## Teaching and learning design evaluation

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| --- | --- |
| **Course** |  |
| **Evaluation** | [tester/s] |
| **Date of evaluation** |  |
| **Address of site** |  |

## 1. Learning Outcomes provide a strong foundation for the rest of the course.

### 1a. Learning outcomes are measurable and clearly stated.

Each learning outcome, as written, can be observed, either by the learner themselves, or an external assessor.

The meaning of each learning outcome must be clear and understandable for a novice.

[ MET / NOT MET ]

[enter constructive comments here during a review]

### 1b. Learning outcomes are achievable within the parameters of the course.

Each learning outcome on its own, and the set of learning outcomes together, must be able to be achieved within the nominal time expected for course completion.

The learning outcomes can be achieved by the target student cohort.

[ MET / NOT MET ]

[enter constructive comments here during a review]

## 2. Assessment measures the learning outcomes and provides meaningful feedback to learners.

### 2a. Assessment provides an appropriate measure of student achievement of the learning outcomes.

Each assessment task provides a clear measure of one or more of the course learning outcomes.

Together, the assessment measures every learning outcome.

[ MET / NOT MET ]

[enter constructive comments here during a review]

### 2b. Assessment criteria and/or performance standards are clear and comprehensible.

Specific assessment criteria are provided for each and every assessment task.

Performance standards are clearly described using language and information that is meaningful to the students.

[ MET / NOT MET ]

[enter constructive comments here during a review]

### 2c. Assessment provides meaningful feedback.

All assessments are designed to enable students to receive meaningful feedback on their performance.

Where self-assessments are used in a course, the criteria and standards descriptions are clear and comprehensive enough to allow students to easily self-evaluate. (The provision of example work demonstrating specified standards would be effective to support self-assessment.)

[ MET / NOT MET ]

[enter constructive comments here during a review]

## 3. Learning Activities & Content.

### 3a. Learning activities support student achievement of the learning outcomes, as measured by the assessments.

Each learning activity is directly relevant to one or more of the learning outcomes.

The learning activities provide opportunities for students to develop all skills, knowledge and understandings needed to complete the assessments.

[ MET / NOT MET ]

[enter constructive comments here during a review]

3b. Content is relevant to the learning outcomes.

All the learning materials are suited to supporting student development of the learning outcomes, through the specified learning activities.

[ MET / NOT MET ]

[enter constructive comments here during a review]

3c. Learning activities promote active learning.

The activities provide opportunities for students to engage with the material in a number of different ways.

There are multiple opportunities for students to observe and/or practise the skills defined in the learning outcomes.

There are multiple opportunities for students to do something with the content.

[ MET / NOT MET ]

[enter constructive comments here during a review]

3d. Content is presented in a variety of media

There are a range of media used to present content, and for students to interact with.

For example, the content includes two or more of the following types of materials - textual, multimedia, audio, video, visual, animated, interactive.

[ MET / NOT MET ]

[enter constructive comments here during a review]

## 4. Communication and Navigation.

### 4a. Learning Outcomes are clearly presented to students.

The learning outcomes are clearly presented to students - this is best done on the landing page/homepage of the course, or with a clear link from this page.

[ MET / NOT MET ]

[enter constructive comments here during a review]

4b. Assessment is clearly explained to students.

The tasks that students are required to complete, and their connections to the learning outcomes are clearly presented, and accessible from the homepage.

The assessment criteria (and performance standards) are part of, or accessible from, the task descriptions and instructions.

Each assessment has a single location where all relevant information about it is available (i.e., students are not required to go to multiple locations to find all the information available for a single assessment task).

The requirements of each task are clear and comprehensible.

[ MET / NOT MET ]

[enter constructive comments here during a review]

### 4c. Learning activities are clearly communicated to students

The purpose of each task is made clear to students.

Instructions about what to do, and how to do it are clear and comprehensible.

[ MET / NOT MET ]

[enter constructive comments here during a review]

### 4d. The homepage makes clear to students the expectations and how to get started.

Instructions or information on the homepage make clear how to navigate through the entire course, and what to do first.

Information is provided on the homepage about the learning outcomes, assessments, and where to find help.

[ MET / NOT MET ]

[enter constructive comments here during a review]

### 4e. Navigation between learning activities and assessments is clear and straightforward

There is a clear and simple approach to navigation that makes movement through the course and tracking of progress relatively easy for novices.

[ MET / NOT MET ]

[enter constructive comments here during a review]