# Online Course Delivery Feedback Guide

The Online Course Delivery Feedback Guide supports the professional growth of instructors by focusing on how online teaching practices are implemented during course delivery. Unlike the [Quality Standards for Online Courses (QSOC)](https://www.sc.edu/about/offices_and_divisions/cte/online_learning/qsoc/index.php), which evaluates design, this guide emphasizes observable evidence in Blackboard and related platforms, including:

* Instructor presence and communication
* Clarity and support for learning
* Student engagement and interaction
* Feedback on student progress

This guide aligns with the university’s [Core Principles of Quality Teaching](https://www.sc.edu/about/offices_and_divisions/cte/teaching_resources/core_principles_quality_teaching/index.php), the [Critical Teaching Behaviors](https://criticalteachingbehaviors.org/about-ctb) framework, and the [Student Experience Project](https://studentexperienceproject.org/). Feedback may be used to support instructor growth or to document teaching effectiveness.

**Pre-Feedback Meeting (Recommended)**

Before the review, the instructor and reviewer are encouraged to meet to clarify the purpose, focus areas, and course context. This meeting helps establish shared goals and trust in the process. Sample discussion questions for the reviewer to consider include:

* What would you like me to focus on during the review?
* What are your instructional goals for this course?
* Are there particular challenges or areas you are working to improve?

**Instructions for Reviewers**

Use this guide to review and provide feedback on how an instructor delivers their online course. Focus on what can be seen in Blackboard or related platforms, such as announcements, discussion posts, messages, assignment instructions, and feedback to students. Feedback should be based on observable evidence, not assumptions about instructor intent.

This guide is best used during an active term, ideally after the first few weeks when patterns of communication, engagement, and feedback are visible. Mid-course reviews allow instructors to make meaningful adjustments, while end-of-course reviews provide a full picture of delivery.

Some teaching practices may not be fully visible within Blackboard or external tools. If additional context is needed, ask the instructor during the pre or post feedback conversation.

* Feedback may be provided for all categories or focus on specific areas identified in the pre-feedback meeting.
* The bullet points under each category are examples of effective teaching practices and serve as a guide, not a checklist.
* Feedback should be specific, respectful, and focused on both strengths and areas for improvement.
* All course information should be kept confidential and used only for the purposes of this review.

**Reviewer Navigation Tips**

The following areas in Blackboard may be useful for observing specific aspects of course delivery. These suggestions may vary depending on how the course is organized.

* **Instructor Presence and Communication**: Announcements; discussions; journals; messages
* **Clarity and Support for Learning**: Content modules/folders; assignment instructions, announcements; discussions; journals
* **Student Engagement and Interaction:** Discussions; journals; group activities; assignment submissions
* **Feedback and Student Progress:** Assignment submissions; rubrics

**Instructions for Instructors**

To support the review process, instructors should:

* Add the reviewer to the course in Blackboard with the “Non-evaluated TA role” to provide access to announcements, discussions, assignments, and instructor feedback.
* Participate in a pre-feedback meeting to clarify the purpose of the review, identify focus areas, and share relevant course context.
* Provide information about external tools or communication methods not visible in Blackboard, if applicable.
* Review the feedback provided and, if desired, engage in an Instructor Reflection to identify strengths, areas for continued growth, and next steps.

**Instructor Reflection (Recommended)**

As part of this process, instructors are encouraged to reflect on the feedback they receive. Reflection supports professional growth by identifying strengths, areas for continued development, and next steps. Guiding questions for instructors to consider include:

* What feedback was most helpful or reinforced my current approach?
* What areas would I like to adjust or explore further?
* What support or follow-up would be helpful for me?

## Online Course Review Delivery Form

Use this form to review online course delivery by focusing on observable practices in Blackboard and related platforms. Note identified strengths, areas for improvement, and points for discussion to support professional growth.

Instructor’s Name:

Reviewer Name:

Course Number and Title:

Date(s) of Review:

### Feedback Categories

#### Instructor Presence and Communication

*Students benefit when they feel their instructor is present and engaged. Regular communication helps them stay on track and feel supported.*

Examples of effective practices:

* Shares weekly updates or announcements to guide students
* Responds promptly and respectfully to student questions or messages
* Uses clear, professional, and inclusive language in all communication
* Sends reminders about due dates and upcoming activities
* Invites student questions and maintains an approachable tone
* Encourages students to attend office hours or seek additional support

| **Feedback – Instructor Presence and Communication** |
| --- |
| Identified Strengths: |
| Points for Discussion: |

#### Clarity and Support for Learning

*Clear instructions and guidance help students succeed and stay on track in the course.*

Examples of effective practices:

* Uses announcements or messages to explain confusing topics or address common issues
* Connects lessons to course goals and learning outcomes
* Shares examples, tips, or extra resources to support understanding
* Gives guidance on how to approach assignments and meet expectations
* Provides weekly overviews, pacing suggestions, or time management strategies

| **Feedback – Clarity and Support for Learning** |
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| Identified Strengths: |
| Points for Discussion: |

#### Student Engagement and Interaction

*Active participation fosters learning and strengthens community in online environments.*

Examples of effective practices:

* Participates in course discussions and activities to support learning
* Asks follow-up questions to encourage deeper thinking
* Sends class messages highlighting strong student contributions
* Offers opportunities for students to reflect, share, or apply learning
* Encourages peer-to-peer interaction to promote connection

| **Feedback – Student Engagement and Interaction** |
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| Identified Strengths: |
| Points for Discussion: |

#### Feedback and Student Progress

*Timely, constructive feedback supports student growth and course completion.*

Examples of effective practices:

* Uses Blackboard tools and rubrics to provide clear, actionable feedback
* Sends messages to address common challenges and offer solutions
* Encourages students to revise or reflect based on feedback
* Invites students to share feedback about the course and uses it to make adjustments
* Summarizes trends or common themes from student work at the end of a module

| **Feedback – Feedback and Student Progress** |
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| Identified Strengths: |
| Points for Discussion: |

## Summary of Feedback

Provide a brief summary that highlights the instructor’s key strengths, identifies specific areas for improvement, and outlines recommended next steps. Focus on the most important points from your feedback in each category. Reviewers may suggest strategies or resources, but the goal is to provide constructive insights that support professional growth. Instructors may also seek additional support from the [Center for Teaching Excellence](https://www.sc.edu/about/offices_and_divisions/cte/index.php).