Instructional Design

BLACK HILLS STATE UNIVERSITY

BHSU Online Course Self-Review Rubric

(Developed using the SDBOR Online Course Quality Assurance Rubric)
(AAC Guideline 5.8 - Last Revised 11/2018)
https://sites.google.com/site/sdborqa2020

Semester: Spring 2024

Course Number: ABCD 103-BT1

Course Name: The Name of the Course

Name of the Instructor: J. Doe

Self-Review Date: January 2, 2024

Review w/ Instructional Design Date: January 11, 2024

Notes: *2024 Spring - Psychology (PSYC-402-BT3) in D2L https://d2l.sdbor.edu/d2l/home/1602190. The course review is completed prior to the Spring 2024 semester.*

In Course Syllabus:
☒ Institution Logo **OR** ☐ Name of the University
☒ Academic Term/ Year   ☒ Course Title   ☒ Credit 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.
   ☒ Other *(Provide details here)* Provided a screen capture video recording

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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.*
   [**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**]
   (at lease 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

3. *Netiquette expectations with regard to discussions and course communication are clearly stated.* [**Recommended**]
   ☒ Yes. General Netiquette information is available under the Help tab in D2L.
   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

4. *Minimum technology requirements, minimum student skills, and, if applicable, prerequisite knowledge in the discipline, are clearly stated.*
   [**Recommended**]
   ☒ Technology required (hardware, software, etc.)
       ☒ Syllabus ☒ D2L
   ☒ Technology <u>skills</u> required
       ☒ Syllabus ☒ D2L
   ☒ Other skills required/recommended (specific programs, calculator, devices etc)

☒ 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 <u>also</u> 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 scale (example: 90-100% = A, 80-89 = B, etc.).

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

In D2L:

Grades for the assessment items are provided in ☒ D2L   ☐ Publisher's Website

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☒ Grades in D2L/Publisher's website aligns with the Grading Criteria in the Course Syllabus

☒ Rubrics (optional)

☐ Grading checklist (optional)

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

   ☒ Statement addressing <u>when</u> to expect feedback and grades
       ☒ Syllabus   ☒ D2L   ☐ Publisher's Website

   ☒ Statement addressing <u>where</u> feedback and grades are provided
       ☒ Syllabus   ☒ D2L   ☐ Publisher's Website

   ☒ Information about additional strategies how feedback is provided *(Example: Rubrics, Peer Review etc.)* The D2L Rubric feature is used to provide feedback for the discussion and papers.

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   ☒ Exams   ☒ 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
   ☐ 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, <u>a sample test is given</u> (during Week 1) to help students acquaint themselves with the software
   ☒ Yes   ☐ No

   For Dropbox assignments, Turnitin is used, to check similarity of the submitted documents:
   ☒ Yes   ☐ No

   If Turnitin is used, a <u>Draft Dropbox folder</u> is made available throughout the semester - providing students an opportunity to use and learn to enhance their writing skills.
   ☒ Yes   ☐ No

5. *If appropriate, self-check/practice types of assignments are provided for quick student feedback.*
   [Recommended]
   ☐ Yes   ☒ No

   ☒ Other *(Provide details here)* However, the weekly quizzes will prepare the students for the exams. Peer review was used for the papers, which will serve as self-check/practice.

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
   ☒ MS PowerPoints
      ☒ Instructor Developed   ☐ From the Publisher
   ☒ Video Lectures / Resources
      ☒ Instructor Developed   ☐ From the Publisher
   ☐ Audio Lectures / Resources
      ☐ Instructor Developed   ☐ From the Publisher
   ☒ Other *(Provide details here)* Short screen-capture demonstrations were provided to explain certain topics.

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]
   ☒ Yes   ☐ No

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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)* Zoom meetings as needed

   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   ☒ Essays
   ☒ Research papers   ☐ 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   ☐ group discussion postings and replies
   ☐ 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 - <u>When</u> to expect feedback and grades *(added to address this standard)*
   See III.3 - <u>Where</u> feedback and grades are provided *(added to address this standard)*
   ☒ *(optional)* Virtual meetings, if 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.*
   [**Recommended**]

☒ Yes   ☐ No

If yes, <u>if you wish to</u>, briefly describe your response The nature of the course itself requires real life learning materials to be reviewed as students complete assessment items that involve real-world scenarios.

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**]

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☒ Yes. All support services information is available in D2L under Help tab and on Course Home in the BHSU Getting Started.

☐ No   ☐ Other *(Provide details here)*

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   ☐ 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 'Ally Course Accessibility' score in D2L is for the 'course content' ONLY which provides alternative formats to download. It does not check accessibility for assessment items, external resources etc.)*
   [**REQUIRED**]

   ☒ Yes   ☐ No   ☐ Other *(Provide details here)*

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