

"Rubric for Assessing Interactive Qualities of Distance Courses"

Assessment of Lessons and Courses

Pick 5 Scored

RUBRIC DIRECTIONS: The rubric shown has five (5) separate elements that contribute to a course's level of interaction and interactivity. For each of these four elements, circle a description below it that applies best to your course. After reviewing all elements and circling the appropriate level, add up the points to determine the course's level of interactive qualities (e.g., low, moderate, or high)

Low interactive qualities	1-9 points
Moderate interactive qualities	10-17 points
High interactive qualities	18-25 points

Element 1. Social/Rapport-Building Designs for Interaction

Low	Minimum	Moderate	Above average	High	Score
The instructor does not encourage students to get to know one another on a personal basis. No activities require social interaction or are limited to brief introductions at the beginning of the course (1 pt)	In addition to brief introductions, the instructor requires one other exchange of personal information among students, e.g., written bio of personal background and experiences. (2 pts)	In addition to providing for exchanges of personal informatoin among students, the instructor provides at least one other in-class activity designed to increase communication and social raport among students. (3 pts)	In addition to providing for exchanges of personal informatoin among students and encouraging communication and social interaction, the instructor also interacts with students on a social/personal basis. (4 pts)	In addition to providing for exchanges of personal informatoin among students and encouraging student-student and instructor-student communication and social interaction, the instructor also interacts with students on a social/personal basis. (5 pts)	

Element 2. Instructional Designs for Interaction

Low	Minimum	Moderate	Above average	High	Score
Instructional activities do not require two-way interaction between instructor and students; they call for one-way delivery of information (e.g., instructor lectures, text delivery) and student products based on the information. (1 pt)	Instructional activities require students to communicate with the instructor on an individual basis only (e.g., asking/responding to instructor questions). (2 pts)	In addition to requiring students to communicate with the instructor, instructional activities require students to communicate with one another (e.g., discussions in pairs or in small groups). (3 pts)	In addition to requiring students to communicate with the instructor, instructional activities require students to develop products by working together cooperatively (e.g., in pairs or in small groups) and sharing feedback. (4 pts)	In addition to requiring students to communicate with the instructor, instructional activities require students to develop products by working together cooperatively (e.g., in pairs or in small groups) and share results and feedback with other groups in the class. (5 pts)	

“Rubric for Assessing Interactive Qualities of Distance Courses” (continued...)

Element 3. Interactivity of Technology Resources

Low	Minimum	Moderate	Above average	High	Score
Fax, web pages, or other technology resource allows one-way delivery of information (text and/or graphics). (1 pt)	E-mail, listserv, conference/bulletin board, or other technology resource allows two-way, asynchronous exchanges of information (text and graphics). (2 pts)	In addition to technologies used for two-way asynchronous exchanges of information, chat room or other technology allows synchronous exchanges of primarily written information. (3 pts)	In addition to technologies used for two-way synchronous and asynchronous exchanges of written information, additional technologies (e.g., teleconferencing) allow one-way visual and two-way voice communications between instructor and students. (4 pts)	In addition to technologies used for two-way exchanges of text information, visual technologies such as two-way video or videoconferencing technologies allow synchronous voice and visual communications between instructor and students and among students. (5 pts)	

Element 4. Evidence of Learner Engagement

Low	Minimum	Moderate	Above average	High	Score
By end of course, most students (50%-75%) are replying to messages from the instructor, but only when required; messages are short and sometimes unresponsive to topics. (1 pt)	By end of course, most students (50%-75%) are replying to messages from the instructor and other students, both when required and on a voluntary basis; replies are short but usually responsive to topics. (2 pts)	By end of course, all or nearly all students (90%-100%) are replying to messages from the instructor and other students, both when required and voluntarily; replies are detailed and responsive to topics. (3 pts)	By end of course, most students (50%-75%) are both replying to and initiating messages, both when required and voluntarily; most messages are detailed and responsive to topics, but may be wordy or rambling. (4 pts)	By end of course, all or nearly all students (90%-100%) are both replying to and initiating messages, both when required and voluntarily; most messages are detailed, responsive to topics, and reflect efforts to communicate well. (5 pts)	

“Rubric for Assessing Interactive Qualities of Distance Courses” (continued...)

Element 5. Evidence of Instructor Engagement

Low	Minimum	Moderate	Above average	High	Score
Instructor responds only randomly to student queries; responses usually take more than 48 hours; feedback is brief and provides little analysis of student work or suggestions for improvement. (1 pt)	Instructor responds to most student queries; responses usually are within 48 hours; feedback sometimes offers some analysis of student work and suggestions for improvement. (2 pts)	Instructor responds to all student queries; responses usually are within 48 hours; feedback sometimes offers some analysis of student work and suggestions for improvement. (3 pts)	Instructor responds to all student queries; responses usually are prompt, i.e., within 24 hours; feedback always offers detailed analysis of student work and suggestions for improvement. (4 pts)	Instructor responds to all student queries; responses are always prompt, i.e., within 24 hours; feedback always offers detailed analysis of student work and suggestions for improvement, along with additional hints and information to supplement learning. (5 pts)	
Total each ___pts.	___pts.	___pts.	___pts.	___pts.	
Total overall ___pts.					

Source: Based on concepts in Roblyer, M. D. & Ekhaml, D. (2000). How interactive are YOUR distance courses? A rubric for assessing interaction in distance learning. *The Online Journal of Distance Learning Administration*, 3(2).