



University of Rwanda Online/Blended Module Quality Review Rubric

Click on each quality criterion for evidence or hint

		Totally met	Partially met	Not met	Not Applicable	Evidence of the quality element sufficiently present	Suggestions for improvement
<b>A. MODULE OVERVIEW AND INFORMATION</b>							
1	The module development template (MDT) and storyboard are completed and available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2	Module includes Welcome and Getting Started information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3	A detailed, downloadable and printable syllabus (based on the MDT) which clearly deconstructs the module delivery process is shared with the students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4	The module provides information about student support (technical help, orientation, tutoring).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5	Module information states whether the Module is fully online, blended, or web-enhanced.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6	Appropriate methods and devices for accessing and participating in the module are communicated (mobile, publisher websites, secure content, pop-ups,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7	Module objectives/ILOs are clearly defined, measurable, and aligned to learning activities and assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8	Module provides contact information for lecturers, department, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>B. MODULE TECHNOLOGY AND TOOLS</b>							
9	Requisite technologies, tools and skills to be used in the module is provided (websites, software, and hardware) are clearly stated and supported with	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10	The module includes links to copyright and privacy policies for technology tools if any	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
11	Any suggested technology tools meet accessibility standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>C. DESIGN AND LAYOUT</b>							
12	A logical, consistent, and uncluttered layout is established. The Module is easy to navigate (consistent color scheme and icon layout, related content organized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
13	Large blocks of information are divided into manageable sections with ample white space around and between the blocks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
14	There is enough contrast between text and background for the content to be easily viewed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

15	Instructions about how tackle each instructional activity/ task are provided and well written.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
16	The module is free of grammatical and spelling errors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
17	Flashing and blinking text are avoided.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
18	When possible, information is displayed in a linear format instead of as a table.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
19	All presentation slides are simple with non-automatic transitions between them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>D. CONTENT AND ACTIVITIES</b>							
20	Module offers access to a variety of engaging resources that facilitate communication and collaboration, deliver content, and support learning and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
21	Module provides activities for students to develop higher-order thinking and problem-solving skills, such as critical reflection and analysis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
22	Where available and possible, Open Educational Resources, free, or low cost materials are used.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
23	Module materials and resources include copyright and licensing status, clearly stating permission to share where applicable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
24	Text, graphics, and images are understandable when viewed without color. Text should be used as a primary method for delivering information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>E. INTERACTION</b>							
25	Expectations for timely and regular feedback from the lecturer are clearly stated (questions, email, assignments).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
26	Expectations for interaction are clearly stated (netiquette, grade weighting, models/examples, and timing and frequency of contributions).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
27	Module contains resources or activities intended to build a sense of class community, support open communication, and establish trust (at least one of	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
28	Students have an opportunity to get to know the lecturer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
29	Course offers opportunities for student-to-student-interaction and constructive collaboration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
30	Students are encouraged to share resources other the ones suggested by the lecturer from diverse sources of information in their interactions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>F. ASSESSMENT AND FEEDBACK</b>							
31	Module grading policies, including consequences of late submissions, are clearly stated in the course information area or syllabus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
32	Module includes frequent and appropriate methods to assess learners' mastery of content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
34	Students will have opportunities to review their performance and assess their own learning throughout the module (pre-tests, automated self-tests, reflective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
35	Students are informed when a timed response is required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
36	Learners have easy access to a well designed and up-to-date gradebook.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

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Learners have multiple opportunities to provide descriptive feedback on course design, course content, course experience, and ease of online technology.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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General Feedback

Approved by the Senate of 16<sup>th</sup> September 2020

**Prof. Philip Cotton**

Vice Chancellor





## About the rubric

This module Design Review form is a module-level quality rubric for reviewing and improving the instructional design and accessibility of online Modules based on online/blended best practices.

With 37 instructional design and accessibility standards integrated into the rubric, it can be used to identify and target aspects of online and blended modules for improvement. The rubric includes the following categories: Course Overview and Information, Course Technology and Tools, Design and Layout, Content and Activities, Interaction, Assessment and Feedback.

### Here's how it works:

UR e-learning champions/officers and DTLE work with lecturers to complete the initial review using this rubric to validate the quality of online or blended modules (s). These results provide key information that allows for targeted improvements, thus improving the quality and efficacy of online or blended modules. The rubric may also be used by lecturers as a self-assessment tool for their blended/online modules.

### Description of Qualifiers

**Sufficiently present** : The Quality Element has been fully met. No more review, refinement, updating, etc. is required. PLEASE fill in "Evidence of Met Quality Element" in the corresponding row

**Partially present** : The Quality element is in-progress. The quality element is underway, some updating has been (are being) carried out.

**Not met** : The quality element has not been implemented

**Not Applicable** : If a given Quality Element is not applicable (or relevant).

### Feedback

Evidence of sufficiently present Quality Element: If the "sufficiently present" box is checked, provide an example, details, or link, to demonstrate the Quality Element has been sufficiently met

Improvement Needed: If you do not check "Sufficiently present" please offer input on where improvement is needed to move the Quality Element to "Fully Met."

The general feedback is also needed (this is open)

This rubric is an adapted version of Open State University of New York (SUNY) Course Quality Review (OSCQR) Rubric. The rubric was made available by the Online Learning Consortium, Inc. (OLC - <http://olc.onlinelearningconsortium.org/>) under the Creative Commons Attribution 4.0 International License (CC By 4.0).



## Key terminology and definitions\*

### **A Rubric**

A rubric is a scoring guide used to specifically describe in a consistent manner the evaluation criteria of a performance, a product, or a project.

### **Blended learning**

Blended learning applies to instruction that purposefully combines on-site instruction requiring or benefiting from face-to-face interactions between instructor and students, with online elements that permit students to complete part of the coursework at their own pace and convenience. Blended learning has many advantages, such as optimization of the use of on-site classroom space, optimal use of the time available for face-to-face instruction, flexibility for students, and the opportunity to provide more customized instruction.

### **Module development Template**

This is the template used to facilitate the adoption and development of the module instructional materials and activities. The template is mainly used to: conduct analysis, research and planning for the module, define learning outcomes, module introduction and syllabus, design instructional activities of the module, design assessment activities, etc.

### **Storyboard:**

Storyboard is a planning document that shows how the module content will be structured (unit per unit and step-by-step). It is something like a schematic or blueprint of the module that displays its main ideas in a clear and demonstrative manner. The storyboard helps set the expectations for the development of the

### **Syllabus**

It is the outline or the summary of the topics covered or units to be taught in a particular module. A syllabus answers the who, what, where, when, why, and how questions about a module, such as the following: Who should take this module? Who is teaching it? Who does a student contact for help with technology problems associated with taking the course at a distance? What will students know and be able to do as a result of following the plan of studies for this module? What are the prerequisite or corequisite knowledge, skills and experiences needed? What are the required and recommended reading materials and supplies? What is the mode of delivery of the module? What topics are covered in this class? What are the program and module policies? How are students evaluated? How are course grades determined? What are the grading standards?

### **Learning activities**

activities would be particularly relevant for supporting student progress towards the realisation of the learning objectives. Online learning activities may include: synchronous and asynchronous online discussions, online self-assessments, blogs, wikis, virtual field trips, virtual labs, case studies, simulations, problem solving, concept mapping, and interactive learning objects

### **Learning resources**

Any resource available on the Internet in an online educational environment. It might be HTML documents such as module or chapter objectives, lecture notes, assignments, or answers to chapter questions. It might be audio or video lessons, interactive exercises or exams, or documents providing links to other Web sites.

## Source materials

1. Danver, S. (Ed.) (2016). The SAGE encyclopedia of online education (Vols. 1-3). Thousand Oaks,, CA: SAGE Publications, Inc. doi: 10.4135/9781483318332.
2. Mehrotra, C. M., Hollister, C. D. & McGahey, L. (2001). The syllabus for distance learning courses. In *Distance learning: Principles for effective design, delivery, and evaluation* (pp. 53-68). Thousand Oaks, CA: SAGE Publications, Inc. doi: 10.4135/9781452232447.n4
3. Rogers, P. L., Berg, G. A., Boettcher, J. V., Howard, C., Justice, L., & Schenk, K. D. (Eds.). (2009). Encyclopedia of Distance Learning, Second Edition. IGI Global. <http://doi:10.4018/978-1-60566-198-8>
4. University of Waterloo (2020). Developing Online Learning Activities for Blended Courses. Centre for Teaching Excellence. [shorturl.at/dgmEG](http://shorturl.at/dgmEG)

Approved by the Senate of 16<sup>th</sup> September 2020

