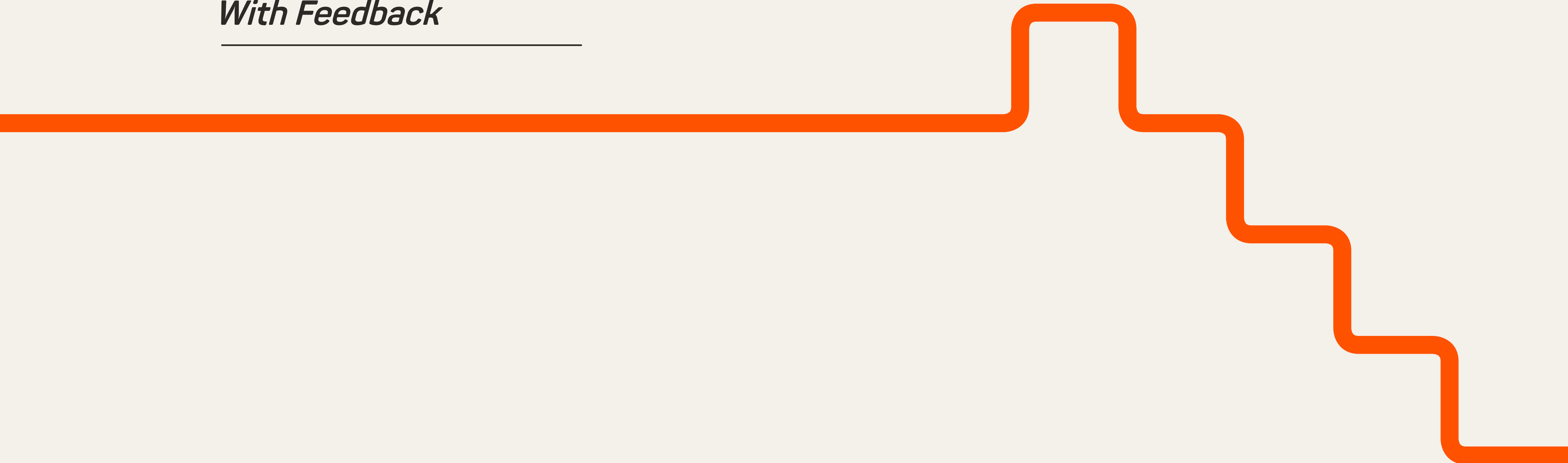




Rubric

for Online Course Design
With Feedback



Feedback Table of Contents

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I. Course Organization: Creating a Framework for Development
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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

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

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 for 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.

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.

Feedback from Reviewer

Course Description

Best Practices

In Progress

A. No description of the course is present.

Established Practice

A. Course catalogue description appears in the course and syllabus.

Exemplary Practice

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

- 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.

Established Practice

- A.** Course navigation is efficient and consistent.
- B.** Instructor has minimized the amount 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.

Exemplary Practice

- A.** Course navigation is efficient and consistent.
- B.** Instructor has minimized the amount of clicks and scrolling necessary to access content.
- C.** Instructor has employed a flat navigation structure.
- D.** The instructor has provided a course outline dividing the content into topic-based or weekly folders.

Navigation Cont.

Unit to Unit

Best Practices

In Progress

- 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.

Established Practice

- 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.
- C.** Students will easily discern navigation from unit to unit.

Exemplary Practice

- 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://thelearningcoach.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/>).

Navigation Cont. Within the Units

Best Practices

In Progress

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.

Established Practice

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.

Exemplary Practice

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

Feedback from Reviewer

Best Practices

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

Best Practices

In Progress

A. Students may struggle to relate course content to SLO's.

Established Practice

A. Students will likely identify learning objectives appropriately.

Exemplary Practice

A. Students will easily relate course content to SLO's.

Multimedia Elements

Best Practices

In Progress

- 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.

Established Practice

- A.** Students will reasonably connect multimedia elements to the content of the course.
- B.** Storage format and file sizes are conducive to online 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 the helpful instructions for third party tools used in course.

Exemplary Practice

- A.** Instructor employs multimedia elements smartly 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 delivery.
- C.** Students will benefit from clear and easily accessible instructions and/or demonstrations of third-party tools used in course.
- D.** Students will gain confidence thanks to opportunities for practice and exploration of tools available before their use in the course.

Feedback from Reviewer

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.

Established Practice

A. 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 class conversation, virtual office, messages, or email.

Exemplary Practice

A. Instructor will communicate with students via announcements, grade center feedback, streaming media, discussion board responses, and/or email multiple times a week.

B. Students will likely have clear expectations for grading and communication response times for both regular email and the Virtual Office. The Instructor has also provided scheduled times of availability for office hours and live communication such as phone conferences.

B. Communication policy stated in syllabus.

Student to Student

Best Practices

In Progress

A. Students have no opportunities to communicate with peers.

Established Practice

A. Students have opportunities to interact with each other within the course.

Exemplary Practice

A. Students have meaningful opportunities to communicate and interact with peers; the instructor encourages them to do so using tools such as discussion threads, blogs, wikis, or similar technologies.

Feedback from Reviewer

Assessment Measures

Best Practices

In Progress

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.

Established Practice

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 SLO's.

Exemplary Practice

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 SLO's.

Feedback from Reviewer

Academic Integrity

Best Practices

In Progress

- 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.

Established Practice

- 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.

Exemplary Practice

- 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 video proctoring as appropriate.

Feedback from Reviewer