# GCU Online Module Peer Review Checklist

### Criteria 1 - Organisation and Appearance

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| CRITERIA | DESIGN PRINCIPLES | SELF RATING CHECKLIST |
| 1.1 The module entry point is clear, simple and welcoming  | The module entry point should look professional and be welcoming for students. The entry module entry point should not look cluttered and the number of icons or links should be kept to a functional minimal.  | *The entry point design is clear, simple and welcoming.* *Yes**No**Working Towards* Comments:  |
| 1.2. The Module Handbook is clearly displayed/     | The Module Handbook is a key document and must be easily accessible at all time.    | *Yes**No**Working Towards* Comments: |
| 1.3 The module design promotes ease of navigation.     | Navigation refers to how students follow links to access learning resources and information. Design should make it easy for students to find and access information, content and learning activities including assessment and feedback.  Navigation refers to the number of ‘clicks’ students have to make to get to the information or resource they require. In general, the fewer the clicks (e.g. 3) the better.When adding a new ‘File’ or ‘Item’ it is recommended that the option not to open a new window is used unless the activity requires a new browser window.You should include instructions about where students can find resources and information.  | *Yes**No**Working Towards* Comments: |
| 1.4 Fonts and images.      | The following elements should be used in ways that do not interfere with clarity and legibility:Backgrounds - picture backgrounds can interfere with the legibility of text on the page.Colours - a simple colour scheme enhances the professional appearance and legibility of the site.Fonts - fonts used for text should have sufficient contrast to be clearly read. (12 point arial is recommend)  | *Yes**No**Working Towards* Comments: |
| 1.5 File sizes enable efficient downloads.     | Students should be able to download les efficiently.Student access to files linked online is compromised by large files that take a long time to download.Smaller files allow students easier, quicker, cheaper downloads with fewer problems (e.g. time outs), especially if they are using mobile devices. Consider using streaming and/or Eshare. Large file sizes can be indicated in text descriptors next to icons or links so students can choose when and where to download them. It is recommended that an ‘Item’ is used when adding a link to a file as it shows the file type and size.  | *Yes**No**Working Towards* Comments: |
| 1.6 File types and software requirements for opening them are specified.     | Files can be of various types (e.g. PDF, ppt, quicktime files) and students should be informed of those types through link descriptions oran appropriate general statement about any specific software that they require to open files.     | *Yes**No**Working Towards* Comments: |

### Criteria 2 - Appropriate use of learning technologies

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| CRITERIA | DESIGN PRINCIPLES | SELF RATING CHECKLIST |
| 2.1 Learning technologies, tools and mobile apps have a clear purpose and rationale.     | Activities utilising learning technologies and mobile apps should be planned and should reflect how the Instructor wants students to use them in the context of the unit.Lecturers should only use technologies, tools and apps that reflect a clear purpose and rationale and should be able to use them competently and appropriately.For example, students are confused when discussions, chat and assessment links are added but not used.  | *Yes**No**Working Towards* Comments: |
| 2.2 Students receive instructions about how and why learning technologies, tools and mobile apps will be used.     | The purpose and use of tools should be communicated to students so they can learn to use them effectively and efficiently.Other tools such as External Links, Assessments (including Tests) and Assignments should have clear instructions on how and when they are to be used by students.   | *Yes**No**Working Towards* Comments: |
| 2.3 Use of communication tools reflects the preferred learning and teaching approach of the module.    | Lecturers are responsible forthe communications in online learning environments and should provide instructions on appropriate communication.   | *Yes**No**Working Towards* Comments: |
| 2.4 Expectations about use of communication tools are clear to students.     | Communication tools made available to students should be used consistently for their intended purposes.students can be confused by communication links being added with no clear instructions about how they are to be used. Expectations regarding communications with the lecturer or tutors should be managed in terms of frequency and purpose.‘Interaction overload’ (many messages being posted daily or weekly) is appropriately managed  | *Yes**No**Working Towards* Comments: |

### Criteria 3 - Consistency

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| 3.1 Information in GCULearn is consistent with the module handbook and learning outcomes.   | Information should be consistent with the Module Handbook with respect to approved learning outcomes, content and delivery.Information set out in the following sections of the Module Outline is accurately reflected in the site.  | *Yes**No**Working Towards* Comments: |
| 3.2 All information has been updated and is current.  | Learning materials and module pages that contain outdated information, blank pages or ‘dead’ links are frustrating for students.    | *Yes**No**Working Towards* Comments: |
| 3.3 Readings and other resources provided are appropriately linked to avoid copyright infringements.  | To avoid copyright infringements third party copyright content (e.g. text or graphics) must comply with GCU Copyright procedures.      | *Yes**No**Working Towards* Comments: |

### Criteria 4 - Learner resources and support

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| CRITERIA | DESIGN PRINCIPLES | SELF RATING CHECKLIST |
| 4.1 The relevance of online scholarly resources is clearly presented to students.     | Students have been informedof the presence and relevanceof online scholarly resources included on *GCULearn* (e.g. library links, externally developed resources such as e-books, learning objects or courseware).   | *Yes**No**Working Towards* Comments: |
| 4.2 Students are provided with information about what learning supports are available and where to find them.     | It is good practice to orientate students to online learning environments and to inform them, either online or in classes, of additional learning student support.   | YesNoWorking Towards Comments: |
| 4.3 Students with disabilities have been informed about where to get support for learning accessibility issues.     | Accessibility standards refer to design features that enable access by students with disabilities.. It is good practice to inform students that accessibility issues sites should be referred to the Module Leader and/ or the Disability Service.  | YesNoWorking Towards Comments: |
| 4.4 Information about the location of student learning supports is provided in the module.     | The module should contain links to the Library, and scanned articles available directly from within the module. Details of additional student support services (e.g. LDSC) should be clearly available and accessible.    | YesNoWorking Towards Comments: |

This Peer Review checklist has been adapted from [Western Sydney University Blended learning Standards,](https://www.westernsydney.edu.au/__data/assets/pdf_file/0005/452075/BL_basic_standards.pdf) under CC-NC-SA, and is licenced under [CC-NC-SA](https://creativecommons.org/licenses/by-nc-sa/2.5/)