



BCTIPD

WHERE TECH, PEDAGOGY & CONTENT KNOWLEDGE MEET



FACTORS FOR SUCCESS IN ONLINE COURSES

COURSE DESIGN RUBRIC

ONLINE EDUCATION INITIATIVE

- Course Design
- Interaction and Collaboration
- Assessment
- Learner Support

HOW DOES THE RUBRIC LOOK/WORK?

Sub-category	Distinguished to Exemplary (5-6)	Satisfactory to Accomplished (3-4)	Promising (2)	Incomplete (1)
1. Objectives	<ul style="list-style-type: none"> Objectives are made available in a variety of areas in the course (within the syllabus and each individual learning unit or module) Objectives are clearly written at the appropriate level and reflect desired outcomes Objectives are written in measurable outcomes (students know what they are expected to be able to do) 	<ul style="list-style-type: none"> Objectives are located within the course syllabus or the individual learning units Objectives are written to reflect desired learning outcomes, although not all are written as measurable outcomes Students understand of what is expected of them 	<ul style="list-style-type: none"> Objectives are not easily located within the course Objectives are not written at the appropriate level to match the desired outcomes Objectives are not clearly written in measurable learning outcomes Students may be unsure of what they are expected to be able to do 	<ul style="list-style-type: none"> Objectives are not easily located within the course Some are missing and others poorly written The level does not match the desired learning outcomes
2. Content Presentation	<ul style="list-style-type: none"> Content is made available or "chunked" in manageable segments (i.e., presented in distinct learning units or modules) Navigation is intuitive and content flows in a logical progression Content is presented using a variety of appropriate mechanisms (content modules, single pages, links to external resources, and/or multimedia, etc.) CMS tools are used to reduce the labor-intensity of learning (e.g., providing links to needed resources where they will be used in the course, integrating publisher resources that are tailored to the course materials, and providing streamlined access to supplementary materials) Clearly labeled tutorial materials that explain how to navigate the CMS and the specific course are included 	<ul style="list-style-type: none"> Content is made available or "chunked" in manageable segments (i.e., presented in distinct learning units or modules) Navigation is somewhat intuitive, but some "exploring" is required to determine the flow of content Content is presented using a variety of mechanisms (content modules, single pages, links to external resources, RSS Feeds, print material) CMS tools are made available to assist students, but could be organized or arranged for even greater usefulness Clearly labeled tutorial materials that explain how to navigate the CMS and the specific course are included 	<ul style="list-style-type: none"> Some content segments are overly large (or possibly too small) for the specified objectives Navigation is only occasionally intuitive, thus the flow of content is sometimes not easily determined The design does not avail of the content presentation tools (content modules, single pages, links) Only a few tools (of those available within the CMS) are used in a way that streamlines access to materials and activities for students Tutorial materials that explain how to navigate the CMS and/or the specific course may be evident, but not easily found 	<ul style="list-style-type: none"> Content is not "chunked" into manageable segments; Navigation is not intuitive and the flow of content is unclear The design does not avail of the content presentation tools (content modules, single pages, links) Tools that could reduce the labor-intensity of online instruction are not utilized Tutorial materials explaining how to navigate the CMS or the specific course may be included but are difficult to find, lack detail, are not well organized, or are incomplete
3. Learner Engagement	<ul style="list-style-type: none"> It is clear how the instructional strategies will enable students to reach course objectives 	<ul style="list-style-type: none"> Instructional strategies are designed to help students to reach course objectives, although this relationship 	<ul style="list-style-type: none"> It is not clear how the instructional strategies will help learners achieve course 	<ul style="list-style-type: none"> Instructional strategies do not provide students with skills needed to

COURSE DESIGN

- Objectives
- Content Presentation
- Learner Engagement

INTERACTION AND COLLABORATION

- Communication Strategies
- Development of Learning Community
- Interaction Logistics

ASSESSMENT

- Expectations
- Assessment Design

LEARNER SUPPORT

- Supplemental Software
- Course/Institutional Policies & Support
- Technical Accessibility
- Accommodations for Disabilities

FOR MORE INFO:

<http://cccconlineed.org/>