

ONLINE COURSE EVALUATION RUBRIC

Course Name	<input type="text"/>
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Reviewer	<input type="text"/>
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Current Date	<input type="text"/>
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DIRECTIONS FOR USE: Please evaluate each course for the 10 criteria listed in the following rubric. Circle the number that most accurately indicates what the course reflects. Add comments in the area indicated. Any area that receives a "2" or below must be improved before the course is considered acceptable for release.

1. Technology - Technology environment and tools providing student and instructor access to online course content and experience.

Principles: Uses standard technologies, bug free, runs perfectly. Provides interaction options between learners, content, peers, teacher, external information and examples.

Criteria:

- 4 Full featured, operates smoothly, makes use of all provided technology options
- 3 Uses many features, uses multiple technology options and approaches
- 2 Missing major features, uses limited variety of approaches
- 1 Does not take advantage of interaction capability, lacks features

Comments	<input type="text"/>
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2. Content - Breadth, depth, approach appropriate for course level and subject coverage.

Principles: Clear presentation of major principles, concepts, framework and thinking processes of subject. Incorporates real world examples, applications, additional sources and a variety of information types. Learning objectives reflect building knowledge, critical thinking, and transfer. Content organized in units with topics and subtopics. Transparent content framework that shows learning chunks, subject structure and associated activities. Coverage maps to depth and breadth of generally accepted standards for target course. Includes current, socially and culturally relevant context and connections. Writing tone, level and style clear, informal and accessible to learners.

Criteria:

- 4 Complete course content online, objectives clear, assessments map to objectives
- 3 Majority of course content online, linked supplemental content, assessments map to objectives
- 2 Areas of weak coverage, objectives missing or not clear, assessments not relevant to objectives
- 1 More than half the course is textbook dependent, no objectives, no assessments

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3. Media - Use of multiple media types to present content, provide activities and interactions.

Principles: Multi-modal media used to help present, and work with, key concepts, examples, applications. Provide for varied learning style and skill approaches: text, graphics, photos, animation, simulation, video, audio as appropriate for conveying subject. Engaging, motivating. Coherent arrangement of media types designed to link and reinforce each other. Learner navigation and controls available and consistent.

Criteria:

- 4 Good design and pedagogical use of 4+ media types
- 3 Good pedagogical use of 3 or fewer media types
- 2 Weak use of media
- 1 Poor media use or no media use

Comments	
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4. Design - Overall course construction, content presentation, navigation, use of visual elements, technical features.

Principles: Course navigation is intuitive, provides logical and varied paths through material. Helps to reveal context and connections of topics. Well-used mix of media for content presentation to scaffold new understanding, different learning modes and perspectives. Elements proportional, harmonious, uncluttered and restrained. Control of navigation and media consistent, clear and available to learner.

Criteria:

- 4 Well executed instructional, information and media design
- 3 Design weakness can be augmented by customization
- 2 Contains design flaws that do not enhance the experience
- 1 Design hampers learner experience

Comments	
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5. Pedagogy - Application of universal and subject specific learning theories that enable effective learning and teacher.

Principles: Integration and alignment of 1) learner, 2) knowledge, 3) assessment and 4) community centered pedagogical approaches. Incorporation of subject specific pedagogy. Encourage learner metacognition – reflection on learning process and progress. Learner as driver, teacher as facilitator, guide, mentor. Multiple interaction types, safe and encouraging environment. Experience designed for learning subject framework and thinking processes.

Criteria:

- 4 Multiple approaches integrated and aligned to provide rich learning and teaching environment
- 3 At least three well executed pedagogical approaches
- 2 Lacking learner and community centered approaches
- 1 Lacks coherent pedagogical approach

Comments	
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6. Interaction - Interaction types to include learners with content, other learners, teacher and outside experts/information through use of technology, course design and activities.

Principles: Interactions integrated throughout, providing multiple opportunities to construct meaning, reflect, examine assumptions, critique, question, and transfer knowledge, initially using own language, scaffolding to use of subject language and thought processes while advancing. Learning community of social interactions between peers, with teacher, (most motivational learning environment, best opportunities to construct understanding). Students and teachers create activities using communication tools. Performance expectations, and instructor availability explicit.

Criteria:

- 4 Learning activities provide multiple opportunities for reflection and critical thinking expressed in interactions with content, peers, instructor and external examples, flexible, adaptable by instructor.
- 3 Some strong use of learner centered interactions with peers and instructor
- 2 Weak opportunities for learner centered interactions.
- 1 No use of social interaction in learning activities or assessments

Comments	
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7. Assignments - A variety of activities provided for students to interact with, use, apply, reflect upon, and build content.

Principles: Active learning opportunities with varied assignments consistent with content presentation, learning objectives, and assessment. Provide motivation, encouragement and empowerment to work with content. Relevant and accurate. Clear instructions. Appropriate to course level and subject. Provide opportunities for practice, building conceptual frameworks, knowledge, critical thinking, reflection, understanding, transfer and exploring alternative approaches and perspectives. Different learning styles and skills required, using mixed media and communication tools. Expectations apparent to learners. Collaborative assignments available for peer teaching and assessment. Adaptable by learner and instructor.

Criteria:

- 4 Rich and varied use of individual and group activities to build subject framework, enhance practice and critical thinking, transfer, expression and reflection on learning process.
- 3 Individual and group modes for practice, application and critical thinking
- 2 Requires enhancement of activities for learner centered experience
- 1 Lacks assignments requiring reflecting on learning process, critical thinking and learner expression of content.

Comments	
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8. Assessment - A variety of assessment types providing sufficient testing and feedback throughout the course to show knowledge acquisition, application and transfer.

Principles: Assessment strategies varied and consistent with content presentation, learning objectives and activities. Formative and summative. Relevant and accurate. Clear instructions. Feedback from quizzes and problems provided to learner throughout course to enable self-monitoring of progress. Appropriate to course level and subject. Show critical thinking, reflection, connections, understanding and transfer. Expectations and grading rubric transparent to learners.

Criteria:

- 4 Varied, well spaced assessment strategies, multiple learning styles, immediate feedback on learning process and progress, reflects mastery of learning objectives.
- 3 Varied strategies, sufficient feedback, mapped to learning objectives.
- 2 Limited assessment options, need supplementing to be effective.
- 1 Lacks sufficient assessment to measure progress towards learning objectives

Comments	
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9. Access - Ability of students with some learning challenges to access content, including through alternative presentation methods and support.

Principles: Acknowledgement of need. Effort made for access to special needs learners. Alternatives to auditory and visual content are available. Consideration for navigation by motor challenged. Color conveying meaning is available without color.

Criteria:

- 4 Rich content and learning experience supplemented by alternative, parallel content mode accessible to auditory, visually, or motor challenged
- 3 Content presentation accessible to visually or auditory or motor challenged
- 2 Some content not available, but can be supplemented
- 1 Of limited value to learning challenged

Comments	
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10. Support - Information provided to learners and teachers to most effectively use, facilitate, support, and design the online course experience.

Principles: Student. Orientation to course and online learning, introduction to course structure, guide to “experiencing the subject,” complete syllabus, participation expectations, assignments, grading policy, skills required, prerequisites. How to succeed online and work with peers, links to outside resources.

Teacher. Guidelines for how to teach online, create and guide collaborative learning activities, group projects, peer-to-peer interactions. How to create a safe and encouraging experience, facilitate and guide students to construct, control and share their learning experiences. Complete instructors’ manual with assignment and assessment suggestions. How to assess discussions and group projects. Link to tips and examples.

Criteria:

- 4 Complete set of learner and teacher support guidelines, orientation, examples and external resources for successful online learning and teaching experience.
- 3 Essential learner and teacher support materials: orientation and guidelines for interaction.
- 2 Support material needs supplementing
- 1 Insufficient support material for learning or teaching orientation and guidance on how to succeed in an online course environment.

Comments	
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