SHSU Online

Rubric

for Online Live Course Design

With Feedback
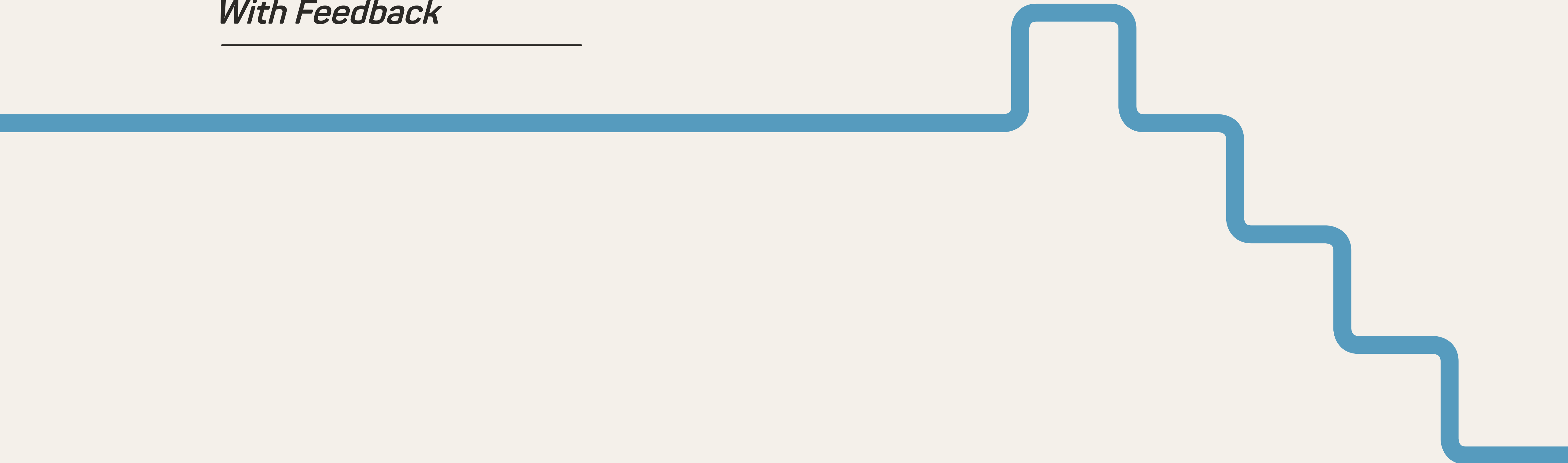
Feedback Table of Contents

i

SHSU Online Technical Evaluation for Distance Education Courses

This form is to certify the completion of course development for the online course listed below.

Course Information

Course Name:

Course ID:

Semester:

Instructor:

Based on the SHSU Online Technical Evaluation for Distance Education Courses this course:

the required expectations of best practices for online course design

_____

Reviewer Signature   *Date Signed*

Additional signatures may be required per the department chair's recommendation.

_____

Chair Signature   *Compensation AMT**   *Date Signed*

ii

Reviewer Information

Reviewed by:

1.	Syllabus & Course Schedule
2.	Course Description
3.	Navigation
4.	Elements of Design
5.	Student Learning Objectives (SLO's)
6.	Multimedia Elements
7.	Instructor to Student
8.	Student to Student
9.	Assessment Measures
10.	Academic Integrity

Date:

Syllabus & Course Schedule

Feedback from Reviewer

Best Practices

In Progress

A. The course design may confuse students. How can design more closely follow the syllabus or course schedule?

B. Some links appear to be missing from some course items.

Established Practice

A. Course design clearly deriving and flowing from the course syllabus and schedule.

B. Terms and names used throughout the course are mostly consistent.

C. Activities expected to be completed during scheduled class sessions are designated in the course schedule or syllabus.

Exemplary Practice

A. Excellent flow of course design from the course syllabus and schedule.

B. Terms and names are consistent throughout the course and its documents.

C. Exams, Assessments, and other activities expected to be completed during scheduled class sessions are easy to identify in the course schedule or syllabus.

Course Description

Best Practices

In Progress	*Established Practice*	*Exemplary Practice*
A. No description of the course is present.	**A.** Course catalogue description appears in the course and syllabus.	**A.** From the basis of the course catalogue description, the instructor has developed a more expansive description of the course (clarified terms, supplied emphasis, etc.), and has utilized it throughout the course as well as in the syllabus.

Feedback from Reviewer

Navigation

Best Practices

In Progress	Established Practice	Exemplary Practice
A. Course navigation techniques may vary from unit to unit or from one section of the course to another. **B.** Excessive clicking and/or scrolling is required to access content. **C.** Presence of empty folders may confuse students.	**A.** Course navigation is efficient and consistent. **B.** Instructor has minimized the number of clicks and scrolling necessary to access content. **C.** The instructor has provided a course outline dividing the content into topic-based or weekly folders.	**A.** Course navigation is efficient and consistent. **B.** Instructor has minimized the number of clicks and scrolling necessary to access content. **C.** Instructor has employed a flat navigation structure.[1] **D.** The instructor has provided a course outline dividing the content into topic-based or weekly folders.

1. "Flat navigation" structures utilize minimal sublevels when planning the organization of information within website hierarchies. A flat navigation yields benefits to the end user by facilitating ease of use, more discoverable content, and categorization that is easier to understand. (Nielsen Norman Group, retrieved from https://www.nngroup.com/articles/flat-vs-deep-hierarchy/).

Navigation Cont. Unit to Unit

Best Practices

In Progress	Established Practice	Exemplary Practice
A. Students will benefit by increased course content chunking.[1] **B.** Students may not discern the logical flow of the content. **C.** Expected navigation may not be clear to student users.	**A.** Instructor has aided students by chunking course content into manageable segments (i.e., presented in distinct learning units or modules). **B.** Students will easily follow the content flow.	**A.** Course content is chunked into manageable segments (i.e., presented in distinct learning units or modules). **B.** Course organization deploys and designs symmetrical units throughout. **C.** Content flows in a logical progression; concepts are appropriately scaffolded.[2] **D.** Students will easily discern navigation from unit to unit.

1."Chunking refers to the strategy of breaking down information into bite-sized pieces so the brain can more easily digest new information." Chunking allows for the grouping of material into modules or units of study that contain within themselves everything the learner needs to complete them. (The eLearning Coach Chunking Guide, retrieved from http://theelearningcoach.com/elearning_design/chunking-information/)

2."Scaffolding refers to a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process. The term itself offers the relevant descriptive metaphor: teachers provide successive levels of temporary support that help students reach higher levels of comprehension and skill acquisition" (The Glossary of Education Reform, retrieved from https://www.edglossary.org/scaffolding/).

Course Organization

Navigation Cont. Within the Units

Best Practices

In Progress	Established Practice	Exemplary Practice
A. Students may not easily recognize unit's introductory materials. **B.** Students may not easily follow the organization of the content and/or lesson plans.	**A.** Instructor has designed most units to include a lesson plan/outline/introduction. **B.** Instructor has organized most content sequentially and follows the lesson plan.	**A.** Instructor has designed units to include a lesson plan/outline/introduction. **B.** Instructor has organized the content sequentially (by start date) and follows the lesson plan.

Collective Navigation Feedback from Reviewer

Elements of Design

Best Practices

Feedback from Reviewer

In Progress

A. Propose ADA compliance - images should contain alternate text, documents also posted as scanned images.

B. Font usage – change fonts only for clear thematic reasons, consolidate font types in display areas.

C. Color usage - color best used as one of multiple methods of emphasis. Colorblind users will rely on specific shade variations. Students will likely cite clashing colors used within a visual area.

D. Recommend use of typesetting conventions.

Established Practice

A. Elements of ADA compliance –

1. All images have an alternate text display (including all images within uploaded files),
2. Documents are posted in text format,
3. Clear consideration of other barriers to access (link text must contain relevant context, for example "USA Today Article Title" and not www.usatoday/articletitle).
4. Ordered list formatting is done with text editors and not manually.

B. Instructor mostly employs modern typesetting conventions.

Exemplary Practice

A. Adherence to ADA rules and Universal Design principles goes above and beyond Established Practice

1. Documents have formatted headings
2. Video content is chosen from already captioned source material.
3. Student submitted papers are guided towards ADA compliance.

B. Instructor employs modern typesetting conventions

Student Learning Objectives (SLO's): Design with the End in Mind

Feedback from Reviewer

In Progress	Established Practice	Exemplary Practice
A. Students may struggle to relate course content to SLO's.	**A.** Students will likely identify learning objectives appropriately.	**A.** Students will easily relate course content to SLO's. **B.** SLOs are conveyed in both online-live materials and in each synchronous presentation.

Multimedia Elements

Best Practices

Feedback from Reviewer

In Progress	Established Practice	Exemplary Practice
A. Students may struggle to relate the multimedia content to the course either because of the content itself or because of difficulty accessing it out of a media server (i.e., Kaltura). **B.** Mobile experience of the multimedia content likely will not be optimal, perhaps because there is a better storage format than currently chosen. **C.** Students may struggle to find or understand instructions for third party tools used in course.	**A.** Students will reasonably connect multimedia elements to the content of the course. **B.** Storage format and file sizes are conducive to online-live delivery. **C.** Mobile experience of the content will likely include consistent delivery, thanks to good format and type choices. **D.** Students will likely find and implement helpful instructions for third-party tools used in the course. **E.** Students will benefit from clear and easily accessible instructions and/or demonstrations of third-party tools used in the course.	**A.** Instructor employs multimedia elements strategically and appropriately throughout the course. Students will likely characterize the content as enriching. **B.** Instructor has chosen multimedia content that is mobile friendly and stored in the ideal format(s) for online-live delivery. **C.** Students will gain confidence thanks to opportunities for practice and exploration of tools available before their use in the course.

Instructor to Student

Feedback from Reviewer

Best Practices

In Progress

A. Students will likely not anticipate communication or grading response times, because the information is not yet posted or is not readily visible.

B. Synchronous sessions are largely presentations delivered without active interactions with the class.

Established Practice

A. In addition to communications during synchronous sessions, Instructor will utilize the announcement function surrounding major grades and significant course events.

B. Instructor provides expectations for response times for grading and student inquiries, and employs in class conversation in addition to a combination of virtual office, messages, or email.

Exemplary Practice

A. In addition to communications during synchronous sessions, Instructor will communicate with students using various course tools multiple times a week.[1]

B. Students will likely have clear expectations for grading, communication, class meeting expectations, response times for both regular email and the class conversation, virtual office, messages, or email. The Instructor has also provided scheduled times of availability for office hours and live communication such as phone conferences.

C. Communication policy stated in syllabus.

1. To get the most out of the synchronous learning experiences, you'll have to develop an effective synchronous learning strategy that will allow you to capitalize on the many tools, techniques, and technologies that are available today.

Student to Student

Best Practices

In Progress	Established Practice	Exemplary Practice
A. Students have no opportunities to communicate with peers.	**A.** Students have opportunities to interact with each other within the course.	**A.** Students have meaningful opportunities to communicate and interact with peers using a combination of in-class discussion using conferencing tools and between classes using discussion boards and other collaborative technologies.[1]

Feedback from Reviewer

1. Ask participants to identify potential distractions and share them. Take advantage of online tools. Use technical means to focus attention. Non-relevant discussion should be taken offline. Use virtual body language / establish non-verbal queues. Ask students to co-lead discussion and take on a student driven approach.

Assessment Measures

Feedback from Reviewer

Best Practices

In Progress	Established Practice	Exemplary Practice
A. Only high* stakes assessments employed. *An assessment worth 30% of the grade would count as a high stakes assessment, because the student would have to score 100% on all other assignments to achieve a low C in a course.	**A.** Course contains a quiz or assignment for each lesson and periodic exams or major projects with minimal additional assessment methods. **B.** Some assessments employed match SLOs. **C.** The instructor utilizes interaction during synchronous sessions for formative assessments.[1]	**A.** Instructor employs a combination of assessment methods, including pre-tests, written assignments, student-created multimedia, graded collaborative projects, and/or exams. **B.** Instructor has matched assessments to stated SLOs. **C.** The instructor routinely uses a combination of formative and summative assessments during synchronous class sessions.

1. Guidance on expectations for participation and interaction during synchronous sessions.

Academic Integrity

Best Practices

	In Progress	*Established Practice*	*Exemplary Practice*
	A. Plagiarism detection methods are not used for major writing assignments. **B.** Exams and quizzes present identical question sets for every student and/or across multiple terms with no security methods employed.	**A.** Instructor employs plagiarism detection and prevention methods for most major writing assignments. **B.** Exams and quizzes use some protection methods, such as question randomization, multiple test forms per assignment, reserved question sets for subsequent terms, etc.	**A.** Plagiarism detection methods are used, when relevant, for major writing assignments. **B.** Instructor uses combined security measures including usage-restricted browsers, exams and quizzes drawn from large question/data pools that are refreshed on a rotating basis. Exams and quizzes are secured with automated video proctoring as appropriate. **C.** Instructor will be familiar with student voice from synchronous in class activities to guide determining authorship.

Feedback from Reviewer

Assignments and Assessments