Welcome to Track 2: e-Learning Pedagogy

Rubrics for Best E-Practices
Who are we? (30-second introductions!)

- Please share your...
  - Name
  - Institution
  - Discipline
  - Online/hybrid courses taught
Workshop objectives

At the end of this workshop, you will be able to:

- describe the concept of best practices rubrics & the process of applying them
- understand the principles of the QM rubric
- apply the QM rubric to online courses including your own
- share what you have learned with colleagues
Workshop schedule

Our agenda:

- Rubrics for best e-practices
- Quality Matters rubric & process
- Self- and peer reviewing
- Applying the QM essential standards to scenarios & courses (including our own!)
Rubrics for Best e-Practices

- What’s out there?
- How people learn
What are rubrics?
Etymology & Evolving Definitions

**Etymology:**

- 1. A title, heading, or instruction in a manuscript, book, or rule written or printed in red or otherwise distinguished from the rest of the text.
- 2. A direction for the conduct of divine service or the administration of the sacraments, inserted in liturgical books.
- 3. A protocol, rule, or statute
- 4. A descriptive scoring guide for measurement of subjective topics
Types and Uses of Rubrics

Holistic / Analytical / Multi-dimensional / Scales

- Formative assessment
- Summative assessment
- Guide for assignments (criteria and expectations)
- Guide for consistent assessment
- Guide for constructing learning activities
Creating Rubrics

- **Preliminary decision** on the dimensions of the performance or product to be assessed

- Look at **actual examples** (of varying quality) of student work to see if you have omitted any important dimensions

- **Refine and consolidate** your list of dimensions as needed
Scoring Matrix
The scores will be from 1-Beginner to 4-Expert

- Level 1 needs a whole lot of help
- Level 2 needs some intervention
- Level 3 skilled
- Level 4 skilled with creativity added

Surgeon

Level 1. No parts working, left loose ends, many parts left over, cuts on own arms, scratches in table.
Level 2. Some parts are now working, some leftovers, no cuts on arms, some minor scratches to table.
Level 3. Everything is working, no parts left over, no cuts on arms or scratches on table.
Level 4. Everything is working flawlessly, found an unused part to use as a transplant in another patient, had time to get in 18 holes!
# Classroom Debate Rubric

## Levels of Performance

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Organization and Clarity:</strong> viewpoints and responses are outlined both clearly and orderly.</td>
<td>Unclear in most parts</td>
<td>Clear in some parts but not over all</td>
<td>Most clear and orderly in all parts</td>
<td>Completely clear and orderly presentation</td>
</tr>
<tr>
<td><strong>2. Use of Arguments:</strong> reasons are given to support viewpoint.</td>
<td>Few or no relevant reasons given</td>
<td>Some relevant reasons given</td>
<td>Most reasons given: most relevant</td>
<td>Most relevant reasons given in support</td>
</tr>
<tr>
<td><strong>3. Use of Examples and Facts:</strong> examples and facts are given to support reasons.</td>
<td>Few or no relevant supporting examples/facts given</td>
<td>Some relevant examples/facts given</td>
<td>Many examples/facts given: most relevant</td>
<td>Many relevant supporting examples and facts given</td>
</tr>
<tr>
<td><strong>4. Use of Rebuttal:</strong> arguments made by the other teams are responded to and dealt with effectively.</td>
<td>No effective counter-arguments made</td>
<td>Few effective counter-arguments made</td>
<td>Some effective counter-arguments made</td>
<td>Many effective counter-arguments made</td>
</tr>
<tr>
<td><strong>5. Presentation Style:</strong> tone of voice, use of gestures, and level of enthusiasm are convincing to audience.</td>
<td>Few style features were used; not convincingly</td>
<td>Few style features were used convincingly</td>
<td>All style features were used, most convincingly</td>
<td>All style features were used convincingly</td>
</tr>
</tbody>
</table>
### Sample Rubric for Course or Workshop

<table>
<thead>
<tr>
<th>Level Criteria</th>
<th>1 -- Limited</th>
<th>2 -- Adequate</th>
<th>3 -- Proficient</th>
<th>4 -- Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives</strong></td>
<td>Objectives were not stated and unclear. Lecture was unfocussed, and any learning activities did not seem to directly support any particular objective.</td>
<td>Objectives were stated, but lecture and learning activities were not clearly organized to achieve objectives.</td>
<td>Objectives were clearly stated, evident in lecture and supported by learning activities.</td>
<td>Objectives were manageable, clearly evident throughout and strongly supported by learning activities.</td>
</tr>
<tr>
<td><strong>Expertise</strong></td>
<td>Speaker’s expertise in content was not evident.</td>
<td>Speaker’s expertise in content area was unclear or minimal.</td>
<td>Speaker’s expertise in content area was evident.</td>
<td>Speaker’s expertise in content area was remarkable.</td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>Presentation was disorganized and therefore difficult to follow.</td>
<td>Presentation followed a main idea, but was repetitious or tangential to no purpose.</td>
<td>Presentation was clear, and easy to follow, using a standard format.</td>
<td>Presentation was well-organized and easy to follow. It was interesting.</td>
</tr>
<tr>
<td><strong>Logistics</strong></td>
<td>Media and learning materials were missing, distracted from the presentation or poorly used.</td>
<td>Some media and learning materials did not contribute to the presentation.</td>
<td>Media and learning materials supported the presentation appropriately.</td>
<td>Media and learning materials were used effectively to enhance the presentation.</td>
</tr>
<tr>
<td><strong>Learning Engagement</strong></td>
<td>My involvement in learning was passive. I chose not to be engaged in the presentation.</td>
<td>I chose to be involved, and followed instructions to some degree.</td>
<td>I was actively engaged in learning and sought to find aspects to contribute to my professional practice.</td>
<td>I was meaningfully engaged in learning, making connections to my current professional practice and seeking new learning for continuous improvement.</td>
</tr>
</tbody>
</table>
What about Quality?

How do we define course “quality”?
Factors Affecting Course Quality

- **Course design**

- Course delivery (i.e. teaching, faculty performance)

- Course content

- Course management system

- Institutional infrastructure

- Faculty training and readiness

- Student engagement and readiness
Design vs. Delivery

The faculty member is integral to both design and delivery.

Course Design …
is the forethought and planning that a faculty member puts into the course.

Course Delivery …
is the actual teaching of the course, the implementation of the design.

QM is about DESIGN - not delivery or faculty performance
Distinguish between design and delivery…

**Example: Discussion Board**

**Design:**
Discussion board planned in course; students told how they should participate and how they can expect the faculty to participate.

**Delivery:**
How often the faculty member actually participates in the discussion; what the faculty member actually says to students.
Activity: Surveying your own course
Consider the following:
Your own course design standards!

Consider one of your own online and/or hybrid courses.

Think about the course design standards you currently use to evaluate your course or those you used when you designed your course.

• **List 3 strengths of your course**
  (in terms of course design)

• **List 3 weaknesses of your course**
  (in terms of course design)
The Quality Matters Rubric
What QM is NOT About…

 Not about an individual instructor
  (it’s about the course)

 Not about faculty evaluation
  (it’s about course quality)

 Not about judgment
  (it’s about diagnosis and improvement)

 Not about “win/lose” or “pass/fail”
  (it’s about continuous improvement in a supportive environment)
What QM IS About…

Underlying Principles:

The QM project (rubric + process) embodies...

- the goal of continuous quality improvement
- based on sound research
- focused on effective student learning
- driven by experienced colleagues who also teach hybrid & online courses and have been trained as “peer reviewers”
- and promoted through constructive and balanced peer feedback
The Rubric’s design standards

Eight General Standards:

1. Course Overview and Introduction
2. Learning Objectives (Competencies)
3. Assessment and Measurement
4. Resources and Materials
5. Learner Engagement
6. Course Technology
7. Learner Support
8. Accessibility

*Alignment: Critical course elements work together to ensure that students achieve the desired learning outcomes.
The Rubric’s “essential standards”

FOCUS of the Seventeen Essential Standards (simply put):

1. (1.1) Starting out & finding your way around the course
2. (1.2) The purpose for how the course is organized

3. (2.1) Measurable course objectives
4. (2.2) Measurable & consistent unit objectives
5. (2.3) Clear objectives from a student perspective
6. (2.4) Clarity on how to meet the objectives from a student perspective

7. (4.1) Materials & resources are aligned & effective
8. (4.2) Learning value of the materials & resources clearly explained
The Rubric’s “essential standards”

FOCUS of the Seventeen Essential Standards (simply put):

9. (5.1) Activities promote the objectives in an engaging way
10. (5.2) Activities foster instructor/student/content engagement
11. (3.1) Assessments measure objectives, consistent w content/activities
12. (3.2) Grading policy on work distribution is clear
13. (3.3) Criteria for evaluation of work are clear
14. (6.1) Tools/media align with objectives, materials, etc. & are effective
15. (6.2) Tools/media support active learning
16. (6.3) Navigation is logical, consistent & efficient
17. (8.1) ADA standards are addressed
Points are *NOT* on a sliding scale…

<table>
<thead>
<tr>
<th>Standards</th>
<th>If the standard is met …</th>
<th>If the standard is not met …</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential</td>
<td>3 points</td>
<td>0 points</td>
</tr>
<tr>
<td>Very</td>
<td>2 points</td>
<td>0 points</td>
</tr>
<tr>
<td>Important</td>
<td>1 point</td>
<td>0 points</td>
</tr>
</tbody>
</table>
For Our Purposes, Quality Is…

- More than average; more than “good enough”
- Attempt to capture what’s expected in an effective online course at about an 85% level
- Based on research and widely accepted standards

85%
Your Point of View as a QM Course Reviewer…

- Take the students’ point of view
- Advocate for the student
- Can’t find evidence standard is met…don’t assume it is or isn’t there….ask the course developer (faculty member)
LET’S PRACTICE

But first take a look at the next slide...

...and take a break!
How to decide…. *For EACH standard*

1. **Read** the specific review standard and the annotation; review the examples, if needed.

2. **Look for evidence** that the standard is met in *this course*.

3. **Ask yourself:** Does *this course* meet the standard at an 85% or better level?

4. **Decide Yes or No** and enter your answer in the web-based rubric form.

5. **Include comments/suggestions as documentation.**
Trying it out with Standard 1.1

Standard 1.1:
Instructions make clear how to get started and where to find various course components
Does this scenario meet Standard 1.1?
Instructions make clear how to get started and where to find various course components
What Is Your Decision?
Group show of hands

Standard 1.1

Yes?

No?
Does this scenario meet Standard 1.1?
Instructions make clear how to get started and where to find various course components
What Is Your Decision?

Work on your own!

Standard 1.1

Yes?

No?
The QM team review process
# QM = Rubric and Process

## RUBRIC

**Outcome:** Earn QM recognition  
Tool to assess online courses during formal QM review

**Outcome:** Improve courses, meet institutional goals  
Guide to develop new online courses AND review and update online courses

## PROCESS

**Outcome:** Earn QM recognition  
Must follow official QM guidelines and procedures

**Outcome:** Improve courses, meet institutional goals, demonstrate commitment to quality
Quality Matters: Peer Course Review Process

Course

Institutions

Faculty Course Developers

National Standards & Research Literature

Rubric

Faculty Reviewers Training

Peer Course Review

Course Meets Quality Expectations

Course Revision

Feedback

Instructional Designers
Who’s On the Team?

3 faculty peer reviewers

- must attend QM training
- must be experienced online instructors
- one MUST be external to the course’s originating institution
- there must be a subject matter expert (SME) on the team

**NOTE:** The SME could also be the external reviewer
- chaired by additionally trained QM reviewer

**AND**

Faculty course developer (Instructor)

- access to rubric prior to review
- involved in pre-review discussions
- consulted during review
Instructor Worksheet = Voice of the Instructor

- Key piece in the review

- Includes information about:
  - Institutionally mandated objectives, materials, practices, policies
  - Materials outside course pages
  - Types of interaction used and instructor’s statement on the appropriateness of interaction in the course
  - Additional items that may require review
Meeting QM Expectations - Two Thresholds

A course must achieve:

1. “Yes” on all 17 of the 3-point “essential” standards.

2. A minimum of 72 out of 85 points (72/85 = 85%)
A statement introduces the student to the purpose of the course and to its components; in the case of a hybrid course, the statement clarifies the relationship between the face-to-face and online components.
Hands-On Practice

Review the Anthropology Course

- Go to http://pgcconline.blackboard.com
- Username is fipse
- Password is fipse

- Focus on Standard 1.2
- Decide Yes or No
- Compare with other team members
- Reach consensus
The importance of "alignment"
Key sections that *must* align...

- Course Learning Objectives (2)
- Learner Interactions and Activities (5)
- Resources, Materials (4) and Technology (6)
- Assessment and Measurement (3)
Hands-On Practice

Review the Anthropology Course

- Go to [http://pgcconline.blackboard.com](http://pgcconline.blackboard.com)
- Username is fipse
- Password is fipse

- Focus on alignment –
  Standards 2.1, 3.1, 4.1, 5.1 and 6.1
- Decide Yes or No on each
- Discuss as a group (every 10 minutes)
Our homework
Tomorrow we learn from each other!

- **Think** about your own course:
  - What do you do that meets the QM standards?
  - What improvements might you make?
- **Summarize tonight**!
- **Share** your thoughts tomorrow
Thank you!