

Instructional Design



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BHSU Online Course Self-Review Rubric

(Developed using the SDBOR Online Course Quality Assurance Rubric)

(AAC Guideline 2.3.8.B(1) - Last Revised 02/2021)

<https://sites.google.com/site/sdborqa2020>

Semester: (Download this form to fill it in. If you are using a MAC, please email id@bhsu.edu to receive a copy via email.)

Course Number:

Course Name:

Name of the Instructor:

Self-Review Date: Use the dropdown menu to add the date

Review w/ Instructional Design Date: Use the dropdown menu to add the date

Notes: We will add additional information during the course review meeting

In Course Syllabus:

- Institution Logo **OR** Name of the University Course Duration
 Academic Term/ Year Course Title Semester Hours
 Course Prefix / Number / Section (example: SPED 100-BT1)
Course Meeting Location D2L **OR** Publisher's Website

Census Date:

- Last Day to Add/Drop Course without a transcript entry
 Last Day to Drop Course with an automatic "W"
 IDEA Surveys administered

In D2L:

- Course Syllabus (Required)
 BHSU Getting Started 'Updated' BHSU Course Info 'Added'

I. Course Overview & Introduction

The overall design of the course, navigational information, as well as course, instructor and student information are made transparent to the student at the beginning of the course.

1. *Navigational instructions make the organization of the course easy to understand.*

[REQUIRED]

One of these

- Read Me First' document Course navigational instructions
 Course tour, describing the major features of the course. News item
 Other (Provide details here)

2. *A statement introduces the student to the course and to the structure of the student learning, as well as how the student will be successful in the course.*

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[REQUIRED]

Course Syllabus added online in D2L: Yes No

In the Course Syllabus:

- Catalog Description Additional Course Description (*optional*)
 Course Grading Criteria Course Schedule Online Attendance Policy

In D2L: (at least ONE of these items)

- Welcome News item Welcome Video Frequently asked questions
 Introduction Letter Read Me First
 A scavenger hunt or syllabus quiz as one of the first week's assignments
 Other (*Provide details here*)

Instructions for assignment submissions: Yes No

If yes, in Syllabus D2L Publisher's Website

3. *The instructor facilitates and participates in an interactive introduction activity with students during the first week of the course.*

[REQUIRED] Notes:

(at least ONE of these items) The instructor provides a personal introduction

- A document A website A video In the Interactive Student Introduction

Students submit an initial response & respond to one or more classmates.

- As a discussion item in D2L Uses an external website like Flipgrid / VoiceThread

Interactive Student Introductions activity

- Included in Week 1 Graded Ungraded

4. *Netiquette expectations with regard to discussions and course communication are clearly stated. [Recommended]*

Yes. General Netiquette information is available in D2L - under the Help tab > BHSU Faculty Tutorials > Course Design & Quality > Netiquette.

If additional information is provided:

A paragraph/a statement for 'Participation in the discussions/Email Communication with the instructor/classmates) Yes No

If yes, Syllabus D2L

5. *Minimum technology requirements, minimum student skills, and, if applicable, prerequisite knowledge in the discipline, are clearly stated.*

[Recommended]

Technology required (hardware, software, etc.)

Yes No

Syllabus D2L

Technology skills required

Yes No

Syllabus D2L

Other skills required/recommended (specific programs, calculator, devices etc)

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Yes No

Syllabus D2L

II. Learning Outcomes

Learning outcomes are clearly defined and explained. They assist the student to focus learning activities.

1. *The course provides learning outcomes that are measurable.*

[REQUIRED] [Measurable Action Verbs](#)

Measurable action verbs are used in the student learning outcomes

Learning Outcomes are specified in the Syllabus

(Optional) Learning outcomes are also specified in D2L

2. *The learning outcomes address content mastery, critical thinking skills, and core learning skills.*

[REQUIRED]

Yes No

3. *The learning outcomes of the course are clearly stated and understandable to the student, and clear instructions are provided to students on how to meet them.*

[REQUIRED]

Yes No

4. *Learning outcomes are articulated and specified on the module/unit level.*

[Recommended]

Yes No

III. Assessment & Measurement

Assessment strategies use established ways to measure effective learning, assess student progress by reference to stated learning objectives, and are designed as essential to the learning process.

1. *The types of assessments selected measure the stated learning outcomes and are aligned with course outcomes, activities, and resources.*

[REQUIRED]

Yes No

2. *The grading policy is transparent and easy to understand.*

[REQUIRED]

In the Course Syllabus:

Grading Policy (example: 90-100% = A, 80-89% = B, etc.)

Grading Criteria - List of all assessment items with possible points in the course (example: 2 exams x 100 points = 200 points, etc.)

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In D2L:

- Grades for the assessment items are provided in D2L Publisher's Website
- Grades in D2L/Publisher's website aligns with the Grading Criteria in the Course Syllabus
- Rubrics (optional) Rubrics feature in D2L (optional)
- Grading checklist (optional)

3. *Assessments and measurement strategies provide timely and detailed feedback to the student.*

[REQUIRED]

- Statement addressing when to expect feedback and grades
- Syllabus D2L Publisher's Website
- Statement addressing where feedback and grades are provided
- Syllabus D2L Publisher's Website
- Information about additional strategies how feedback is provided (*Example: Rubrics, Peer Review etc.*)

4. *The types of assessments selected, and the methods used for submitting assessments are appropriate for the distance-learning environment.*

[Recommended]

Where:

- In D2L Publisher's website Both D2L & the Publisher's website
- Other (*Provide details here*)

What type:

- Quizzes
- Instructor-graded Auto-graded Both Auto/Instructor graded
- Exams
- Instructor-graded Auto-graded Both Auto/Instructor graded
- Discussions Written Assignments Research Paper(s) Research Project(s)
- Performance Demonstration
- Other (*Provide details here*)

Type of Quiz / Exam:

- Multiple Choice True/False Short Answer Essay(s)
- Other (*Provide details here*)

For Quizzes / Exams - used the following features:

- Auto graded Time allowed Attempts allowed
- Randomized Questions Randomized Answers
- Respondus Lockdown Browser Respondus Monitor

If Respondus Lockdown Browser/ Monitor are used, a sample test is given (during Week 1) to help students acquaint themselves with the software.

- Yes No

For Assignments, Turnitin is used to check the similarity of the submitted documents:

- Yes No

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If Turnitin is used, provided an opportunity for students to use and become familiar with the tool through an ungraded Assignment folder with the setting 'Do not store the submitted papers' for the entire semester.

Yes No

5. *If appropriate, self-check/practice types of assignments are provided for quick student feedback.*

[Recommended]

Yes No

Other (Provide details here)

IV. Resources & Materials

Instructional materials are sufficiently comprehensive to achieve announced objectives and learning outcomes and are prepared by qualified persons competent in their fields.

1. *The instructional materials support the stated learning outcomes, and have sufficient breadth, depth, and currency, for the student to learn the subject.*

[REQUIRED]

Textbook External Videos External Websites Journal Articles

BHSU Online Library Resources

PowerPoints

Instructor Developed

From the Publisher

Video Lectures / Resources

Instructor Developed

From the Publisher

Audio Lectures / Resources

Instructor Developed

From the Publisher

External Tools (Provide details here)

Other (Provide details here)

2. *Instructional materials are presented in a format appropriate to the online environment, are easily accessible to and usable by the student, and are consistent in organization.*

[REQUIRED]

Yes No

3. *The course design includes instructional materials presented via multiple modalities.*

[Recommended]

Yes No

4. *All resources and materials used in the online course are appropriately cited and sourced.*

[Recommended]

Yes No

5. *The purpose of the course elements (content, instructional methods, technologies, and course materials) is evident.*

[Recommended]

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Yes No

V. Learner Interaction

The effective design of instructor-student interaction, meaningful student cooperation, and student-content interaction is essential to student motivation, intellectual commitment, and personal development.

1. *The learning activities promote the achievement of stated learning outcomes.*

[REQUIRED]

Yes No

2. *Learning activities foster regular and substantive instructor-student interaction, as well as content-student - and if appropriate - student-student interaction.*

[REQUIRED]

Instructor-Student interaction is occurring in: D2L and/or Publisher's Website

Self-Introduction Audio/Video lectures (live/recorded)
 Office hours Discussion postings and responses News items
in D2L Feedback on assessment items one-to-one email communication
 Other (Provide details here)

Student-Content interaction is occurring as follows in: D2L and/or Publisher's Website

Discussion postings and responses Auto-graded Quizzes/Exams
 Instructor-graded Quizzes/Exams self-assessment exercises Essay(s)
 Research paper(s) Research project(s) Group Projects
 Other (Provide details here)

Student-Student interaction is occurring as follows in: D2L and/or Publisher's Website

self-introduction discussion or exercise in: D2L or External App / Website
 discussion postings and replies small group discussion postings and replies
 small group projects/assignments Peer review/evaluation
 Other (Provide details here)

3. *The expectations of the instructor are clearly defined, including how, when, and where the instructor will interact with students.*

[REQUIRED]

Information is provided about the following in the: Course Syllabus D2L

Office Location Office Hours Phone number Email
 Availability Turn-around time for email/phone questions
 How and where to ask general course questions

See III.3 - When to expect feedback and grades (added here to address this standard)

See III.3 - Where feedback and grades are provided (added here to address this standard)

(optional) Virtual meetings are offered

Other (Provide details here)

4. *The importance and real-world significance of the subject matter is clearly demonstrated and, if possible, connected to students' backgrounds.*

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[Recommended]

Yes No

If yes, if you wish to, briefly describe your response

5. *The requirements for course interaction are clearly articulated.*

[Recommended]

Yes No

VI. Course Technology

To enhance student learning, course technology enriches instruction and fosters student interactivity.

1. *The tools and media support the learning outcomes of the course and are integrated with texts and lesson assignments.*

[REQUIRED]

Yes. All learning materials are integrated into modules/weeks in D2L to better illustrate how they relate to the content - aligning with the Course Schedule, *instead of placing all learning resource files in one location.*

No

2. *The tools and media enhance student interactivity and guide the student to become a more active learner.*

[Recommended]

Yes No

3. *If utilized, third-party tools/content are easily accessible to students, and clear instructions are provided to articulate how to access/utilize them.*

[Recommended]

Yes. All third-party materials are directly linked in D2L. No

Other (*Provide details here*)

4. *The tools and media are compatible with existing standards of delivery modes.*

[Recommended]

Yes No

VII. Learner Support

Courses are effectively supported for students through fully accessible modes of delivery, resources, and student support.

1. *Course instructions articulate or link to clear descriptions of academic, student, and technical support services offered.*

[REQUIRED]

Yes. All support services information is available in D2L under the tabs - BHSU Resources and Help. Other (*Provide details here*)

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2. *If third-party tools and/or content are utilized by the course, clear instructions are provided to students on how they will receive support for these tools.*

[Recommended]

Yes No

Syllabus D2L – directly linked in D2L Publisher’s Website

Other (Provide details here)

3. *Course instructions articulate or link to tutorials and resources that answer basic questions related to research, writing, technology, etc.*

[Recommended]

Yes No Other (Provide details here)

VIII. Accessibility

The course is accessible to all students.

1. *The course acknowledges the importance of ADA requirements.*

[REQUIRED] <https://www.bhsu.edu/student-life/student-services/Disability-Services/>

Yes, SDBOR approved ADA Statement is added in the Course Syllabus.

No

2. *If any third-party tools and/or content are utilized by the course, they are compliant with accessibility standards, or equally effective accessible alternatives are provided.*

[REQUIRED]

Yes No Other (Provide details here)

3. *The course is compliant with current accessibility standards.*

<https://sites.google.com/site/sdborqa2020/standards/accessibility/3>

[(The ‘Yuja Panorama’ accessibility course report in D2L available under Course Tools > Panorama Accessibility Dashboard provides [alternative formats](#) to download. It does not check accessibility for all items, external resources etc.)]

[REQUIRED]

Yes No Other (Provide details here)

(We will add the Course Accessibility Report here during the course review meeting).
