

BLENDED & ONLINE COURSE RUBRIC



CENTRE FOR
TEACHING, LEARNING
AND INNOVATION

COMMUNICATIVE & ENGAGING

CRITERIA

ESSENTIAL

EXCELLENT

Course Outline/ Syllabus

Approved course outline/syllabus is included in the course is posted in canvas

The instructor reviews the outline/syllabus with learners at the beginning of the course (e.g., in an asynchronous or synchronous discussion, presentation, etc.)

All aspects of the Course Outline Policy are followed

Course outline/syllabus is learner-centred (focused on learner needs and their learning process)

Instructor Communication

Instructor contact information is provided

The course includes a welcome message to learners

Information about instructor office hours is provided or a placeholder is included for this information

Professional biographical information about the instructor is provided

The course includes an engaging welcome video or video call to learners

Learning Outcomes

Relevant, concise, and clearly stated outcomes from the learner's perspective are expected to be provided by the program sponsoring your course.

Learning outcomes/objectives are achievable by learners within the context of the course

Outcomes are measurable in terms of assessing desired performance

Learning activities and assignments are aligned with learning outcomes/objectives and match those provided in the course outline/syllabus

Outcomes listed in the course outline/syllabus and course must match the Curriculum Alignment Framework associated with your course

Learning outcomes/objectives are presented within each course module

Grading Information & Marking Criteria

Grading information is presented early in the course and is easily accessed

The weighting of each graded activity is identified

Clearly stated, detailed scoring rubrics or equivalents describe important performance criteria expected of learners

Marking criteria is presented with each graded activity

Learners are told which activities are graded and which are not

Learners are able to track their overall course grade using an LMS grade book

If suitable, models of “high performance work” are provided, along with clear marking criteria and results

All aspects of the Assessment Policy are followed

Learners are encouraged to self-assess by reviewing criteria prior to beginning an activity and again after completing the activity

Where peer-review is encouraged, learners are informed about how to provide peer feedback

“High performance work” models are similar enough to graded activities to demonstrate what high performance looks like, but do not provide answers to graded activity

Assessment Quality

Performance criteria align with learning outcomes/objectives

Formative and summative assessments are included

Assessments reflect authentic practice in industry or in the field

Assessments follow best practices for ensuring academic honesty and integrity

Timelines & Time Commitments

Methods and schedules for formal and informal feedback are shared with students

Time commitments for in-class participation and assignment work are clearly laid out by the instructor

Due dates for assignments and assessments are clearly posted and easily accessed

Policies and expectations regarding late or missed submissions are clearly stated in course outline

Policies and expectations regarding late or missed submissions are clearly stated in course outline and throughout the course

Weekly reminders are sent to students regarding assignment expectations and due dates

Roles of Instructors and Learners

The instructor's role in supporting student learning is explained in the course orientation

The learner's role is explained at the beginning of the course, noting the level of independence required in online learning, the importance of communicating online with the instructor and other learners/peers, and any other expectations the instructor has of learners

The instructor has a specific discussion forum or communication method in which learners may post questions related to course content

If synchronous or face-to-face delivery is used in a course, expectations for learners' active participation and responsibility for content covered if a session is missed are explained

Learners are informed of expected instructor response time

Instructor response time is always within 24 hours of receiving student communication

Learners take on leadership roles (acting as facilitators for online discussion, using collaboration tools to organize study groups)

EXPERIENTIAL & INCLUSIVE

CRITERIA

ESSENTIAL

EXCELLENT

Interactive

Interactive activities are incorporated into the course, all of which facilitate deeper understanding of content.

Learner-to-learner (e.g., discussion boards, collaborations, group projects)

Learner-to-teacher (e.g., discussion boards, formative feedback, virtual office hours)

Student-to-content (e.g., interactivities, stop and reflect, web/library search activities)

Content Accessibility

Provides alternative learning activities and options for students to fulfill learning outcomes/objectives (e.g., podcasts, multi-media presentations other than PowerPoint)

A variety of instructional tools provide learners with options for how learning material is presented, (e.g., an audio presentation that includes a transcript, a PDF document that is also available in MS Word)

Instructional strategies are designed to be compatible with learners' different interests, learning needs and preferences

Learning Support

A process is in place for accommodating accessibility requests

A list of learner support resources, including links to sources, is provided

Course documents are compatible with assistive technology

Course includes various forms of representation that build on prior knowledge (background information on concepts, vocabulary/terms lists at various reading levels)

Alternatives for auditory or visual info (i.e., closed captioning, transcripts for videos narrated lecture slides, or auditory description of visual images) are provided

Highlight tools or apps that can be useful when reading or learning (i.e., Read&Write, dyslexic font) are provided

Course organization encourages success and scaffolding for all learners (e.g., chunking activities, including mind-mapping software or visuals, providing writing time management apps)

Inclusive

Content is free of bias related to age, culture, ethnicity, sexual orientation, gender, or disability

Positive tone of written learning material contributes to a supportive learning environment

Content and narratives demonstrate respect for and acknowledgement of the Blackfoot people and their territory and history

Content provides a balance of inclusivity in terms of incorporating appropriate societal and cultural groups (e.g., ages, cultures, ethnicities, sexual orientations, genders and abilities)

Learner-centred

Course design emphasizes learner autonomy and independent problem-solving

Opportunities for learners to be active with other learners, the instructor, and course content are presented

Learners are encouraged to set course-related goals and reflect on their progress in achieving these goals throughout

Learners are given opportunities to be involved in class decision making (where appropriate)

Learners are given some autonomy in choosing the focus of content (e.g., choosing their own research topic within the field of study and outcomes)

Aesthetic Quality

Aesthetic design choices are consistent and relevant

Media content meaningfully enhances the learning experience

Media content effectively communicates the concept or information (e.g., explaining a process or content relationship)

Visuals, graphics, and/or aesthetic elements support the clear vision and focus of course outcomes

Visuals, graphics, and/or aesthetic elements support learner reflection

CREDIBLE (WRITING & FORMATTING STANDARDS)

CRITERIA

ESSENTIAL

References

All academic content presented in the course is appropriately cited

All references are accurate and up-to-date

All resources are credible and have solid rationale for use as course material

Mechanics

Course material uses correct grammar, punctuation, and spelling

USABLE

Canvas will most likely default to these standards. If you have any questions about meeting the criteria in this section, reach out to the Production Team.

CRITERIA

ESSENTIAL

EXCELLENT

Web Design

The following elements are consistently applied to course material:

Layout design orients users

Font, colour, graphics and icons

Formatted sections, pages or units that incorporate the same writing style, layout, graphic design, and organizational levels

Naming conventions are appropriate and logical

Icons used to guide students through learning material reflect their function (e.g., book represents reading, question mark represents help)

All text and images are large or enlargeable; all information conveyed by colour is also available without colour; a text equivalent is provided for all non-text information

Legibility and Readability

Designed with visual contrast between text colour and background, sans serif font, appropriate use of typographical emphasis (e.g., bolding, underline, colour changes) and appropriate use of white space/alignment

Font size is minimum 11 to 13 pt. for text (except for footnotes, credits or referencing)

Material is accessible to learners with visual or auditory challenges

Alternative text is included for images

Navigation

Navigation is consistent, predictable and efficient

Hyperlinks and internal links are concise (not address links) and clearly identified by underlining (or other differentiation)

All links function properly

Screens in course materials have minimal scrolling (about two screens maximum)

All pages have navigation options (e.g., links are provided to guide learners from one area of the course to another; a newly opened window has an option provided to close it and return to the previous window)

Breadcrumbs or other visual displays of the learner's path are used

A clear process for learners to report broken links is in place

Technology

Uses basic hardware and free software plug-ins, where required

An orientation to delivery technologies used in the course is provided.

CONSISTENT

CRITERIA

ESSENTIAL

Learner Expectations

Expectations on student participation are consistent online and in-class (ei: instructions, assignment submission, late penalties)

Communication & Delivery

Communications and course delivery methods between online and face-to-face are consistent

Schedule of online and face-to-face classes are provided and followed. Any changes in schedule are given to students with appropriate notice

Instructors takes advantage of both delivery methods, online and face-to face to optimize students learning and interaction

