LESSON QUALITY METRICS – SELF AUDIT

AT MINIMUM, MUST COMPLETE THESE ITEMS

ADA-compliance is a priority. However, for the 1st review (this activity), you must at least complete the light-green items in the review instrument.

√ or X	Metric	Sufficient or Needs Improvement	Action Plan & Comments
	Content & Design		
	Lesson student learning outcomes (SLO) are listed		
	Layout is logical, consistent, and uncluttered (Easy navigation): ▪ Consistent color scheme ▪ Consistent icon layout ▪ Related content is organized together (note this could be related by week, lesson, or module or by type – readings assignments, assessments) ▪ Use of self-evident headings and titles ▪ Easily viewed through proper contrast use between text and background ADA resources: Color contrast ratios are compliant (UDOIT, Canvas Accessibility Checker, Office Suite Accessibility Checker, Alt Tags)		
	On the page, chunk topic information into manageable sections with ample white space around and between data blocks		

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ADA resources: Formatting Office products, proper spacing, justification, alt tags, reading order		
Instructions are provided and well-written; Include links to LMS how-to guides the first time a feature is required; for example, completing quizzes, posting and replying to discussions, and posting assignments		
Lesson is free of grammatical and spelling errors Grammarly resource: https://www.grammarly.com/		
Flashing and blink text are avoided		
A sans-serif font with a standard size of at least 12-pt is used		
When possible, information is displayed in a linear format instead of as a table ADA resources: Use bullets for list and numbers for importance of ordering.		
Tables are accompanied by a title and summary description ADA resources: Table formatting Office products (office accessibility checkers, no merged cells, do not use shorthand)		
Table headers rows and columns are assigned ADA resources: Office accessibility checker, header row and column row, if needed, are present		
Slideshows use predefined slide layout and include unique slide titles ADA resources: Office Accessibility checker, reading order, title on every slide, alt tag, hyperlinks		
Simple, non-automatic transitions are used between slides in all slideshows		

Technology & Tools		
Any technology tools meet accessibility standards		
Technology tools are easy to access		
Requisite skills and technology requirements are clearly stated		
Content & Activities		
Lesson offers engaging resources that facilitate communication, collaboration, content delivery and learning		
Activities develop higher-order thinking and problem-solving skills; for example, critical reflection and analysis		
Authentic activities (emulate real world applications of the discipline) are offered; for example, experiential learning, case studies, and problem-based activities		
Free or low-cost, Open Educational Resources (OER), are used where available		
Copyright and licensing status are clearly stated and permission to share is stated as applicable		
Text content is available in an easily accessed format, preferably HTML. All text content is readable by assistive technology, including PDF or any text contained in an image Canvas Accessibility Checker: https://community.canvaslms.com/docs/DOC-26400-how-do-i-use-the-accessibility-checker-in-the-rich-content-editor-as-an-instructor UDOIT: https://cdl.ucf.edu/teach/accessibility/udoit/ ADA resources:		

Include a text equivalent for every non-text element provided (alt tags, captions, transcripts, etc.) ADA resources: UDOIT, Canvas Accessibility Checker, Office Suite Accessibility Checker		
Text, graphics, and images are understandable when viewed without color. Text should be used as a primary method for delivering information ADA resources: UDOIT, Canvas Accessibility Checker, Office Suite Accessibility Checker, Color Contrast ratio		
Hyperlink text is descriptive and makes sense when out of context (avoid using "click here") ADA resources: UDOIT, Canvas Accessibility Checker, Office Suite Accessibility Checker		
Assessment & Feedback		
Assignment rubrics and grading policies are clearly stated for graded work, for example, consequences of late submissions and what constitutes exemplary work		
Learners have opportunities to practice		
There are frequent opportunities and appropriate methods to assess learner's mastery of content		
Learners have opportunities to review their performance and assess their own learning (ex. pre-test, self-test, reflection)		
Proper lead time is provided to ensure there is appropriate preparation time especially for learners with an accommodation and when a timed response is required for the activity		
The gradebook is easily accessed and up-to-date		

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The lesson or course uses formative as well as summative assessment. In other words, learners have an opportunity to provide descriptive feedback on lesson design, content, expertise level needed to successfully complete the lesson is appropriate for the course, ease of online technology, and satisfaction with the instructor presence and feedback.		
Interaction		
Set learner expectation for timely and regular instructor feedback regarding responding to questions, email, and assignments grading		
Clear statements for expected learner netiquette, timing, participation frequency, and assignment submission/grading (may be embedded in the assignment proximate to the activity)		
Opportunities for learner to learner interaction and constructive collaboration		
Collaborative and cooperative activities promote community building and establish trust		
Learners are encouraged to share resources and inject knowledge from diverse sources of information		

The SUNY Online Course Quality Review Rubric (OSCQR)

Know that the following are important for learner success:
- Instructor presence
- A sense of community
- Clear expectations
- Learner choice

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