

Ruddhi Wadadekar

OMDE 610- 9040

10/05/11

Rubrics

Choosing either the Quality Matters or the ROI rubrics, review and analyze a recent online or blended class you have taken.

For this paper, I have chosen DETC 630 (Emerging Technology Trends and Issues in Distance Education and E-learning), an online course offered by UMUC. I will evaluate this course based on Rubric for Online Instruction (ROI).

Introduction

Rubric is a rating framework which is used to evaluate students' work. ROI not only assess students' work but it also serves as a guideline to design, develop and deliver a superior online course. Additionally, ROI also helps instructors to self- evaluate and modify an existing course. Course designers and faculty can get exemplary course recognition if the course design follows ROI.

ROI is an expansive rubric and is very useful in creating and evaluating online courses. The detail description of each category is an excellent source for the new or less experienced online teachers and the course designers.

ROI has six main categories and they further expand into several sub-categories. Each sub- category has three grading scales viz. Baseline, Effective and Exemplary.

Ruddhi Wadadekar

OMDE 610- 9040

10/05/11

Rubrics

Course Evaluation (DETC 630) based on ROI

1. Learner Support and Resources

- A) Course contains links to many resources like library, DETC Lounge etc.
- B) Course contains faculty information and contact details.
- C) Course contains some resources for different leaning styles.

Overall rating: Effective

The instructors provide ample additional reading material, websites and podcasts.

2. Online Organization and Design

- A) Course is well organized. Navigation through the course is easy.
- B) Course syllabus is clear and identifies online environment.
- C) Course information is clear.
- D) Most web pages are visually and functionally consistent.
- E) Brief description of accessibility issues.

Overall Rating: Effective

The course syllabus is very clear and provides detail information on grading, projects, academic policies, course schedule and rubrics. Links to the course specific feedback are useful to the students as well as to the instructors. The school provides 24- hour technical support via toll free

Ruddhi Wadadekar

OMDE 610- 9040

10/05/11

Rubrics

phone number or through live chat. The course also provides information for the students with disabilities.

3. Instructional Design and Delivery

- A) The course offers a wide range of opportunities for student-student, student- teacher and student- content interactions.
- B) The course syllabus clearly defines the course goals and objectives.
- C) Learning objectives are clear.
- D) Course provides adequate activities in textual, auditory or visual format.
- E) Course provides adequate activities to develop critical thinking.

Overall rating: Effective to Exemplary

The course provides an excellent opportunity for asynchronous communication. This particular course uses WebTycho as course delivery platform. The Conference feature allows teacher and students to interact with each other. The instructors help develop critical and deep thinking in students by initiating a discussion on the course topics. Students comment on their peers' posts and also receive timely feedback from the instructors. This interaction is however, limited to the textual format. More auditory and visual activities can enhance the course.

4. Assessment and Evaluation of Student Learning

Ruddhi Wadadekar

OMDE 610- 9040

10/05/11

Rubrics

- A) The course has adequate activities to assess student readiness.
- B) Learning objectives and instructional assessments are clear.
- C) Limited assessment strategies
- D) Students receive regular feedback from the instructors.
- E) Regular access to peer feedback

Overall rating: Effective

The course offers Course Evaluation form to receive feedback from the students. The group project is an excellent way for the students to connect and communicate with each other.

5. Innovative Teaching with Technology

- A) The course uses adequate technology tools.
- B) New teaching methods are limited.
- C) The instructors use a variety of multimedia.
- D) The instructors use Internet very effectively.

Overall rating: Exemplary

The course offers Wimba conference, which facilitate in synchronous learning. Additional materials include different websites and podcasts. The course consists of different modules.Each

Ruddhi Wadadekar

OMDE 610- 9040

10/05/11

Rubrics

module uses different websites and online articles and does not use a textbook. Thus making this course an exclusively online course.

5. Faculty use of Student Feedback

- A) The instructor offers limited opportunity for student feedback on course content
- B) The instructor offers limited opportunity for student feedback on technology used.
- C) The instructor offers limited opportunity for student feedback for the future courses.

Overall rating: Baseline

OMDE 630 provides a feedback opportunity. However, more frequent assessment can help the instructors to revise the course efficiently.

OMDE 630 offers a good course design with a detailed syllabus and extensive emphasis on interactions, both synchronous and asynchronous. The writing coach service is an excellent way of supporting and evaluating students' work. The instructors give timely and detailed feedback on all the assignments and provide detail rubric for each assignment.

Conclusion:

Overall, OMDE 630 meets most of the categories from ROI. After all, a rubric is a guideline to design, develop, deliver and assess an online course and all courses cannot fit into

Ruddhi Wadadekar

OMDE 610- 9040

10/05/11

Rubrics

the rubric. OMDE 630 is a balanced course and follows most of the points from ROI and the overall rating is Effective.

References

DETC 630, retrieved from <http://tychousa11.umuc.edu/DETC630/1109/9040/>

The Committee of Online Instruction. (May, 2002). *Rubric for Online Instruction*. Retrieved from <http://www.csuchico.edu/tlp/resources/rubric/rubric.pdf>

Sangra, A., Guardia, L., & Gonzalez - Sanmamed, M. (2007). Educational design as a key issue in planning for quality improvement. In M. Bullen & D. Janes (Eds.), *Making the transition to e- learning* (pp. 284 - 299). Hershey, Pa, USA: Information Science Publishing.