Moodle Lecture Evaluation grid

Session of January 2025

|  |  |  |  |
| --- | --- | --- | --- |
| List of the participating members | | | |
| Name | Institution | Speciality | Role |
| Dr. Kamila GHOUALI | Tlemcen University | English Language, ELT | Tester |
| Dr. Zeyneb YOUSFI | Tlemcen University | English Literature and Civilization, LC | Tester |
| Dr. Imane BOUROUBA TANI | Tlemcen University | English Language, ELT | Tester |

**The course to be evaluated is entitled:** The Study of Literary Texts by Imane LABIAD

|  |  |
| --- | --- |
| Grading scale | Percentage |
| Excellent | 100 % |
| Very Good | 80 % |
| Satisfactory | 60% |
| Average | 50% |
| Not satisfactory | 20% |
| Nonnexistent | 00% |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| I. The organizational part | | | | | | | | |
| Grading Criteria | Grading Scale | | | | | | | |
| Excellent | Very good | Satisfactory | Average | Not satisfactory | nonexistent | % | Comments |
| General information about the course (units, credits...) |  |  |  |  |  |  |  |  |
| The teachers’ contact details |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Presentation of the course (lesson plan, mind map,...) |  |  |  |  |  |  |  |  |
| Display quality (clarity and readability) |  |  |  |  |  |  |  |  |
| Logical order of the course sections (entry system, learning system, and ending system) |  |  |  |  |  |  |  |  |
| Suitable language for the needs of students |  |  |  |  |  |  |  |  |
| Average Grade |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | II. The pedagogical part | | | | | | | | |
| Grading Criteria | | Grading Scale | | | | | | | |
| Excellent | Very good | Satisfactory | Average | Not satisfactory | Nonexistent | % | Comments |
| Entry System | Objectives |  |  |  |  |  |  |  |  |
| Identification of objectives |  |  |  |  |  |  |  |  |
| Clarity |  |  |  |  |  |  |  |  |
| Measurability |  |  |  |  |  |  |  |  |
| The use of action verbs |  |  |  |  |  |  |  |  |
| Pre-requisites |  |  |  |  |  |  |  |  |
| Availability of the pre-requisite |  |  |  |  |  |  |  |  |
| Suitability of the pre-requisite with the course content and objectives |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Availability of the Pre-requisite test |  |  |  |  |  |  |  |  |
| Accessible Pre- requisite test |  |  |  |  |  |  |  |  |
| Questions of the test related to the pre-requisite |  |  |  |  |  |  |  |  |
| Average Grade |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grading Criteria | | Grading Scale | | | | | | | |
| Excellent | Very good | Satisfactory | Average | Not satisfactory | nonexistent | % | Comment s |
| Learning System | Availability of  specific objectives |  |  |  |  |  |  |  |  |
| The division of the course into  structured  chapters, titles  and  subtitles |  |  |  |  |  |  |  |  |
| Clarity of ideas and word  usage |  |  |  |  |  |  |  |  |
| The relevance of the content of  the course to the  intended  learners |  |  |  |  |  |  |  |  |
| The adequacy of the course content  with the learning  objectives |  |  |  |  |  |  |  |  |
| The implementation of  different  supportive  resources  (images,  videos, slides,  graphs…) |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Varied exercises and evaluation  tools (QCM,  QCS...) |  |  |  |  |  |  |  |  |
| Learning activities are |  |  |  |  |  |  |  |  |
| suitable with the  learning  objectives |  |  |
| Clarity, flow, cohesion between  the different parts  of the course |  |  |  |  |  |  |  |  |
| Average grade |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grading Criteria | | Grading Scale | | | | | | | |
| Excellent | Very good | Satisfactory | Average | Not satisfactory | Nonexistent | % | Comments |
| Exit System | The availability of a final test by  the end of the  course. |  |  |  |  |  |  |  |  |
| The adequacy between the test  and the  established  objectives |  |  |  |  |  |  |  |  |
| Well formulated questions and  activities |  |  |  |  |  |  |  |  |
| The use of different  constructive  feedback  strategies. |  |  |  |  |  |  |  |  |
| Orientation towards following  units in case of  success. |  |  |  |  |  |  |  |  |
| The establishment of remedial  learning strategies  in case of  failure |  |  |  |  |  |  |  |  |
| Average grade |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| III. The bibliographical part | | | | | | | | |
| Grading Criteria | Grading Scale | | | | | | | |
| Excellent | Very good | Satisfactory | Average | Not satisfactory | Nonexistent | % | Comments |
| The use of enough references |  |  |  |  |  |  |  |  |
| The use of new references |  |  |  |  |  |  |  |  |
| The variety of references (books, articles...) |  |  |  |  |  |  |  |  |
| The use of quotes and paraphrasing with their adequate references |  |  |  |  |  |  |  |  |
| Average Grade |  |  |  |  |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Grading Criteria | | Grading Scale | Percentage % |
| Organizational part | |  |  |
| Pedagogical part | Entry system |  |  |
| Learning System |  |  |
| Exit System |  |  |
| **Bi**  **Bibliography part** | |  |  |
| **General Average** | |  |  |