

Criteria for Application

Approaches to Criteria for Application and Evaluation of Exemplary courses (Maggie Lynch)

From the literature, and a review of several different rubrics and course evaluation instruments used in evaluating online courses, I've divided the elements into 6 primary categories and an "other important" category.

- [I. Online Learning Community/Collaborative Presence](#)
- [II. Cognitive Presence \(knowledge/content\)](#)
- [III. Teaching Presence \(teacher/assessment\)](#)
- [IV. Social Presence \(learner-centered\)](#)
- [V. Media Design Presence](#)
- [VI. Innovative Presence](#)
- [VII. Other Important Measures](#)
- [Questions to Consider in Establishing Criteria](#)
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I. Online Learning Community/Collaborative Presence

1. Communication variety
2. Opportunities for sharing and helping each other
3. Options for going beyond the set assignment/incorporating real life experience
4. Interaction (among learners, learner-instructor, learner-materials)
5. Electronic collaboration mechanisms

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II. Cognitive Presence (knowledge/content)

1. Clear learning outcomes/objectives/competencies/benchmarks
2. Module progression (logical flow, reasonable size)
3. Prompt feedback
4. Time on task
5. Active learning techniques
6. Communication of high expectations
7. Respect for diverse talents and ways of learning
8. Course goals/objectives/competencies/outcomes
9. Instructional Activities integrated with content

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III. Teaching Presence (teacher/assessment)

1. Clear contact information
2. Course specific resources
3. Audience analysis
4. Teaching strategies
5. Feedback systems
6. Pacing control
7. Communication variations (synchronous/asynchronous)
8. Connections between offline and online work are clear
9. Progress tracking/student evaluation is clear
10. Assignment feedback/grading enhances learning/improves performance
11. Expectation communication
12. Overall course management

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IV. Social Presence (learner-centered)

1. Opportunities to build social rapport
2. Instructional activities engage students based on their background & experience
3. Opportunities for students to showcase application of theory to their real-world
4. Students impact course design/assignments

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V. Media Design Presence

1. Information presentation
2. Interface design (navigation, consistency, easy to read, links work, fast loads)
3. Multimedia elements
4. Aesthetically pleasing
5. Appropriate use of /integration with third-party software tools

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VI. Innovative Presence

1. A variety of technology tools used to facilitate communication and learning
2. New teaching methods applied to enhance student learning
3. New means for interactive engagement developed
4. A variety of multimedia elements and/or learning objects relevant to learning are used

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VII. Other Important Measures

1. Accessibility
2. Course Evaluation

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Questions to Consider in Establishing Criteria

1. The selection of criteria will define a pedagogical model, are we okay with that? (i.e., lean toward constructivism vs instructivism)
2. Do we like the category designations?
3. Are there other elements to include within the categories?
4. Shall we use a rubric format both for self-evaluation in the application and for judging?
5. If we use a rubric, how many options do we want?
 - a. WebCT had 6 options: Exemplary, Accomplished, Promising, Incomplete, Not evident, and Not Appropriate
 - b. Chico uses Baseline, Effective, and Exemplary
 - c. Others use a typical Likert scale of qualities such as few, minimum, moderate, above average, and high level
6. Is there a certain percentage of Exemplary ratings that is required to be a finalist?
7. Does one category (i.e., innovation or collaboration) outweigh other categories?
8. Do all categories have to be present for a course to be exemplary?

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Minutes from 2-1-2008 about this topic

- Janet and Kate are concerned about the "course as a whole approach" versus "blended" or "activity" approach.
- Let's not require people to submit a whole course. Josh
- John: classes are hybrid. How does a specific practice enhance the whole course?
- These are the things we are looking for and you should fit in one category.
- Are we looking for innovation or examples?
- Demonstrate a shift in teaching and learning? (Josh)
- Janet: We can collect practices in other ways.
- Robin: we don't need exemplars, nothing shiny. Good practices are the most significant.
- Maggie: must be integrated with the whole course.
- Josh: Small usages belong to the repository.
- Have multiple Honor roll mentions (runner-up).
- Eddy: Get Apple involved to find more goodies.
- Include travel for runner-ups.
- Some work tweaking could do the trick.
- Use simple language: <http://www.campustechnology.com/innovators/>
- Add: Syllabus, Instructional Goals, Assessment of outcomes.
- Assessment is very large in itself... Find a way to present it in an easy way.
- Breaking Teaching Presence in two. Much tweak that term to make it more broad.
- Maggie would like to write down the rubrics and send them to the group (Sue, Kate, Matt).
- Be aware of international terms.

- Show our work to faculty members.
- Have people be able to submit in their own language. Suggested in English (form only).
- Susan Roig and Melissa Zhuo, [Learning Styles and the Online Environment - Is This Possible in Sakai?](#) (From the Amsterdam Sakai Conference)

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