# Quality Matters© Inspired Self and Peer Review

*Adapted from eLearning Design and Services*

Please use this internally developed checklist as a guide for informally peer evaluating courses referencing the key concepts and standards of Quality Matters (see below). QM is a non-profit organization who has lead the way in identifying clear and effective standards for high quality online courses. The QM Rubric includes 43 specific standards so the list below is a small subset of what would be addressed in a formal peer review. When determining if the standard is met or unmet, note that we are not looking for perfection but rather that about 85% of what is expected from the standard is present.

## Key Quality Matters Concepts

1. Continuous improvement, not evaluation
2. Design, not delivery, not content
3. Alignment of objectives, assessments, and materials
4. Student-focused (course is evaluated on what students would need and expect)

##  “Inspired” Quality Matters Standards

|  |  |  |  |
| --- | --- | --- | --- |
| **General Standard** | **Questions to ask yourself about the course** | **Met/Not Met?** | **Specific Improvements Needed** |
| **1** | **As a student**, do you know* how to get started with this course?
* how this course is organized?
* the instructor’s expectations of you as a student?
 |  |  |
| **2** | **As a student**, do you know * what you are expected to know and be able to do at the end of this course (outcomes)?
* what outcomes are addressed in the built out module?
 |  |  |
| **3** | **As a student**, do you know* how you will be able to prove that you know and can do what the instructor wants you to know and do?
* how the work you submit will be assessed/graded?

Do the assignments and assessments reflect what you are supposed to know and be able to do? |  |  |
| **4** | Do the materials (videos, graphics, lectures, texts, etc.) directly help you meet the instructor’s expectations for the course? |  |  |
| **5** | Are there clear and consistent opportunities* to interact with both the instructor and peers?
* for active learning?
 |  |  |
| **6** | Is the technology used in the course appropriate and helpful (not just “bells and whistles”)? |  |  |
| **7** | **As a student**, do you know where to go for help for* tech support?
* course questions?
* general academic help?
* accessibility concerns?
* related policies?
 |  |  |
| **8** | Is the course easy to navigate?Does the course include* a variety of content delivery modes?
* a variety of assignments and assessment types?
* transcripts for audio, image tags, etc.?
* an uncluttered design highlighting important information?
 |  |  |