



# Rubric for Online Instruction

The goal of the UM Dearborn Rubric for Online Instruction is to assist faculty in online course development, mentoring, and self-assessment. The rubric is based on universal best practices. Underlying the rubric descriptions is the assumption that all courses at UM-Dearborn — whether delivered face-to-face or online — should be equivalent in rigor, objectives, and outcomes.

## UMD Rubric for Online Instruction

- ❖ Learner Support & Resources
- ❖ Course Organization & Design
- ❖ Instructional Design & Delivery
- ❖ Assessment & Evaluation
- ❖ Teaching with Technology
- ❖ Use of Student Feedback

# Learner Support & Resources

	Ineffective	Effective	Exemplary	Examples	Faculty Notes
Articulating student expectation	Course does not state clear expectations for students' interaction with the course.	Course adequately states expectations for students' interaction with the course, such as where to find the course information and resources.	Course clearly states expectations for students' interaction with the course including timing and frequency of contributions.	Student orientation including netiquette, course objectives, overview of assignments & due dates, grade weighting, and navigation of LMS.	
Course-specific information	Course does not provide course-specific resources, or contact information for the instructor, department and/or program.	Course provides course-specific resources, contact information for the instructor, department and/or program.	Course provides an interactive exercise for students to become familiar with course specific resources, contact information for instructor; department; and program.	Contact information of instructor/department; communication with instructor policy; specific day/time selected for office hours; textbook is listed on syllabus and/or on welcome page of course; FAQ site on course info.; module intro pages. Syllabus scavenger hunt exercise	
Course content resources	Course does not provide resources supporting course content.	Course offers access to resources supporting course content.	Course offers access to a wide range of resources supporting course content.	Links to learning objects/external resources; glossary of terms.	
Student support services	Course does not provide links to provider resources and learner support services.	Course provides adequate links to provider resources and learner support services.	Course provides extensive links to provider resources and learner support services.	Library resources, writing center, IT support, student disability center, Instruction on how to conduct online research, CAPS, Tutoring/SI.	
Learner community resources*	Course contains no resources or activities intended to build a sense of class community, support open communication, or establish trust.	Course contains adequate resources or activities intended to build a sense of class community, support open communication, and establish trust.	Course contains many resources and activities intended to build a sense of class community, support open communication, and establish trust.	Ice-breaker Meet Your Classmates, Individual blogs, Q&A discussion forums, small group assignments, peer review and feedback.	

\*Note: Some course designs purposefully do not provide student-to-student interaction

# Course Organization & Design

	<b>Unsatisfactory</b>	<b>Effective</b>	<b>Exemplary</b>	<b>Examples</b>	<b>Faculty Notes</b>
<b>Course Organization</b>	Much of the course is under construction, and the course syllabus is missing specific information, such as assignments description and due dates.	Course is organized, key components and the structure of the course is clearly reported on the syllabus and Canvas Welcome page.	Course instructions on Canvas and the syllabus make it easy for students to clearly understand all components and structure of the course.	Course contents organized in a logical fashion; syllabus and course materials easily located; topics and sub-topics clearly identified, assignments are tied to learning objectives, assignments and due dates are clear.	
<b>Course Navigability</b>	Course does not provide overviews of the course/module to support learner contextualization of course content and associated tasks.	Course provides adequate overviews of the course/module levels to support learner contextualization of course content and associated tasks.	Course provides useful overviews at the course/module level to support learner contextualization of course content and associated tasks.	Sequenced steps provided; Sequential topics annotated with dates; Tutorial about course navigation.	
<b>Course Syllabus</b>	Course syllabus is not present in Canvas or it is unclear about what is expected of students.	Course syllabus is easy to locate and includes the following: course description, expectations, instructor contact information, objectives and outcomes, evaluation methods, minimum passing scores and exam security methods.	The syllabus contains a grading scale, detailed testing methods, and clearly states whether the course is fully online, blended, or web-enhanced, and if there are any required synchronous activities or proctored exams.	Objective and assignment alignment clearly defined; timeline for students' participation clearly identified; course schedule summarized in one place.	
<b>Consistency &amp; Functionality</b>	Course pages are inconsistent both visually and functionally. esthetic design does not present and communicate course information.	Course pages are visually and functionally consistent, the aesthetic design is reasonably effective throughout the course, and the design presents and communicates course information reasonably.	All course pages are visually and functionally consistent throughout the course. Aesthetic design presents and communicates course information clearly throughout the course and clearly links the syllabus to course content.	Readability; uses of appropriate images/texts; comfortable length of content pages.	
<b>Accessibility</b>	Accessibility Issues are not addressed.	Accessibility issues are briefly addressed.	Accessibility issues are addressed throughout the course.	Sight, mobility, hearing, cognition, ESL, technical issues articulated; alternative formats of materials provided; transcripts of non-text objects.	

# Instructional Design & Delivery

	<b>Unsatisfactory</b>	<b>Effective</b>	<b>Exemplary</b>	<b>Examples</b>	<b>Faculty Notes</b>
<b>Course Objectives</b>	Course objectives are not defined and measurable; and are not aligned with activities and assessments.	Course objectives are defined and measurable; but may not be aligned with activities and assessments.	Course objectives are clearly defined and measurable; and are well-aligned with activities and assessments.	Course objectives clearly articulated in the course syllabus, module intro pages, activity and assessment instruction pages.	
<b>Learning Engagement</b>	Course does not use visual, textual, kinesthetic and/or auditory activities to engage students.	Course effectively provides a few types of activities to support online student engagement.	Course provides students multiple opportunities, through a variety of visual, textual, kinesthetic and/or auditory activities, to effectively engage students in the learning process..	- Meaningful, relevant activities and assignments that engage students in the learning process and encourage them to apply, analyze, synthesize, and evaluate.	
<b>Student-to-instructor Interaction</b>	Course design and organization does not facilitate instructor use of tools to communicate or interact with students to create an adequate presence in the course.	Course design and organization adequately facilitate instructor communication and interaction through the use of tools and, consequently, supports an adequate teaching presence in the course.	Course design and organization fully facilitate an active presence on the part of the instructor—one in which they actively guide and coordinate the discourse— through the use of multiple tools and, consequently, supports a strong teaching presence in the course.	Clear standards for instructor response and availability; self-introduction; regular discussion postings and responses; prompt feedback on assignments; evidence of 1:1 communication.	
<b>Student-to-student interaction*</b>	Course offers no opportunity for student-to-student interaction and constructive collaboration.	Course offers adequate opportunities for student-to-student interaction and Constructive collaboration.	Course offers multiple opportunities for student-to-student interaction, building community, which supports Productive and satisfying learning, and helps students develop problem-solving and critical thinking skills.	Self-introduction; group discussion postings; group projects; project presentations; Collaborative writing; peer review.	
<b>Applied Learning</b>	Course does not provide learning activities that emulate real world applications of the discipline.	Course provides some learning activities that emulate real world applications of the discipline.	Course provides effective opportunities for students to participate in learning activities that emulate real world applications of the discipline so that students apply what they have learned in new situations,	Use of student-led activities and authentic assessment, such as experiential learning, case studies, and problem-based activities.	

			which demands judgment and innovation.		
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\*Note: Some course designs purposefully do not provide student-to-student interactions.

## Assessment & Evaluation

	<b>Unsatisfactory</b>	<b>Effective</b>	<b>Exemplary</b>	<b>Examples</b>	<b>Faculty Notes</b>
<b>Learning Objective and Assessment Alignment</b>	Learning objective, instructional and assessment activities are not aligned.	Learning objectives, instructional and assessment activities are adequately aligned.	Learning objectives, instructional and assessment activities are aligned, providing students with the opportunities to learn and practice the knowledge and skills that will be required on the various assessments designed for the course.	Matching Verbs (learning objectives) with Nouns (assessment activities).	
<b>Student Performance Feedback</b>	Course does not clearly state expectations for timely and regular feedback from the instructor.	Course adequately states expectations for timely and regular feedback from the instructor.	Course clearly states expectations for timely and regular feedback from the instructor.	Rich & rapid feedback through discussion boards, synchronous chats, emails, virtual office hours; sample assignments; due dates clearly stated; rubrics for all assignments and grading scale clearly stated.	
<b>Multiple Assessment Strategies</b>	Assessment strategies do not measure content knowledge, attitudes, and skills.	Some strategies are implemented and are used to measure content knowledge, attitudes, and skills.	Multiple assessment strategies are used to measure content knowledge, attitudes, and skills.	Instructor uses multiple forms of assessments relying NOT solely on tests/quizzes/exams but also including discussions; written assignments; projects; interactive game/simulation; options available.	
<b>Transparency of Grading Scale</b>	Course grading policy is not clearly stated or difficult to understand..	Course grading policy is stated	Course grading policy is transparent, easy to understand, and provides feedback to the student.	Summary table including all activities and tests in multiple locations.	
<b>Student Readiness for Online Learning</b>	Course has no activities to assess student readiness for course content and mode of delivery.	Course has adequate activities to assess student readiness for course content and mode of delivery.	Course has multiple, timely, and appropriate activities to assess student readiness, including digital access and literacy, motivation, self-efficacy, and learner	Prerequisites defined; self-assessment survey; tutorials and supports provided depending on readiness level.	

			characteristics. for course content and mode of delivery.		
<b>Self-assessment and Peer Feedback</b>	There are no students' self-assessments and/or peer feedback opportunities.	Students' self-assessments and/or peer feedback opportunities exist but are limited.	Students' self-assessments and/or peer feedback opportunities exist through the course and promote self-reflection, giving students the opportunity to navigate the learning process through the evaluation of themselves and their peers.	Self-tests similar to the final evaluation instrument; rubrics provided; clear guideline for peer reviews.	

# Teaching with Technology

	<b>Unsatisfactory</b>	<b>Effective</b>	<b>Exemplary</b>	<b>Examples</b>	<b>Faculty Notes</b>
<b>Communication Tool Use</b>	Course does not use tools in the provided LMS to facilitate communication and learning.	Course integrates adequate technology tools to facilitate communication and learning.	Course integrates a variety of technology tools to appropriately facilitate communication and learning.	Discussion boards; webinar; e-mail; group discussion areas, when appropriate for group activities; instant messaging.	
<b>Internet Resources</b>	Course does not use Internet access and engages students in the learning process.	Course optimizes Internet access and engages students in the learning process in some ways throughout the course.	Course optimizes Internet access and effectively engages students in the learning process in a variety of ways throughout the course.	Technology is used to engage students in learning, not just for viewing but for interacting with other students or with the course content.	
<b>Multiple Use</b>	There are no multimedia elements and/or learning objects for accommodating different learning styles.	Multimedia elements and/or learning objects are used and are relevant to accommodate different learning styles.	A variety of multimedia elements and/or learning objects are used and are relevant to accommodate different learning styles throughout the course.	Animations; narrated tutorials; audio clips; graphics; video clips; simulations, etc.	
<b>Innovative Teaching Methods</b>	There are no multimedia elements and/or learning objects for accommodating different learners.	New teaching methods are adequately applied to innovatively enhance student learning.	New teaching methods are applied and innovatively enhance student learning, and interactively engage students.	Active learning classroom, semi-synchronous spaces, mobile, Gamification, Extended Reality (XR), Flipped, etc.	



## Use of Student Feedback

	<b>Unsatisfactory</b>	<b>Effective</b>	<b>Exemplary</b>	<b>Examples</b>	<b>Faculty Notes</b>
<b>Student feedback about course content</b>	Instructors does not offer opportunity for students to give feedback to faculty on course content.	Instructor offers adequate opportunities for students to give feedback on course content.	Instructor offers multiple opportunities for students to give feedback on course content.	Mid-term/final student surveys; focus group interviews; peer faculty observations	
<b>Student feedback about course technology</b>	Instructor does not offer opportunity for students to give feedback on ease of online technology and accessibility of course.	Instructor offers adequate opportunity for students to give feedback on ease of online technology and accessibility of course.	Instructor offers multiple opportunity for students to give feedback on ease of online technology and accessibility of course.	Mid-term/final student surveys; focus group interviews; peer faculty observations	
<b>Student feedback about instruction and assessment</b>	Instructor does not use student feedback to help plan instruction and assessment of student learning for the next semester in a limited way.	Instructor requests and uses student feedback a couple times during the semester to help plan instruction and assessment of student learning for the rest of the semester.	Instructor uses formal and informal student feedback on an ongoing basis to help plan instruction and assessment of student learning throughout the semester.	Mid-term/final student surveys; focus group interviews; peer faculty observations	

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