Online Course Design Rubric Team 2

SECPSD *Online Course Design* Reflection Rubric

Karen Kennedy-Allin is black.
Cathy is going to be yucky green.
Ron is green.
Hello: michele is Red.
Tasha is blue
Laura is purple.

At South-East Cornerstone Public School Division . . . our online courses will be:

Criteria	Expectation	Comments
Student-Friendly	- Includes . . . a welcome message with teacher contact information. - Includes . . . an opening activity about being an online learner. - Includes . . . a course tour. - Teachers . . . help students to feel as though they are part of the course. - Teachers . . . meet face to face with students when possible. - Teachers . . . allow students know them as a teacher.	
Well-Organized	- Use of adaptive releases so students are not overwhelmed. - Checklists - Some numbering system so students can see progression (eg embedded Excel sheet) - Clear and uncluttered - Similar interface structure among courses. - Clear expectations of student work. (possibly exemplars) - Easy for student to access web pages and embedded resources like videos/ multi-media	
Collaborative	- back and forth verbal communication at stages within the course. - collaborative group work in meaningful contexts	
Pedagogically Sound	- Uses multi-media and a variety of web-based technological tools to enhance student learning. - Course provides multiple visual, textual,	

	kinesthetic and/or auditory activities to enhance student learning. ● Course goals are clearly defined and aligned to learning outcomes ● Course provides an abundance of resources		

Criteria	Baseline	Effective	Exemplary
Learner Support & Resources	A. Course contains limited information for online learner support B. Course provides limited course-specific resources, limited contact information for instructor, department and/or program. C. Course offers access to a limited number of resources supporting course content.	A. Course contains some information for online learner support B. Course provides some course-specific resources, some contact information for instructor C. Course offers access to some resources supporting course content.	A. Course contains extensive information about being an online learner B. Course provides a variety of course-specific resources, contact information for instructor, C. Course offers access to a wide range of resources supporting course content
Instructional Design & Delivery	A. Course offers limited opportunity for interaction and communication student to student, student to instructor and student to content. B. Course goals are not clearly defined and do not align to learning objectives. C. Learning objectives are vague or incomplete and learning activities are absent or unclear. D. Course provides few visual, textual, kinesthetic and/ or auditory activities to	A. Course offers some opportunities for interaction and communication student to student, student to instructor and student to content. B. Course goals are defined but may not align to learning objectives. C. Learning objectives are identified and learning activities are implied. D. Course provides some visual, textual, kinesthetic and/or auditory activities to enhance student learning.	A. Course offers ample opportunities for interaction and communication student to student, student to instructor and student to content. B. Course goals are clearly defined and aligned to learning objectives. C. Learning objectives are identified and learning activities are clearly integrated. D. Course provides multiple visual, textual, kinesthetic and/or auditory activities to enhance

	enhance student learning. E. Course provides limited or no activities to help students develop critical thinking and/or problem solving. F. Course provides little opportunity to develop student relationships and modeling a safe environment.	E. Course provides some activities to help students develop critical thinking and/skills or problem-solving skills. F. Course provides some opportunity to develop student relationships and modeling a safe environment.	student learning. E. Course provides multiple activities that help students develop critical thinking and problem-solving skills. F. Course provides multiple opportunities to develop student relationships and modeling a safe environment.
Innovative Teaching with Technology	A. Technology tools to facilitate communication and learning. B. New teaching methods are applied to enhance student learning. C. Multimedia elements and/or learning objects are limited or non-existent. D. Course uses Internet access and engages students in the learning process.	A. Course uses some technology tools to facilitate communication and learning. B. New teaching methods are applied to innovatively enhance student learning. C. Multimedia elements and/or learning objects are used and are relevant to student learning. D. Course optimizes Internet access and effectively engages students in the learning process.	A. Course uses a variety of technology tools to appropriately facilitate communication and learning. B. New teaching methods are applied and innovatively enhance student learning, and interactively engage students. C. A variety of multimedia elements and/or learning objects are used and are relevant to student learning throughout the course. D. Course optimizes Internet access and effectively engages students in the learning process in a variety of ways throughout the course.
Online Organization & Design	A. Much of the course is under construction, with	A. Course is organized and navigable. Students can	A. Course is well-organized and easy to navigate.

some key components identified such as the syllabus. B. Course syllabus is unclear about what is expected of students. C. Aesthetic design does not present and communicate course information clearly. D. Web pages are inconsistent both visually and functionally. E. Accessibility issues are not addressed.	understand the key components and structure of the course. B. Course syllabus identifies and delineates the role the online environment will play in the course. C. Aesthetic design presents and communicates course information clearly. D. Most web pages are visually and functionally consistent. E. Accessibility issues are briefly addressed.	Students can clearly understand all components and structure of the course. B. Course syllabus identifies and clearly delineates the role the online environment will play in the total course.Lear C. Aesthetic design presents and communicates course information clearly throughout the course. D. All web pages are visually and functionally consistent throughout the course. E. Accessibility issues are addressed throughout the course. *Use of adaptive releases so students are not overwhelmed. *Checklists *Some numbering system so students can see progression *Clear and uncluttered *Similar interface structure among courses. * clear expectations of student work. (possibly exemplars)

Assessment & Evaluation of Student Learning	A. Course has limited activities to assess student readiness for course content and mode of delivery. B. Learning objectives, instructional and assessment activities are not closely aligned. C. Assessment strategies are used to measure content knowledge, attitudes and skills. D. Opportunities for students to receive feedback about their own performance are infrequent and sporadic. E. Students' self-assessments and/or peer feedback opportunities are limited or do not exist.	A. Course has some activities to assess student readiness for course content and mode of delivery. B. Learning objectives, instructional and assessment activities are somewhat aligned. C. Ongoing strategies are used to measure content knowledge, attitudes and skills. D. Opportunities for students to receive feedback about their own performance are provided. E. Students' self-assessments and/or peer feedback opportunities exist.	A. Course has multiple timely and appropriate activities to assess student readiness for course content and mode of delivery. B. Learning objectives, instructional and assessment activities are closely aligned. C. Ongoing multiple assessment strategies are used to measure content knowledge, attitudes and skills. D. Regular feedback about student performance is provided in a timely manner throughout the course. E. Students' self-assessments and peer feedback opportunities exist throughout the course.
Instructor Use of Student Feedback	A. Instructor offers limited opportunity for students to give feedback to faculty on course content. B. Instructor offers limited opportunity for students to give feedback on ease of online technology in course. C. Instructor uses student feedback at the end of the semester to help plan instruction and assessment of student learning for the next semester.	A. Instructor offers some opportunities for students to give feedback on course content. B. Instructor offers some opportunities for students to give feedback on ease of online technology in course. C. Instructor requests and uses student feedback a couple times during the semester to help plan instruction and assessment of student learning for the rest of	A. Instructor offers multiple opportunities for students to give feedback on course content. B. Instructor offers multiple opportunities for students to give feedback on ease of online technology in course. C. Instructor uses formal and informal student feedback in an ongoing basis to help plan instruction and assessment of

			the semester.	student learning throughout the semester.

Characteristics of good online course:
- a common organizational pattern (between courses) would help our students … this could be complicated as some courses are quite different. Maybe our goal here is to say each course needs to be uncluttered.
- an opening recorded message as I find that students won't read through the initial instructions but they might be more inclined to watch a short welcome recording for the explanation of how the course will work.

- Clear opening activity: not threatening
- Lessons that are manageable and sequential: easy for students to follow.
- checklists: embed excel sheet: update so they can see using colours.. what they have done and what they need to use.
- relationship between student/ teacher/ coop
- discussion board between students so they can help each other out. Some kind of collaboration among students
- creating a sense of presence
- engaging online learners

Course Design

	1	2	3	4:
Organization	* Cluttered and hard to navigate * little overall sense of direction			*Use of adaptive releases so students are not overwhelmed. *Checklists *Some numbering system so students can see progression *Clear and uncluttered *Similar interface structure among courses. * clear expectations of student work. (possibly exemplars)
Student friendliness	Little contact between teacher and student. * Student feels like a number			*Good opening activity/ *Recorded welcome message with course tour. * part of the course.. not just a number * meet face to face when possible * Let students know you as a teacher * engage their interests somehow

Collaboration	* no collaboration among students * minimal contact with teacher/ students'/ others' thoughts.		* back and forth verbal communication at stages within the course. * collaborative group work in meaningful contexts
Assessment strategies	Minimal variety of assessment strategies		A variety of assessments: paper and pencil/ co-constructing criteria/ triangulating evidence/ use of inquiry-based/student-centered projects. Student self-assessment.

- Make use of blackboard assessment tools that are available to give immediate feedback to students