

## eLearning Quality Assessment Rubric for eLearning Design

The following four aspects of each NetTel@Africa course will be assessed by a panel of eLearning experts:

1. Learner Support and Resources
2. Online Organisation and Design
3. Instructional Design and Delivery
4. Assessment and Evaluation of Student Learning

Specific topics within each area will be evaluated using a four-point scale:

1. Lacking – A given topic is not positively addressed. Development is needed.
2. Baseline – The quality of a given topic is positive but does not meet expectations, considerable improvement is needed.
3. Effective – The quality of a given topic meets expectations, however some improvement is needed.
4. Exemplary – The quality of a given topic exceeds expectations.

### Aspects for Quality Assessment

#### I. Learner Support and Resources

	<b>Lacking</b>	<b>Baseline</b>	<b>Effective</b>	<b>Exemplary</b>
<b>Course Information</b>	Missing	Course has limited information for online learner support and resources.	Course contains some information for online learner support and resources.	Course includes important information about being an online student and links to support areas for NetTel.
<b>On-line Support</b>	Missing	Course provides some resources to support online student learning.	Course provides course specific resources to support online student learning.	Throughout the course are links to a variety of courses-specific resources to enhance online student learning.
<b>Content Support</b>	Missing	Course offers access to few resources supporting course content.	Course offers access to some resources appropriate to supporting course content.	Course offers access to a wide range of resources appropriate to this course.
<b>Channels for Feedback on Resources and Support</b>	Missing	Opportunities for students to give feedback to faculty are limited.	Student feedback regarding learner support and resources is actively sought.	Student feedback regarding learner support and resources to make modifications is actively sought when appropriate.

## II. Online Organisation and Design

	<b>Lacking</b>	<b>Baseline</b>	<b>Effective</b>	<b>Exemplary</b>
<b>Completeness</b>	Missing	Much of the course is under construction, with some key components identified such as the syllabus. Not all of the course content has been modified for the web.	The course is organized and navigable. Students can understand the key components and structure of the course; the course is organized and easy to follow.	Course is well organized, easy to navigate, and logical. Students can clearly understand all components and structure; the course is well-organized and easy to follow.
<b>Clear Syllabus</b>	Missing	Course syllabus is unclear about what is expected of students.	Course syllabus identifies and delineates the role the online environment will play in the course.	Course syllabus identifies and clearly delineates the role the online environment will play in the total course.
<b>Aesthetic Design</b>	Missing	Aesthetic design is rudimentary in conceptualization and construction.	Aesthetic design presents and communicates course information.	Aesthetic design effectively presents and communicates course information.
<b>Consistent and Functional</b>	Missing	Web pages are visually and functionally inconsistent.	Web pages are mostly consistent visually and functionally.	Web pages are visually and functionally consistent.
<b>Accessibility</b>	Missing	Accessibility issues are not addressed.	Accessibility issues are somewhat addressed.	Accessibility issues are addressed throughout the course.
<b>Channels for Feedback</b>	Missing	Instructor provides no opportunity for student input and feedback.	Instructor provides some opportunity for student input and feedback.	Instructor provides multiple opportunities for student input and feedback.

### III. Instructional Design and Delivery

	<b>Lacking</b>	<b>Baseline</b>	<b>Effective</b>	<b>Exemplary</b>
<b>Opportunities for Interaction</b>	Missing	Course offers limited opportunities for interaction and communication among students, to instructor, and to content.	Course offers some opportunities for interaction and communication among students, to instructor, and to content.	Course offers multiple opportunities for interaction and communication among students, to instructor, and to content.
<b>Alignment of Course Objectives</b>	Missing	Course objectives are not clearly defined and do not align to learning outcomes.	Course objectives are defined but may not align to learning outcomes.	Course objectives are clearly defined and aligned to learning outcomes.
<b>Clearly Defined Learning Outcomes</b>	Missing	Learning outcomes are vague or incomplete and performance expectations are absent or unclear.	Learning outcomes are identified and performance expectations are implied.	Learning outcomes are identified and performance expectations are clearly defined.
<b>Variety of Learning Tasks</b>	Missing	Course provides few visual, textual, kinesthetic and/or auditory activities.	Course provides some visual, textual, kinesthetic and/or auditory activities.	Course provides variety of visual, textual, kinesthetic and/or auditory activities.
<b>Critical Thinking</b>	Missing	Course does not promote critical thinking skills.	Course promotes critical thinking skills in some activities.	Course promotes critical thinking skills in multiple activities.
<b>Channels for Feedback on Instructional Design</b>	Missing	Student feedback is not integrated into instructional design areas of the course.	Student feedback is sometimes integrated into instructional design areas of the course.	Student feedback is regularly integrated into instructional design areas of the course.

#### IV. Assessment and Evaluation of Student Learning

	<b>Lacking</b>	<b>Baseline</b>	<b>Effective</b>	<b>Exemplary</b>
<b>Opportunities for Self-Assessment</b>	Missing	Instructor provides limited opportunity for students to self-assess their readiness for online instruction.	Instructor provides opportunities for students to self-assess their readiness for online instruction prior to class.	Instructor requires students to self-assess their readiness for online instruction prior to class.
<b>Alignment between Objectives, Activities and Assessments</b>	Missing	Learning objectives, instructional and assessment strategies are not aligned.	Learning objectives, instructional and assessment strategies are somewhat aligned.	Learning objectives, instructional and assessment strategies are closely aligned.
<b>Comprehensive Assessment Strategy</b>	Missing	Assessment strategies are not comprehensive, measuring only the most basic level of student knowledge.	Assessment strategies are used to measure content knowledge, skills, or performance standards.	Ongoing multiple assessment strategies are used to measure content knowledge, skills, and performance standards.
<b>Opportunities for Students to Receive Feedback</b>	Missing	Opportunities for students to receive feedback about their own performance are infrequent and sporadic.	Opportunities for students to receive feedback about their own student performance are provided.	Students' self-assessment and/or peer feedback opportunities exist. Regular feedback about student performance is provided in a timely manner.
<b>Channels for Student Feedback on Assessment Strategy</b>	Missing	Opportunity for students to give feedback on course assessments is absent.	Opportunities for students to give feedback on course assessments are occasionally available.	Opportunities for students to give feedback on course assessments are regularly available and solicited.