on how students should communicate with the instructor regarding matters of instructional content questions, scheduling of meetings with the instructor, or logistical matters; Expectations on communication with assigned groups or whole class group. |  |  |  |  |
| *Comments...* | | | | |
| **Inclusivity and fostering a positive learning environment.**  Look for: The instructor’s description of, or philosophy of, an inclusive and positive learning environment; Information on how students can report concerning classroom behavior; Refers students to the Student Conduct Code and describes how disruptive or obstructive student behavior will be addressed. (See [Classroom Tips from the Office of Student Rights and Responsibilities](https://studentresponsibility.wvu.edu/academic-integrity/classroom-management-tips).) |  |  |  |  |
| *Comments...* | | | | |
| **Student mental health resources.**  Look for: Information and links to student mental health resources (see [Syllabus Policies and Statements](https://facultysenate.wvu.edu/resources/syllabus-policies-and-statements) for sample statements); Supportive message from the instructor setting appropriate boundaries on students disclosing mental health needs (“I am here to help you succeed in this course and answer your questions about course content…”). |  |  |  |  |
| *Comments...* | | | | |
| **Academic support resources.**  Look for: Information on student expectations for utilizing academic support resources in this specific class, the point in the semester when students should expect to utilize these resources, and documentation (if any) for utilization of these services (Library; Tutors; Writing; Accessibility and Accommodations). |  |  |  |  |
| *Comments...* | | | | |

Choose One of the Following

| Readability | Criteria Satisfied | | Small Change | | | Suggested Revision | Not Applicable | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Written instructions.**  Look for: Instructions are provided and well written **(**[**Learn more from OSCQR**](https://oscqr.suny.edu/standard19)**)**; Course is free of grammatical and spelling errors **(**[**Learn more from OSCQR**](https://oscqr.suny.edu/standard20)**)** |  | |  | | |  |  | |
| *Comments...* | | | | | | | | |
| **Use of headings and subheadings.**  Look for: Text is formatted with titles, headings, and other styles to enhance readability and improve the structure of the document **(**[**Learn more from OSCQR**](https://oscqr.suny.edu/standard21)**)**; |  | |  | | |  |  | |
| *Comments...* | | | | | | | | |
| **Fonts and font size.**  Look for: Fonts are easy to read; A sans-serif font with a standard size of at least 12 pt. is used **(**[**Learn more from OSCQR**](https://oscqr.suny.edu/standard23)**)**; Flashing and blinking text are avoided **(**[**Learn more from OSCQR**](https://oscqr.suny.edu/standard22)**)** |  | |  | | |  |  | |
| *Comments...* | | | | | | | | |
| **Use of white space.**  Look for: Large blocks of information are divided into manageable sections with ample white space around and between the blocks. **(**[**Learn more from OSCQR**](https://oscqr.suny.edu/standard17)**)** |  | |  | | |  |  | |
| *Comments...* | | | | | | | | |
| **Contrast between text and background.**  Look for: There is enough contrast between text color and background color for the content to be easily viewed. **(**[**Learn more from OSCQR**](https://oscqr.suny.edu/standard18)**)** |  | |  | | |  |  | |
| *Comments...* | | | | | | | | |
| **Descriptive links.**  Look for: Hyperlink text is descriptive and makes sense when out of context (avoid using “click here”); Long web addresses do not appear on screen ([Learn more from OSCQR](https://oscqr.suny.edu/standard37)) | |  | |  |  | | |  |
| *Comments...* | | | | | | | | |

This form is non-evaluative and is intended to guide your peer review by providing a recommended list of what to look for in course materials. The tables can be edited to include additional rows and criteria based on your academic unit’s needs.

Choose One of the Following

| Additional rows | Criteria Satisfied | Small Change | Suggested Revision | Not Applicable |
| --- | --- | --- | --- | --- |
| **Description**  Long description here |  |  |  |  |
| *Comments...* | | | | |
| **Description**  Long description here |  |  |  |  |
| *Comments...* | | | | |
| **Description**  Long description here |  |  |  |  |
| *Comments...* | | | | |

### Review: Overall Comments

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| --- |
| *Space for overall comments on what is working well, recommended small changes, and suggested revisions…* |

|  |  |  |
| --- | --- | --- |
| **Reviewer’s Name**: | **Department**: | **Date**: |

Reminder: The formative, development-focused peer review of teaching is confidential. Please, do not distribute this review to others. Schedule your post-conference with the instructor receiving this review and present this form during your meeting. Thank you.

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Description automatically generated