

## WebCT Exemplary Course Project 2003 Rubric

**Rubric Descriptions** Please rate your course using the following scale:

**Exemplary:** a model of best practice as related to this criterion

**Accomplished:** excellent implementation; comparable to other examples

**Promising:** good implementation; however, somewhat lacking in depth or detail

**Incomplete:** partial implementation of this criterion; additional work needed; good start

**Not evident:** unable to locate examples specific to this criterion

**Not appropriate:** this criterion has little or no relevance for this course

### Course Design

Course Design addresses elements of instructional design in an online course. For the purpose of this project, course design includes such elements as the structure of the course, learning objectives, and instructional strategies. In a well designed course

| Criteria  | Rating |
|---|--------|
| objectives are written at the appropriate level of Bloom's taxonomy   |        |
| objectives are clearly revealed to students<br><input type="checkbox"/> as part of the syllabus<br><input type="checkbox"/> as part of each learning module   |        |
| content is made available to students in manageable segments  |        |
| content is presented in a logical progression   |        |
| content is easily navigated   |        |
| content is made available via<br><input type="checkbox"/> content modules<br><input type="checkbox"/> single pages<br><input type="checkbox"/> links to external sources  |        |
| content modules are enhanced through the appropriate use of affiliated tools<br><input type="checkbox"/> goals<br><input type="checkbox"/> discussion<br><input type="checkbox"/> glossary<br><input type="checkbox"/> notes<br><input type="checkbox"/> links<br><input type="checkbox"/> quiz<br><input type="checkbox"/> self test<br><input type="checkbox"/> audio<br><input type="checkbox"/> video<br><input type="checkbox"/> other |        |
| visual and auditory stimuli are used to motivate students.  |        |
| the instructor makes appropriate ancillary resources available as part of the course content.   |        |
| the content and requirements are as demanding as a face-to-face course with identical or similar content.   |        |
| students are provided an opportunity to participate in course evaluation.   |        |
| accessibility issues are addressed<br><br>Presentation of course materials complies with web accessibility standards as outlined by such entities as BOBBY, IDEA, ADA, WebAIM, the National Organization of Disability.   |        |
| Tell us at least 3 ways your course meets these standards.  |        |

**Anecdotal Evidence** - Please tell us how your course meets these criteria (up to 300 words):

**Visual Evidence** - Please provide up to six visual evidence pieces that support the category by pointing to specific pages within the course:

| Up to six pages within the course which support the category: |                                     |
|---|-------------------------------------|
| Location  | How this page supports the category |
| Location #1   |                                     |
| Location #2   |                                     |
| Location #3   |                                     |
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| Location #5   |                                     |
| Location #6   |                                     |

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**Interaction & Collaboration**

Interaction and Collaboration can take many forms. The project criteria places emphasis on the type and amount of interaction and collaboration within an online environment. In exemplary courses, learner-to-learner, learner-to-content, and learner-to-instructor interaction and collaboration are exemplified through

| Criteria  | Rating                                      |
|---|---|
| clearly stated expectations defining minimal levels of student participation.   |   |
| Clearly defined statements informing students what to expect in terms of instructor response time.  |   |
| the degree to which students interact with each other and the instructor to communicate about course content.   |   |
| the use of real-time features such as chat rooms and whiteboards.   |   |
| the use of asynchronous tools such as discussions and email.  |   |
| frequent instances where the instructor takes an active role in moderating discussions, providing feedback and participating in other interactive components. |   |
| a deliberate attempt to create a learning community using such strategies as group projects/assignments/activities.   |   |
| Please select the Communication/Collaboration tools used in the course  |   |
| <input type="checkbox"/> discussion board   | <input type="checkbox"/> whiteboard         |
| <input type="checkbox"/> chat rooms   | <input type="checkbox"/> email              |
| <input type="checkbox"/> student presentations  | <input type="checkbox"/> student home pages |
| <input type="checkbox"/> other  |   |

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## Technology

The use of technology within an online course should focus on enhancing and enabling student learning. Used appropriately, technology enhances learning when

| Criteria  | Rating |
|---|--------|
| the course makes appropriate use of inherent WebCT technologies   |        |
| enables critical reflection and analysis of content   |        |
| assignments/activities requiring the use of technology clearly explain how technology is to be used by students |        |
| internal communication tools are used by students and instructor to elaborate on course content                 |        |
| the course makes exceptional use of inherent WebCT technologies   |        |
| use of technology goes beyond the use of technology for technology's sake                                       |        |
| student connectivity issues are considered  |        |
| <input type="checkbox"/> content is available in a variety of formats (i.e., "pdf" files)                       |        |
| <input type="checkbox"/> media files are available in a variety of formats                                      |        |
| <input type="checkbox"/> content/media are available on CD-ROM  |        |
| the course makes creative use of a variety of technologies  |        |

Please select the tools used in the course (check all that apply)

- |  |                                    |  |
|--|------------------------------------|--|
| <input type="checkbox"/> Email                 | <input type="checkbox"/> self test | <input type="checkbox"/> audio           |
| <input type="checkbox"/> Chat                  | <input type="checkbox"/> survey    | <input type="checkbox"/> animations      |
| <input type="checkbox"/> home pages            | <input type="checkbox"/> glossary  | <input type="checkbox"/> graphics/images |
| <input type="checkbox"/> discussions           | <input type="checkbox"/> search    | <input type="checkbox"/> image database  |
| <input type="checkbox"/> whiteboard            | <input type="checkbox"/> my grades | <input type="checkbox"/> CD-ROM tool     |
| <input type="checkbox"/> student presentations | <input type="checkbox"/> calendar  | <input type="checkbox"/> my progress     |
| <input type="checkbox"/> quiz tool             | <input type="checkbox"/> video     | <input type="checkbox"/> other tools     |

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**Assessment**

Assessment focuses on the evaluation of student work. The project criteria speak to the quality and type of student assessments within the course, placing particular emphasis on

| Criteria   | Rating |
|--|--------|
| assignments that cause students to work at the higher level of Bloom's taxonomy.   |        |
| assignments that encourage students to employ critical thinking strategies.  |        |
| the alignment of assignments and stated objectives.  |        |
| assignments that provide students with ample opportunities to practice and apply concepts and skills in realistic and relevant ways.   |        |
| assignments and projects that require students to make appropriate and effective use of external resources, including print, library, Web-based, and other electronic resources. |        |
| clearly communicated assignments.  |        |
| explicitly communicated expectations, including deliverables.  |        |
| <input type="checkbox"/> rubrics/performance criteria are made available to students   |        |
| clearly stating how the Web may be used in completing assignments.   |        |
| <input type="checkbox"/> directing students to specific Web sites to use or avoid and/or providing hints for searching the Web.  |        |
| <input type="checkbox"/> evaluating and validating Web-based information in completing assignments.  |        |
| utilizing built-in quiz features where appropriate.  |        |
| proctored examinations or other assessments.   |        |
| quizzes and tests that are tied to course objectives.  |        |
| providing students with ample opportunities for self-assessment.   |        |

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**Learner Support**

Learner Support is concerned with the resources made available to students as a part of an online course. Such resources may be accessible within or external to the course environment. Specifically, learner support provides that a variety of student services is made available, including, but not limited to

| Criteria   | Rating |
|--|--------|
| links within the course to   |        |
| <input type="checkbox"/> tutorials covering such topics as the use of email, the Internet, html, browser settings, and other required applications such as <i>PowerPoint</i> . |        |
| <input type="checkbox"/> access to help desk personnel.  |        |
| <input type="checkbox"/> access to online library resources.   |        |
| <input type="checkbox"/> tools required for viewing course content (RealPlayer, Acrobat Reader and other plug-ins), including instructions on how to use such tools.           |        |
| appropriate instructor contact information.  |        |

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