Revised Rubric - DRAFT *

The intent of the Teaching With Sakai Innovation Award (TWSIA) is to recognize innovation and showcase excellence in teaching and learning.

The TWSIA Committee appreciates that not all teaching and learning occurs "in the classroom" and will accept entries for the Award into four (4) categories:

- K-12 (Primary/Secondary Education)
- Fully Online/Hybrid (No Face-to-Face Meetings, or diminished face-to-face)
- Higher Education (Traditional Submissions)
- Non-Traditional/Non-Course Sites (Not Term/Semester Related, Project Sites, Portfolio Sites, Student Sites)

Defining Innovation

The TWSIA Committee defines an innovative course or educational experience as one that by design engages and challenges students and that leads to greater student interest, a deeper level of understanding and/or a lasting change in the perception of an issue or topic.

The innovative method, practice or strategy used may not be new in the world, but its implementation may be out of the ordinary in your field of practice or new to you. It is more than simply using new technologies; rather it is an approach to teaching and learning than results in a much-enhanced, even transformative, educational experience for students.

Each submission for the award must adhere to the minimum Eligibility Requirements, should be Effective or higher as detailed Award Rubric criteria as detailed below and demonstrate innovation in at least one or more categories. Innovation is all areas is not required. Note that during the final judging process the Innovation will be weighted more heavily than other criteria.

Eligibility Requirements:

- Entries for the award must be from an accredited academic institution. *(See Note)*
- Submissions for the award must be using at least one of the Sakai CLE tools.
- Nominations from parties who are not the primary deliverer of the site (Course, Project, Portfolio, etc) will be accepted so long as the lead faculty/instructor will be available to participate in the judging process should their entry be selected.
- Entries must fall into one of the four (4) Award Categories

TEACHING WITH SAKAI INNOVATION AWARD EVALUATION RUBRIC *

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Somewhat Effective</th>
<th>Effective</th>
<th>Excellent</th>
<th>Innovative Practice</th>
<th>Not Evident</th>
<th>Not Applicable</th>
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<tbody>
<tr>
<td>Communication and Collaboration</td>
<td>The course offers limited or no opportunity for communication student to student, student to instructor and student to content.</td>
<td>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.</td>
<td>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.</td>
<td>If you believe your practice is innovative in this category, describe how it is innovative.</td>
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<td>Learning Material</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>If you believe your practice is innovative in this category, describe how it is innovative.</td>
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<td>Learning Outcomes and Assessment</td>
<td>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.</td>
<td>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.</td>
<td>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 addressed throughout 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.</td>
<td>If you believe your practice is innovative in this category, describe how it is innovative.</td>
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<td>US/UX (User Interface/ User Experience, Course Look and Feel), and Accessibility (Web Usability)</td>
<td>Much or some of the course is under construction, or key components are missing. Aesthetic design does not present and communicate course information clearly. Accessibility issues are not addressed.</td>
<td>Appropriate tools are selected and identified for student navigation. There are no major usability issues. Different medias are used to present information to students. Accessibility issues are briefly addressed.</td>
<td>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 medias are used to suit best the nature of the content to be communicated. Accessibility issues are addressed throughout the course.</td>
<td>If you believe your practice is innovative in this category, describe how it is innovative.</td>
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<td>Student Engagement</td>
<td><strong>Learner Support</strong></td>
<td>Course contains limited or no information for online support and/or links to campus resources.</td>
<td>Course contains basic information for online support and links to campus and/or course-specific resources.</td>
<td>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.</td>
<td>If you believe your practice is innovative in this category, describe how it is innovative.</td>
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*As of September, 2010.  
# The Accrediting Agency or Organization must be recognized as such an authority.*