

Seeking Feedback about the Course

When authoring a course, it is helpful to seek different perspectives on the course and make adjustments based on those perspectives. Given the many details that go into authoring a high quality course, it is easy to overlook something. Other faculty, former students, and campus support resources such as Instructional Consultants, Instructional Designers, Instructional Developers, Librarians, and Accessibility Experts can provide valuable insights for making your course as effective and engaging as possible.

It is recommended that you seek several perspectives on your course and utilize that feedback to make adjustments.

In addition, there are several course quality guides or rubrics available online that can serve as a checklist for you to

- ensure you haven't overlooked something that would be important for your course,
- spark ideas you may not have thought of but want to try right now, and
- inspire thoughts for future iterations of your course.

Some of the standards included in any such course quality rubric may not apply to your course; that's okay.

It is recommended that you use a rubric to go through your course before, and after, teaching to see what revisions would enhance the course for both you and your students.

Responding to Feedback about the Course

Once the course is developed, feedback can help to identify things that may have been overlooked along the way, to offer ideas that perhaps had not come to mind, and to guide some final revisions as you complete your first iteration of the course.

Reflect on the feedback and suggestions you have received. Consider the ways in which the alternative perspective and insights can inform your work both now and in future iterations.

It is helpful to **establish and maintain a list of revisions** consisting of thoughts for revisions to make before the course begins and some to consider for future iterations of the course. As you teach the course, add to this list based on student feedback and your impressions of how well (or not) the course is facilitating student learning.