

TEACHING WITH SAKAI INNOVATION AWARD EVALUATION RUBRIC

The “Teaching with Sakai Innovation Award” seeks to recognize a course that illustrates a new and pedagogically sound way to enhance student learning. The tool or strategy used need not be “new,” but the application of that strategy or tool should be innovative and something that others might consider emulating. It is assumed that the course would meet or exceed the criteria for an effective course in each of the categories below while achieving innovation in at least one or more categories.

Eligibility Requirements:

- The course must be using **at least** one of the Sakai CLE tools
- The course must be offered by an **education institution**, which includes K-12 and higher education
- The course may be offered as a totally distance learning course, in-class or as a hybrid using both modes of instruction.

Criteria	Not Evident	Effective	Excellent
Communication and Collaboration	The course offers limited or no opportunity for communication student to student, student to instructor and student to content.	The course provides an opportunity for student introductions, exchange of personal information. It fosters student collaboration in informal and/or graded contexts. Technologies and strategies are clearly identified to facilitate the collaborative, learning community environment.	Multiple technology options are provided for collaboration and community building throughout the course, as a requirement of participation and excelling in the course. Instructional activities focus on learner input and reward paired or group interaction both inside and outside the course. Student reflection on their learning and the collaborative dynamic is encouraged.
Learning Material	The course provides few structural or easily identifiable learning components, and/or navigation is difficult such that the components are not easily found. Learning activities are absent or unclear. Sequencing and expectations around access and use of materials are absent or unclear.	Key components of the course content are identified and easily accessible, such as the Syllabus, a reading list, assignments and due dates, basic contact information. Instructions as to sequencing and expectations are provided. Basic resources are provided to meaningfully enhance the content.	Via the visual design, as well as written material, students can clearly understand all components, structure, sequencing, and expectations. Roles are clearly delineated both in written and visual form. Resources are provided to address the content in multiple ways, taking into account student learning styles or abilities and levels.

Criteria	Not Evident	Effective	Excellent
<p>Learning Outcomes and Assessment</p>	<p>Learning objectives/outcomes are vague or incomplete. Course provides limited or no activities to help students develop critical thinking/judgment, problem solving skills, and digital literacy. Course has limited activities to assess student learning. Opportunities for students to receive feedback about their own performance are infrequent and sporadic.</p>	<p>Course goals/ outcomes are clearly defined and aligned with content. Course offers some activities based on some of the 7 principles for good practice in undergraduate education. Provides several activities to develop critical thinking/ judgment, problem-solving skills, and digital literacy. Assessment strategies are used to measure content, knowledge, attitudes, and skills. Opportunity is provided for student feedback about their own performance. Students are encouraged to share their knowledge with others.</p>	<p>Course goals/ outcomes are clearly defined and aligned with content. Course provides ample activities based on all of the 7 principles for good practice in undergraduate education. Interaction and communication between students, peers, faculty, and content are provided in a variety of ways with choices sometimes available. Activities to help students gain critical thinking/judgment and problem-solving skills are integrated into every aspect of the course. Multiple assessment strategies, including ones that attend to student styles and needs, are used to measure content knowledge, attitudes, and skills. Feedback about student performance is frequent and timely throughout the course, and provides clear opportunities for improvement and encouragement to excel. Students are required to become self-reflective learners and are given feedback on their reflection. Other forms of feedback such as peer review or feedback from experts is encouraged. Students are encouraged to generate course content using traditional or new media.</p>

Criteria	Not Evident	Effective	Excellent
Course Look and Feel, and Web Usability	Much or some of the course is under construction, or key components are missing. Aesthetic design does not present and communicate course information clearly. <u>Accessibility</u> issues are not addressed.	Appropriate tools are selected and identified for student navigation. There are no major usability issues. Different media are used to present information to students. <u>Accessibility</u> issues are briefly addressed.	Course is well-organized and easy to navigate. Aesthetic design enhances both the presentation and the communication of key information throughout the course. All web pages are visually, functionally, and aesthetically consistent to aid in course navigation. Different types of media are used to suit best the nature of the content to be communicated. <u>Accessibility</u> issues are addressed throughout the course.
Learner Support	Course contains limited or no information for online support and/or links to campus resources.	Course contains basic information for online support and links to campus and/or course-specific resources.	Course contains extensive information about the online and/or campus environment and requirements for this particular course. A variety of resources and contact information is clearly presented. On the fly support material is developed throughout the semester if needed.