

A Comprehensive Rubric for Instructional Design in e-Learning

Martin Debattista – 2017

10 Main Standards and Specific Standards

- 1. Instructional Design – An analysis of the learning needs and the use of appropriate strategies and methods to meet them**
 - 1.1. Structure of Learning.
 - 1.2. Learning Aims & Objectives - What the instructor needs to achieve with the learning process.
 - 1.3. Learning Outcomes - What learners need to achieve to have successfully completed the learning process).
 - 1.4. Instructional Strategies and Methods.

- 2. Course Opening – Welcoming learners**
 - 2.1. Accessibility – The instructor gives clear instructions on how to access all elements of the online learning environment.
 - 2.2. Role – The instructor gives clear information about his professional role in the learning environment.
 - 2.3. Description - A course description with pre-requisites (if any), clear learning outcomes and what is expected of the learners is provided.
 - 2.4. Behaviour - The learners are made aware of regulations, policies and ethics that govern the course.
 - 2.5. Integrity - The instructor is aware of the academic integrity needed to facilitate learning.
 - 2.6. Technical Competences - The learners are made aware of the technical competences needed to successfully reach the learning outcomes.
 - 2.7. Ownership – The instructor gives learners the opportunity to share their own learning goals.

- 3. Assessment of Learning – Determining what the learner has learnt and subsequent accreditation**
 - 3.1. Goals and Objectives – The learners are aware of what is expected of them when they are assessed.
 - 3.2. Strategies – Clear, well-defined and measurable assessment of learning outcomes suited to the level of the learners.
 - 3.3. Grading – Grades are given in a fair and transparent manner through appropriate assessment instruments sanctioned by the institution.
 - 3.4. Feedback – Both instructor and learners are given the opportunity to provide feedback related to grading.
 - 3.5. Management – Learners have access to their grades and feedback at all times so that they can track their learning progress.

4. Interaction and Community – The exchanges between instructor and learners that build a community that supports teaching and learning

- 4.1. Fostering – The instructor welcomes learners and gives them the opportunity to communicate and create an online environment that fosters peer learning and engagement.
- 4.2. Management – Community-building is supported by clear instructions, rules and regulations. While the instructor facilitates engagement, learners are invested with the ownership of community-building.
- 4.3. Peer learning – Group work and other activities that foster peer learning are encouraged and structured not only to fulfil the learning outcomes, but also to present learners with an opportunity to learn skills and competences that go beyond such outcomes, e.g., digital literacy.

5. Instructional Resources for Teaching and Learning

- 5.1. Provision – Learning materials are either provided by the instructor or the learners are given enough time to procure such resources. The difference between compulsory and optional resources is to be made clear.
- 5.2. Application – The instructor clearly explains how the resources are going to be applied and utilised.
- 5.3. Entitlement – The instructor makes sure that the resources indicated to fulfil the learning outcomes are open and accessible by all the learners without unwarranted technical, financial or administrative barriers. The use of Open Educational Resources (OER) should be encouraged.
- 5.4. Variety – Learning resources are varied in terms of the multimedia content and multi-modal delivery channels to cater for the different learning preferences of learners.
- 5.5. Openness – The instructor should give learners the opportunity to suggest their own resources for adoption in the course.
- 5.6. Academic Integrity – The instructor promotes best practice in the use of third party resources, including anti-plagiarism practices and sound academic research/writing practices. The use and/or adherence to the Creative Commons licensing framework is encouraged.

6. Learner Support – Learners enabled to achieve their maximum potential

- 6.1. Instructional Support – The instructor explains his/her role in the process.
- 6.2. Academic Support – Learners know how to obtain such services as mentoring, advice and other skills that support them in achieving the learning outcomes.
- 6.3. Technical Support – Learners know how to obtain technical support to overcome potential issues in accessing the learning area and achieving the learning outcomes.
- 6.4. Administrative Support – Learners know how to obtain administrative support to overcome potential issues in accessing the learning area and achieving the learning outcomes.

7. Technology design – Technology is at the service of teaching and learning

- 7.1. Support – All the utilised technologies and resources support the achievement of the aims and objectives of the instructor and the learning outcomes for learners.
- 7.2. Centricity – All technologies and resources used support a learner-centric rather than an instructor-centric educational approach. The learners must be in control and technology must assist them in achieving the learning outcomes.
- 7.3. Openness – The technical infrastructure used to deliver the teaching and learning is procured and implemented according to open standards and formats that maximise the value for money and the range of options to fulfil the learning outcomes and the academic needs of faculty and learners.
- 7.4. Authentication – Authentication at different levels (device, software, virtual learning environment, specific course/learning area) should provide access to a safe and secure teaching and learning environment with the minimum number of steps possible to access the learning areas.
- 7.5. Access – The virtual learning environment/learning area is device/platform agnostic as much as possible, thus accessible over different software platforms, browsers and computing devices. The instructor provides alternative resources if any of these are not easily accessible for technical reasons related to special needs of learners.
- 7.6. Interface – The user interface and navigation in the learning area is simple enough to be conducive to teaching and learning without the need to possess advanced ICT skills and competences.
- 7.7. Investment – The technical requirements of the instructional resources and the virtual learning environment/learning space do not require learners to make any significant new investment in hardware, software and online services to be able to access and use these resources to fulfil the learning outcomes.
- 7.8. Management – Learners are aware of the rules, regulations and policies at institutional and at learning community level that govern the use of the technological infrastructure supporting e-learning.

8. Course evaluation – Feedback to improve teaching and learning

- 8.1. Entitlement – Instructors should give learners the opportunity to provide feedback on the whole learning experience. On the other hand, instructors should also be able to provide their feedback within their organisation.

9. Course Closing

- 9.1. Assessment – Learners should have access to their grades and the course material after the closure of the course (depending on the institution's access policies). The final grades should be provided within a reasonable timeframe after the closure of the course.
- 9.2. Resolution - All pending issues between the instructor and the learners are resolved.
- 9.3. Archiving – The instructor makes sure the course/learning area resources, texts, communication, etc., are backed-up or archived (in line with the institution's access policies) in a safe and secure way.

10 Instructional Design Cycle

- 10.1 Academic Review – The instructor and the organisation review the course description, the experience gathered, and the evaluation given.

- 10.2 Technical Review – The instructor, with the relevant technical unit in the organisation, reviews the performance of the technical infrastructure used to deliver teaching and learning.
- 10.3 Administrative Review – The instructor, with the relevant administrative unit/s in the organisation, reviews the administrative processes supporting the delivery of teaching and learning.

This Comprehensive Rubric is being published under the following Creative Commons License: Attribution ShareAlike 4.0 International (CC BY-SA 4.0). This grant of the license does not claim to cover the four rubrics individually.

This rubric is taken from the research paper of the same name by Martin Debattista submitted at the International Conference for ICT in Education in Rhodes, July 2017. The paper is accessible here:

http://www.icicte.org/ICICTE_2017_Proceedings/5.4_Debattista%202017.pdf