

RUBRIC OF ONLINE INSTRUCTION

Instructor:

Course:



Rubric of Online Instruction

Evaluation of Online/Hybrid Courses

Introduction: The goal of this tool is to help improve the accountability of online/hybrid courses.

The main objectives are:

- To create a useful evaluation tool (rubric) that can help faculty develop online/hybrid courses.
- To apply “best practices” in online/hybrid courses.
- To be able to recognize faculty, and programs that are creating quality online/hybrid courses.

Purpose

As an increasing number of faculty become involved with teaching online (delivering educational content via the Internet), a method of self-analysis and peer evaluation of this type of teaching needs to be developed. This document provides background information about “Best Practices” in online/hybrid courses and their delivery and also proposes a system and self/peer evaluation form whereby faculty can be evaluated (and/or conduct self-evaluation) on their online/hybrid courses and teaching.

Background

When evaluating teaching associated with online delivery of content, the most common evaluation tools look at both the quality of the course and qualities associated with delivery as measures of the overall quality of teaching.

Vernon College Office of Distance Education and Learning Technologies (ODELT) has modified the frequently quoted and standard of best practices, “Principles of Best Practices” to provide Vernon College faculty a guideline about “best practices” that intentionally combines online/hybrid and on-campus course delivery

The principles are that “best practices” encourage/emphasize:

1. *the communication of high expectations*
2. *the establishment of (clear) course procedures*
3. *student-faculty contact*
4. *cooperation among students*
5. *active learning*
6. *prompt feedback*
7. *time on task*
8. *respect for diverse talents and ways of learning*
9. *effective use of technology*

Criterion Scale:

0 = Non-Existent: Not present, but should be based on course design and content.

1 = Developing: Some evidence of this criterion, but it needs to be presented more clearly or better developed.

2 = Meets: Evidence of this criterion is clear and is appropriate for this course. More could possibly be added.

3 = Exceeds: Evidence of this criterion is clear, appropriate for this course, and demonstrates best practices in a manner that models its use.

N/A = Not Applicable

COURSE INTRODUCTION AND INFORMATION						
INSTRUCTOR INTRO VIDEO	Instructor introduces themselves and the purpose and structure of the course.	0	1	2	3	NA
INTRODUCTORY DISCUSSION	An introductory discussion provides an opportunity for students to introduce themselves.	0	1	2	3	NA
START HERE	<p>A Start Here module is included at the top of the Home page. Includes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How to be successful in an online course <input type="checkbox"/> Online Etiquette <input type="checkbox"/> Technical skills/equipment needed <input type="checkbox"/> Where to locate technical support <input type="checkbox"/> Link to Student Orientation <input type="checkbox"/> What to do first day/week 	0	1	2	3	NA
OUTLINE/SYLLABUS	<p>The outline/syllabus is easily located and the following items are present:</p> <ul style="list-style-type: none"> <input type="checkbox"/> instructor contact information <input type="checkbox"/> instructor response time for communication <input type="checkbox"/> required materials <input type="checkbox"/> course time requirements <input type="checkbox"/> student learning outcomes <input type="checkbox"/> assignment/course overview (modality) <input type="checkbox"/> textbook/resource information <input type="checkbox"/> hardware/software requirements and access information <input type="checkbox"/> academic integrity <input type="checkbox"/> course policies and procedures <input type="checkbox"/> VC resources (library, NET TUTOR, Student Services, ADA Services, Repondus, Vericite, etc.) <input type="checkbox"/> overview of course assignments (include where students will receive feedback) <input type="checkbox"/> course grading policy is stated clearly (include late work and turnaround time) 	0	1	2	3	NA

COURSE LAYOUT	The course schedule is organized according to the modules page structure and lists readings, learning activities, teaching activities, and assignments with due dates.	<table border="1"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> <td>NA</td> </tr> </table>	0	1	2	3	NA
0	1	2	3	NA			
HOME PAGE	The home page utilizes a course banner representative of the course subject matter and provides a brief course description or introduction; clear instructions for students (e.g., where to begin); and navigation to current content.	<table border="1"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> <td>NA</td> </tr> </table>	0	1	2	3	NA
0	1	2	3	NA			

COURSE FORMATTING AND LAYOUT

COURSE NAVIGATION	Course navigation includes: Home, Announcements, Modules, Assignments, Discussions, Grades, and People. (Remove Files, Pages, and other unused tools.)	<table border="1"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> <td>NA</td> </tr> </table>	0	1	2	3	NA
0	1	2	3	NA			
MODULES	Content is divided into modules (e.g., units, lessons, topics) and organized around concepts in a logical progression.	<table border="1"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> <td>NA</td> </tr> </table>	0	1	2	3	NA
0	1	2	3	NA			
CONSISTENCY	Modules, page titles, links, formatting (font, color, etc.) are consistent throughout the course.	<table border="1"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> <td>NA</td> </tr> </table>	0	1	2	3	NA
0	1	2	3	NA			
IMAGES	Photos and images are included and load quickly and are legible.	<table border="1"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> <td>NA</td> </tr> </table>	0	1	2	3	NA
0	1	2	3	NA			
RELEASE DATES/CALENDAR	Dates are set for modules and/or individual assignments. Calendar Tool is utilized.	<table border="1"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> <td>NA</td> </tr> </table>	0	1	2	3	NA
0	1	2	3	NA			
ASSIGNMENT LINKS	Links to assignments are included within the appropriate module.	<table border="1"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> <td>NA</td> </tr> </table>	0	1	2	3	NA
0	1	2	3	NA			

LINKS	All internal/external links are functional and linked appropriately.	<table border="1"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> <td>NA</td> </tr> </table>	0	1	2	3	NA
0	1	2	3	NA			

INSTRUCTIONAL MATERIALS AND CONTENT

LEARNING OUTCOMES	Learning materials/content are congruent with learning outcomes. Learning outcomes for the course are assessed.	<table border="1"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> <td>NA</td> </tr> </table>	0	1	2	3	NA
0	1	2	3	NA			
COMMUNITY & INTERACTION	Course activities and assignments help to build a sense of community and promote regular and substantive interaction among all participants (instructor and students).	<table border="1"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> <td>NA</td> </tr> </table>	0	1	2	3	NA
0	1	2	3	NA			
MODULE OVERVIEWS	Each module has an overview that introduces the content and the assignments.	<table border="1"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> <td>NA</td> </tr> </table>	0	1	2	3	NA
0	1	2	3	NA			
CONTEXT FOR LEARNING ACTIVITIES	Students are introduced to each learning activity and given the context for why it is important and how it relates to the course.	<table border="1"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> <td>NA</td> </tr> </table>	0	1	2	3	NA
0	1	2	3	NA			
VARIETY	A variety of instructional materials are used in each module. Including teaching materials, mini-lectures, multi-media, websites, articles, online meetings (Big Blue Button, etc.)	<table border="1"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> <td>NA</td> </tr> </table>	0	1	2	3	NA
0	1	2	3	NA			
TEACHING COMPONENTS	Instructor includes <i>original</i> teaching material that instructs students on course material within each module (mini-lectures, video, text-based instruction, online meetings, etc.).	<table border="1"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> <td>NA</td> </tr> </table>	0	1	2	3	NA
0	1	2	3	NA			
MINI-LECTURE FORMAT	Mini-lectures use slides with images and minimal text and are limited to 6 – 10 minutes per video.	<table border="1"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> <td>NA</td> </tr> </table>	0	1	2	3	NA
0	1	2	3	NA			

MULTIMEDIA	Course incorporates visuals, audio, multimedia, and real-life applications (when appropriate) to appeal to multiple learning styles.	0 1 2 3 NA
VIDEOS/AUDIO	All videos are closed captioned. All audios are transcribed or captioned via TechSmith Relay.	0 1 2 3 NA
CONTENT INTEGRITY	Course materials include copyright and licensing status. If not stated, it is presumed to be the original work of the instructor. This includes written material, images, videos, articles, etc.	0 1 2 3 NA
ACCESSIBILITY	Pages are checked using the Canvas Accessibility checker tool.	0 1 2 3 NA
RIGOR	The rigor of the course is in keeping with the course level and credit hours (and meets the VC clock hour requirements).	0 1 2 3 NA
EVALUATION	Students have the opportunity to provide feedback/survey on the course (at midterm and/or finals) for purposes of continual improvement.	0 1 2 3 NA

ASSESSMENT OF LEARNING

INSTRUCTIONS	Each activity and assignment is clearly written and provides students with specific guidelines and expectations including how they should submit their work.	0 1 2 3 NA
TYPES	Multiple methods of assessments are used.	0 1 2 3 NA
OUTCOMES	Assessments are tied to learning outcomes.	0 1 2 3 NA

COMPLEXITY	Assignments promote higher order thinking (analysis, problem solving, critical reflection, etc.).	0	1	2	3	NA
RUBRIC/CRITERIA	A rubric or equivalent grading document is included to explain the criteria for how an assessment is evaluated.	0	1	2	3	NA
ACADEMIC INTEGRITY	Assignments encourage academic integrity and align with the mission of the VC Academic Integrity Policy (e.g., Vericite, quizzes settings).	0	1	2	3	NA
DUE DATES	Assignment deadlines restrictions are used appropriately to maintain a steady pace throughout the course.	0	1	2	3	NA
DISCUSSIONS	Instructor clearly states how often students are required to interact with one another and/or the instructor, the expected quality of such interactions, and how these interactions affect student grades.	0	1	2	3	NA
QUIZZES	Quizzes are set up correctly with appropriate dates, time limits, and randomized questions that encourage academic integrity.	0	1	2	3	NA
SUBMISSION ASSIGNMENTS	A submission assignment is created for each paper, essay, presentation, etc., and is set up correctly with points, submission type, and dates.	0	1	2	3	NA
PEER REVIEW	Content of the course has been reviewed for rigor and quality by peers.	0	1	2	3	NA

GRADES							
CALCULATION FORMULA	Verify that Grades are set to calculate correctly (weighted vs. points) by checking Assignments.	<table border="1"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> <td>NA</td> </tr> </table>	0	1	2	3	NA
0	1	2	3	NA			
EXTRA CREDIT	Any Extra Credit assignments calculate correctly.	<table border="1"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> <td>NA</td> </tr> </table>	0	1	2	3	NA
0	1	2	3	NA			
SETTINGS	Grade scheme is properly set in Canvas.	<table border="1"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> <td>NA</td> </tr> </table>	0	1	2	3	NA
0	1	2	3	NA			

DRAFT