

Evaluating Students: A Wiki/Research Assignment

Collection Grading (25%)

- Appropriate materials are reviewed and cited each week.
- Many types of professional materials are included
- Graded drafts of the collection wiki are "clean" and professionally represented: □Minimal surface level errors; well organized; appropriate visual arrangement.

Interview Grading (15%)

- Three interviews are conducted with appropriate people.
- Extensive set of notes, an audio file, and post-interview notes are collected of each interview.
- A clean summary of what you learned from the interview is created (NOT a transcript).
- Email follow-up questions & 'Thank You' notes were sent to the interviewees (copied to the teacher).

Presentation Grading (10%)

- Combinations of media, materials, and insights from interviews, professional resources, and personal experience were used to describe important professional communication practices in your field.
- Presentation was rehearsed and professionally delivered.
- Final draft of the online presentation was "clean" and professionally represented.

This assignment series together will count for 50% of your final grade.

Evaluating the Course

Dickie's Additions to "Quality Matters: Inter-Institutional Quality Assurance in Online Learning"
COURSE & CURRICULAR REVIEW RUBRIC

Ia. DESIGNING & REDESIGNING: All techno-explorations (and that's, of course, what we are really doing here: exploring) should be ongoing, tested in collaboration with all major stakeholders (primarily students), and should yield sustainable practices for students, technology specialists, administrators, and teachers.

Specific Review Standards	Look for ...	Checklist
I.1 Stakeholder discussions have generated & temporarily addressed concerns of faculty, students, technicians, and administrators..	... policy and support statements on which representatives from each group have signed off.	
I.2 Usability testing of technologies, course resources, and processes have minimized bottlenecks and points of confusion.	... ongoing usability reports, logs of ongoing formative assessments of technology-rich activities, and regular meeting schedules for stakeholder representatives.	
I.3 Collaborative activities between distant students, teachers, experts, and appropriate community members have been explored.	... specific activities that involve distant learners or collaborators. Also look for detailed descriptions of how, when, why; and where each group will contribute to course learning objectives.	
I.4 Explorations of untested (new & promising) technologies have been integrated into the class.	... statements explicitly inviting students to engage in these experimental activities at low risk, with alternative activities provided.	

Quality Matters: Inter-Institutional Quality Assurance in Online Learning
COURSE REVIEW RUBRIC
 DRAFT Modified by OSU for Supported, Blended, and Online Courses

Ib. COURSE OVERVIEW: The overall design of the course is made transparent to the student at the beginning of the course.

Specific Review Standards	Look for	Checklist
I.1 Navigational instructions make the organization of the course easy to understand.	Clear statements about how to get started in the course.	
I.2 A statement introduces the student to the course and to the structure of the student learning.	A statement providing an idea of how the learning process is structured including course schedule, communication modes, types of activities, etc.	
I.3 A syllabus introduces the student to learning objectives, course expectations, assessment criteria, course requirements.	A syllabus providing information on course objectives, expectations, requirements, and grading.	
I.4 Netiquette expectations with regard to discussions and email communication are clearly stated.	Rules of conduct for participating in the discussion board and/or for email content.	
I.5 Minimum technology requirements, minimum student skills, and, if applicable, prerequisite knowledge in the discipline, are clearly stated.	Technology skills and requirements and academic course prerequisites.	

II. LEARNING OBJECTIVES: Learning objectives are clearly defined and explained.

Specific Review Standards	Look for	Checklist
II.1 The learning objectives of the course describe outcomes that are measurable.	Learning objectives describing student performance in observable terms.	
II.2 The learning objectives of the course are clearly stated and understandable to the student.	Learning objectives that are free from jargon, confusing terms, and puzzling syntax.	
II.3 Instructions to students on how to meet the learning objectives are adequate and easy to understand.	Instructions to succeed in the course (narratives, bulleted list, and charts) are clear and complete.	

III. ASSESSMENT: Assessment strategies are linked to learning objectives and both summative and formative.

Specific Review Standards	Look for	Checklist
III.1 The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources.	Relationships among assessments, course/learning objectives, and learning activities. Whether assessment formats measure the stated learning objectives.	
III.2 The grading policy is transparent and easy to understand.	Clear statements including a list of activities, test, papers, etc. that will affect students' grade.	
III.3 Assessment and measurement strategies provide feedback to the student.	Ongoing feedback provided via news, gradebook, discussion board, and dropbox tools.	

IV. RESOURCES AND MATERIALS: Instructional materials are comprehensive enough to achieve learning objectives.

Specific Review Standards	Look for	Checklist
IV.1 The instructional materials support the stated learning objectives and have sufficient breadth and depth for the student to learn the subject.	Content provided in variety of ways, including the textbook, PowerPoint presentations, websites, lecture notes, outlines, and multimedia.	

IV.2	Instructional materials are presented in a format appropriate to the online environment, and are easily accessible to and usable by the student.	Navigation link(s) devoted to “Resources” in the Content.	
IV.3	All resources and materials used in the online course are appropriately cited.	Citations, copyright statements, references, etc.	

V. LEARNER INTERACTION: The design of the course allows instructor-student-content interactions.

Specific Review Standards	Look for	Checklist
V.1 The learning activities promote the achievement of stated learning objectives.	Class discussions, case studies, simulation exercises, practice quizzes, etc.	
V.2 Learning activities foster instructor-student, content-student, and if appropriate to this course, student-student interaction.	Self introductions, feedback on assignments, discussion posting and responses, group projects, group discussion postings, etc.	
V.3 Clear standards are set for instructor response and availability (turn-around time for email, grade posting, etc.)	Statements about instructor’s response time for email, grade posting, discussion posting and instructor’s availability for meeting (in-person or online).	
V.4 The requirements for course interaction are clearly articulated.	Statements about required student participation in discussion and email (how many times, how long, what grade credit, etc.).	

VI. COURSE TECHNOLOGY: Course technology enriches instruction and enhances student learning.

Specific Review Standards	Look for	Checklist
VI.1 The tools and media support the learning objectives of the course and are integrated with texts and lesson assignments.	Connections between learning objectives and media and technology tools used. Whether technology is used appropriately not for the sake of using technology.	
VI.2 Technologies required for this course are either provided or easily downloadable.	Clear instructions telling students how to obtain needed plug-ins and software packages, if the course requires any.	
VI.3 The course instructions articulate or link to a clear description of the technical support offered.	A link to the technical support center (8help) website.	

VII. ADA COMPLIANCE: The course is accessible to all students.

Specific Review Standards	Look for	Checklist
VII.1 The course acknowledges the importance of ADA requirements.	An ADA Statement – a statement informing how to gain access to ADA services at the OSU.	
VII.2 Web pages provide equivalent alternatives to auditory and visual content.	Alternative means of access to course materials, for example, an audio lecture or a video clip need to have a text transcript.	
VII.3 Web pages have links that are self-describing and meaningful.	File names and web hyperlinks with meaningful names, for example “Take Quiz 1.” HTML tags or accompanying text links.	
VII.4 The course demonstrates sensitivity to readability issues.	Formatting (bold, italics, color coding); alternate webpage (non-color-coded format); relevant formatting and color coding.	