Online Course Best Practices Rubric

File Name Format (example): Course Review Course ID Instructor name your initials

Faculty Name:

Course:

Semester:

Reviewer:

Date:

This evaluation is a framework for addressing how a quality course should look. The checklist represents a developmental process for online course design and delivery. This is a tool used to self-evaluate an online course, as a guide to design a course, and/or as a way to achieve recognition of your course by its use when completing Teaching Online 101.

Instructions: Use the following criteria as a basis for evaluating an online course. Each section has an area for the reviewer to include comments, with an overall comment section at the end of the form. Not all indicators have to be met, see below for additional details.

SCORING: All items are worth 1 pt. It is 'all or none' scoring. The item either earns 1 pt. or does not. To meet standards: All Essential Criteria (Bold Items) must be met AND the total score of the review must meet at the 80% level (27 out of 34 items must be met).

1. Instructional Design Elements
   a. Support & Resources
      Essential Criteria:
      1. Students are provided information as to where to get technical help. 0
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Comments:
2. The “Orientation Guide” section includes: Technology check, Help Desk hours, Communication & etiquette guidelines, assignment submission procedures, technology requirements, navigation menu items description, and student support services.

Comments:
   i. Indicators:
      1. Prerequisites, if any, are clearly stated.

Comments:
2. Any skills needed are addressed. Students are made aware of computer skills needed to succeed in this course. (e.g. send and receive email, create a PowerPoint, use Blackboard Collaborate, etc.). Look for a list of computer skills needed for this course based on the activities they will be using.

Comments:
3. Course contains other resources, such as, library resources and writing resources.

b. Course Goals/Objectives
   Essential Criteria:
      1. Learning Goals are clear and appropriate.

Comments:
   i. Indicator:
      1. Learning Goals are located in each module.

Comments:

c. Instructional Design & Delivery
   Essential Criteria:
      1. Assignments and Learning activities meet the learning goals.

Comments:
   2. Modules, units, lessons, or other meaningful architecture organizes content; units of instructions
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are organized in a logical, consistent sequence.

Comments:

3. Syllabus is online and complete, including course expectations, goals & objectives, grading criteria, course policies and expectations, schedule with due dates. 0

Comments:

i. Indicators:

1. Utilizes active learning strategies that engage the student and appeal to differing learning styles (e.g. tests, papers, group projects). 0

Comments:

2. Course uses appropriate fonts: list those fonts useable for online...Arial 14 is recommended when pasting from MS Word, when in the Blackboard Text Editor use Arial 18. 0

Comments:

3. Support for student questions is provided (Examples: instructor contact information, FAQ's (Discussion board for questions). 0

Comments:

4. A variety of current technology tools are used to provide communication and learning. Course tools could include (but not limited to): Turnitin (Plagiarism detection), Respondus Lockdown Browser, Blogs, Journals, Wikis, Discussion Forums, Bb Calendar, Mashups (Flicker, Slideshare, YouTube), Bb Collaborate, Skype, PowerPoint, text messaging, Twitter, Facebook, SafeAssign, etc. Look for a couple. 0

Comments:

5. In student’s course view tools menu, unused tools should be hidden. 0

Comments:

d. Assessment & Evaluation

Essential Criteria:

1. Assessment strategies are used to measure content knowledge and skills. 0

Comments:
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i. Indicators:
   1. Formative evaluation is provided to students through ongoing feedback (emails, Grade center, announcements, discussion board postings).
      Comments: 0
   2. Course includes procedures for submitting assignments.
      Comments: 0
   3. Course contains multiple learning activities of different types to assess the student’s progress.
      Comments: 0
   4. Rubrics are used for assignments.
      Comments: 0
   5. Self-assessments or peer feedback opportunities exist.
      Comments: 0

Section 1 Total: 0
Essential Criteria Met? Yes No

Section 1 Additional Reviewer Comments:

2. Communication
   a. Interaction among Learners
      Essential Criteria:
         1. Discussion Boards and/or chat available, Groups, Blackboard Collaborate, for virtual classroom or office hours.
      Comments:

   b. Interaction between Learners and Instructor
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## Essential Criteria:
1. Instructor communicates how feedback is given, including frequency of feedback on discussion forums, assignments, etc.

### Comments:
1. **Indicators:**
   1. Instructor expresses policy on answering emails (i.e. how soon students can expect response)
   0

### Comments:
2. Instructor publishes office hours (virtual or “physical”) and contact information.
   0

### Comments:
3. Feedback to students is evident through announcements, emails, discussion postings, or other means.
   0

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## c. Interaction between Learners and Instructional Materials

### Essential Criteria:
1. Resources for completing course activities are provided.

### Comments:
1. **Indicators:**
   1. Students receive orientation to practice skills such as posting in Discussion forum, taking an online exam, submitting an assignment, and using any other type of technology that will be utilized during the course.
   0

### Comments:
2. Guidelines for posting to discussion board and/or participating in Bb Collaborate, wikis, journals, and/or blogs are provided.
   0

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### Essential Criteria Met? Yes [ ] No [ ]

### Section 2 Total: 0
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Section 2 Additional Reviewer Comments:

3. Course Management
   a. Time Requirement
      Essential Criteria: NONE
      i. Indicators
         1. Indicate to students the general time requirement expectations of course. 0

   Comments:

   b. Evaluating student progress
      Essential Criteria:
      1. Syllabus should include the grading system that is used. Weighted grading system is disclosed to students in the syllabus. 0

   Comments:

   2. Blackboard Grade Center is used. 0

   Comments:

      i. Indicators
         1. Evaluation of online participation is described, for example; how many replies expected, rubric, open? 0

   Comments:

      2. Evaluation of papers, projects, and/or group work is described, for example; discuss length and points of paper, focus of project, and individual responsibility in a group project. 0

   Comments:

   Section 3 Total: 0

   Yes  No
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Essential Criteria Met?  

Section 3 Additional Reviewer Comments:

Overall Reviewer Comments:

*Rubric Total Score:  0/34
*Review must meet at the 80% level (27 out of 34 items must be met)