

SAMPLE ONLINE COURSE SCORING RUBRIC

<p>Exemplary: a model of best practices; includes several examples of innovative approaches to learning issues</p> <p>Satisfactory: adequate implementation of this criterion; lacks innovative approaches to learning issues</p> <p>Weak: partial implementation of this criterion, additional work needed</p> <p>Incomplete: elements of course missing, incomplete or confusing to student; not a good example</p>	4 Exemplary	3 Satisfactory	2 Weak	1 Incomplete
<p>The design is appropriate for the defined learner group as per your paper but not on the sub-module site.</p> <p>Comment</p>	④	③	②	①
<p>Objectives/outcomes are clear.</p> <p>Comment</p>	④	③	②	①
<p>Content is clearly organized, sequenced, and integrated.</p> <p>Comment</p>	④	③	②	①
<p>Learner-centered activities are clearly identified and consistent with objectives/learning outcomes.</p> <p>Comment</p>	④	③	②	①
<p>Learner-centered use of instructional technologies is effective and relevant to objectives and learning outcomes.</p> <p>Comment</p>	④	③	②	①
<p>Opportunities for practice and transfer are presented.</p> <p>Comment</p>	④	③	②	①
<p>Appropriate procedures and criteria for evaluating student progress are consistent with objectives and learning outcomes.</p> <p>Comment</p>	④	③	②	①
<p>Innovation and excellence are demonstrated.</p> <p>Comment</p>	④	③	②	①
Mark / 15				

Learning Activities Using Discussion Forums

Name	Purpose	Student Role	Instructor Role	Question	Assessment	Recommendation
Presentations – Bios and perspectives	Get to know each other, for students to apply the information to their own context	<ul style="list-style-type: none"> Share information Apply information 	<ul style="list-style-type: none"> Set clear expectations. 	<ul style="list-style-type: none"> Bio How does this relate to your context? 	<ul style="list-style-type: none"> Participation (Y or N) 	<ul style="list-style-type: none"> Good instructions of what to post and where to post.
Instructor Lead	Sharing ideas	<ul style="list-style-type: none"> Groups of 5-20 individuals. Post at least two times per week and follow all responses to your own postings (take responsibility for what you say). Postings have to be informed opinions. 	<ul style="list-style-type: none"> Set clear expectations (students). Starter, wrapper and take part on discussion to guide content. Guide the branching of content. Review the forum at least three times per week. Making sure individuals post in the right place. 	<ul style="list-style-type: none"> Part of content 	<ul style="list-style-type: none"> Participation: Quantitative and qualitative: Informed opinion, sense of cohesiveness, collaboration (building knowledge), and leadership (thoughtfulness) (thoughtfulness) 	<ul style="list-style-type: none"> Good question Focus on process Watch out for lurkers Management of threads Subject lines (meaningful) Length of message short, no more than three paragraphs. No more than three questions per topic.
Student Lead	Sharing ideas	<ul style="list-style-type: none"> Groups of more than 12, need to be divided. One or two students lead the discussion- Starter, wrapper and take part on discussion to guide content. 	<ul style="list-style-type: none"> Set clear expectations (students, and students leading discussion). Stepping in for facilitation. 	<ul style="list-style-type: none"> Student develop question. Need <u>guidelines of how to write a good question.</u> 	<ul style="list-style-type: none"> Quantitative and qualitative: Informed opinion, sense of cohesiveness, collaboration (building knowledge), and leadership (thoughtfulness) + Facilitation skills for students leading 	<ul style="list-style-type: none"> Good question Focus on process Watch out for lurkers Management of threads Subject lines (meaningful) Length of message short, no more than three paragraphs. No more than three questions per topic.
Resource Sharing	Resource gathering (URL, glossary, annotated bibliography).	<ul style="list-style-type: none"> Groups of less than 25 	<ul style="list-style-type: none"> Set clear expectations. Making sure individuals post in the right place. 		<ul style="list-style-type: none"> Participation (Y or N) good resource meet requirements. 	<ul style="list-style-type: none"> Good instructions of what to post and where to post.
Guest speaker	Different perspective, expertise and different fields.	<ul style="list-style-type: none"> Groups of 5-20 individuals. Postings have to be informed opinions. 	<ul style="list-style-type: none"> Set clear expectations (students and expert). Introduce guest speaker. 	<ul style="list-style-type: none"> Guest speaker might develop questions, or students might interview. 		<ul style="list-style-type: none"> Set roles for guest speaker -duration of participation. Set role for students (Interview, workshop, discussion).
Muddiest Point- Key question	Learning Assessment technique – review and reflection	<ul style="list-style-type: none"> Groups of 5-20 individuals. 	<ul style="list-style-type: none"> Set clear expectations Review questions and use them to wrap the content, or to weave gaps between queries and content. 	<ul style="list-style-type: none"> Student creates question 	<ul style="list-style-type: none"> Participation (Y or N) good resource meets requirements. 	<ul style="list-style-type: none"> All questions are good questions Timeline- for posting due dates. Students had time to review content.
		<ul style="list-style-type: none"> Groups of 5-20 individuals. Reflect on the content and come up with a burning question that is still is unclear Students would not respond to other student's questions 				

ONLINE FACILITATION:

QUESTIONS THAT CAN MOVE DIALOGUE ALONG

Questions that ask for more evidence	<ul style="list-style-type: none">• "What evidence can you give to support that view?"• "Can you give us an example of that, from your own experience?"
Questions for clarification	<ul style="list-style-type: none">• "Can you give us an example of that?"
Questions that link or extend a group of responses	<ul style="list-style-type: none">• "Alan said ____, and earlier Gill said ____. Is there a common ground between these two positions?"• "This week, several people have commented on the challenges of following these protocols when time is short. Linda mentioned how time-consuming the process feels when there are many people waiting for her to finish. Larry finds them too cumbersome to use when the unit is short-staffed. Are there ways in which we can streamline the application of the protocol without abandoning it?"
Hypothetical questions	<ul style="list-style-type: none">• "How could things happen (in your workplace for instance) if this procedure was not correctly followed?"
Cause and effect questions	<ul style="list-style-type: none">• "Chris suggested that the IT department should change its procedures to better conform to public health practice. What impact would those changes have on staffing in IT?"
Summary and synthesis	Typically, as moderator, you provide the summary and synthesis at the end of the discussion. Creating this summary is an excellent learning opportunity, especially for the person doing it! An option is to assign participants responsibility for summarizing the discussion for each module.

FIVE STAGES OF ONLINE FACILITATION

From: Gilly Salmon's *E-moderating: The Key teaching and learning online*, (Second Edition, Routledge Falmer, London, 2004).

	Participants' roles	Facilitators' roles
1 Access & Motivation	<ul style="list-style-type: none"> Getting in to the course: successfully logging on 	<ul style="list-style-type: none"> Encouraging, welcoming Clarifying role of conference
2 Online Socialization	<ul style="list-style-type: none"> Moving beyond browsing Learning to feel at home 	<ul style="list-style-type: none"> Creating an atmosphere where people feel respected May include contacting individuals by email as they "arrive" (or fail to) in the conferencing space
3 Information Exchange	<ul style="list-style-type: none"> Deal with potential information overload Work at finding information online Discuss content and issues in the conference area 	<ul style="list-style-type: none"> Present linkages in interesting ways Ensure that contributions are not lost or ignored
4 Knowledge Construction	<ul style="list-style-type: none"> Begin to analyze/interpret what they are learning Experience different perspectives Become authors, based on their own reading and personal experience, not just transmitters of facts 	<ul style="list-style-type: none"> Begin to move out of the way Encourage critical thinking
5 Development	<ul style="list-style-type: none"> Experienced participants may share the moderator's role May challenge position of moderator Take responsibility for own learning Clearly demonstrate critical thinking Often reflect critically on role of the technology in learning, as well as on topic area 	<ul style="list-style-type: none"> Be prepared for challenges from participants Don't interfere too much with discussion, but don't become obviously absent either