OL Course Learning Potential Rubric

This scale asks questions about how often you include various activities in your online course. Think of a specific course you've taught or developed recently and respond with the best answer for each item.

COURSE TITLE: _____

IN THIS COURSE, HOW OFTEN DID YOU (**Did Not = 0 Sometimes = 1 Always = 2**):

Students' **prior knowledge** can help or hinder learning.

____ Assess prior knowledge at beginning of class to identify misconceptions, gaps in students' knowledge, incomplete knowledge, etc.

____ Connect to relevant prior knowledge in presentations of content.

____ Activate relevant prior knowledge by using analogies, examples, thought prompts or exercises.

____ Provide resources and/or optional content to remediate missing or incorrect prior knowledge.

____ Ask students to make and test predictions to surface and confront misconceptions.

____ Inquire about or discuss students' beliefs on the nature of intelligence (whether it is fixed or malleable).

____ _____

TOTAL = _____

Students' **motivation** determines, directs, and sustains what they do to learn.

____ Clearly articulate expectations for performance in the course.

____ Present transparent grading policy that aligns with outcomes and activities

____ Provide clear instructions and expectations for assignments.

____ Offer immediate corrective and supportive feedback on practice exercises to increase student mental effort and persistence at learning tasks.

____ Use consistent organization that facilitates locating instructions & materials.

____ Provide early opportunities for success.

____ Offer multiple forms of support (e.g., office hours, review sessions, question forums).

____ Explain reasons for learning course material to establish value and relevance.

____ Offer authentic, real-life examples that pertain to students' lives.

____ When possible, leverage students' current employment or co-op experiences in projects, or connection of students to employers or other outside entities for real-world projects.

____ Offer opportunities for flexibility and control (i.e., choice of project/paper topics, optional presentation formats).

____ _____

TOTAL = _____

Students' current **level of development** interacts with the social, emotional, and intellectual **climate of the course** to impact learning.

____ Use an introduction activity designed to enable students to learn about each other.

____ Provide opportunity for peer interaction (e.g. forums for students to ask each other questions or initiate discussions).

____ Provide opportunities for students to develop and sustain a sense of cohort and community.

____ Have an ongoing presence to "connect" students with you and each other.

____ Use cohesive language in communications that signals that the course is a learning community (I.e., using greetings and salutations, addressing students by name, using "we," "us", "our" to refer to group.)

____ Use inclusive language in syllabus, communications and content.

____ Establish ground rules/guidelines for discussions that promote a safe environment for multiple viewpoints.

____ _____

TOTAL = _____

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How students **organize knowledge** influences how they learn and apply what they know.

____ Graphically represent course knowledge structure, illustrating "big picture" and connections among concepts.

____ Chunk course content into modules and lessons that reinforce knowledge structure of course.

____ Sequence lessons and content "as performed when applied" OR from simple to complex.

____ Provide overviews of lesson content and pedagogy that highlight the underlying structure and draw conceptual connections between and among the lessons.

____ Integrate teaching of conceptual knowledge with the teaching of related skill.

____ Provide worked examples that annotate solutions and make visible the underlying structure of problems.

____ Present multiple examples with varying surface features to emphasize underlying principles or processes.

____ Have students explicitly generate their conception of knowledge structure (i.e., through concept maps).

____ _____

TOTAL = _____

Goal-directed practice coupled with targeted feedback enhances the quality of students' learning.

____ Include course activities that allow for frequent practice of knowledge and skills aligned with learning objectives.

____ Provide corrective and supportive feedback during practice to prevent the formation of new misconceptions.

____ Scaffold major projects with multiple deliverables and feedback.

____ Enable students to apply feedback by allowing them to revise work.

____ Incorporate ungraded or low-stakes knowledge checks with formative feedback for correct and incorrect answers (e.g., quizzes).

____ Offer regular and timely individual and group feedback on activities and assignments.

____ Provide opportunities (synchronous and/or asynchronous) for students to pose questions / gain feedback.

____ Engage frequently with students on discussion boards or respective collaborative forums to guide or redirect conversations.

____ Provide opportunities for peer review with explicit expectations for feedback (i.e., rubrics or guiding questions).

____ _____

TOTAL = _____

To develop **mastery**, students must acquire component skills, practice integrating them, and know when to apply them.

____ Define clear course and module-level learning objectives that are suited to goals of the course and describe what students will learn in measurable and/or observable terms.

____ Align objectives/outcomes, assessments, and instructional activities at course and lesson levels.

____ Demonstrate skills to be learned in lesson, using interesting and authentic tasks and problems

____ Diagnose weak or missing component skills and provide isolated practice.

____ Provide opportunities for students to apply skills to novel and real-world problems.

____ Prompt students to articulate the connection between the conceptual knowledge (facts, concepts, processes, principles) and the skills they are learning, or between concepts and application.

____ Ask students to compare two or more examples – problems, cases, scenarios, tasks – to identify meaningful features of the problem.

____ Specify skills and knowledge and ask students to identify contexts in which they apply OR specify a context and ask students to identify skills and knowledge that apply.

____ _____

TOTAL = _____

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To become **self-directed learners**, students must learn to monitor and adjust their approaches to learning.

____ Provide examples of exemplary work (and point out why it is strong).
____ Provide early formative feedback through performance-based assessments.
____ Explicitly tell students what you do not want in addition to what you do want.
____ Require plans in advance of engaging in a complex task.
____ Model an experts' metacognitive process (i.e., through explaining worked examples).
____ Provide opportunities and guidelines for self-assessment (e.g., of prior knowledge, current understanding, progress).
____ Provide opportunities for students to review/assess work of peers to better evaluate and monitor their own work.
____ Ask students to explain concepts, procedures, worked examples.
____ Ask students to reflect on how their learning in the course contributes to the bigger picture of their knowledge.
____ _____

TOTAL = _____

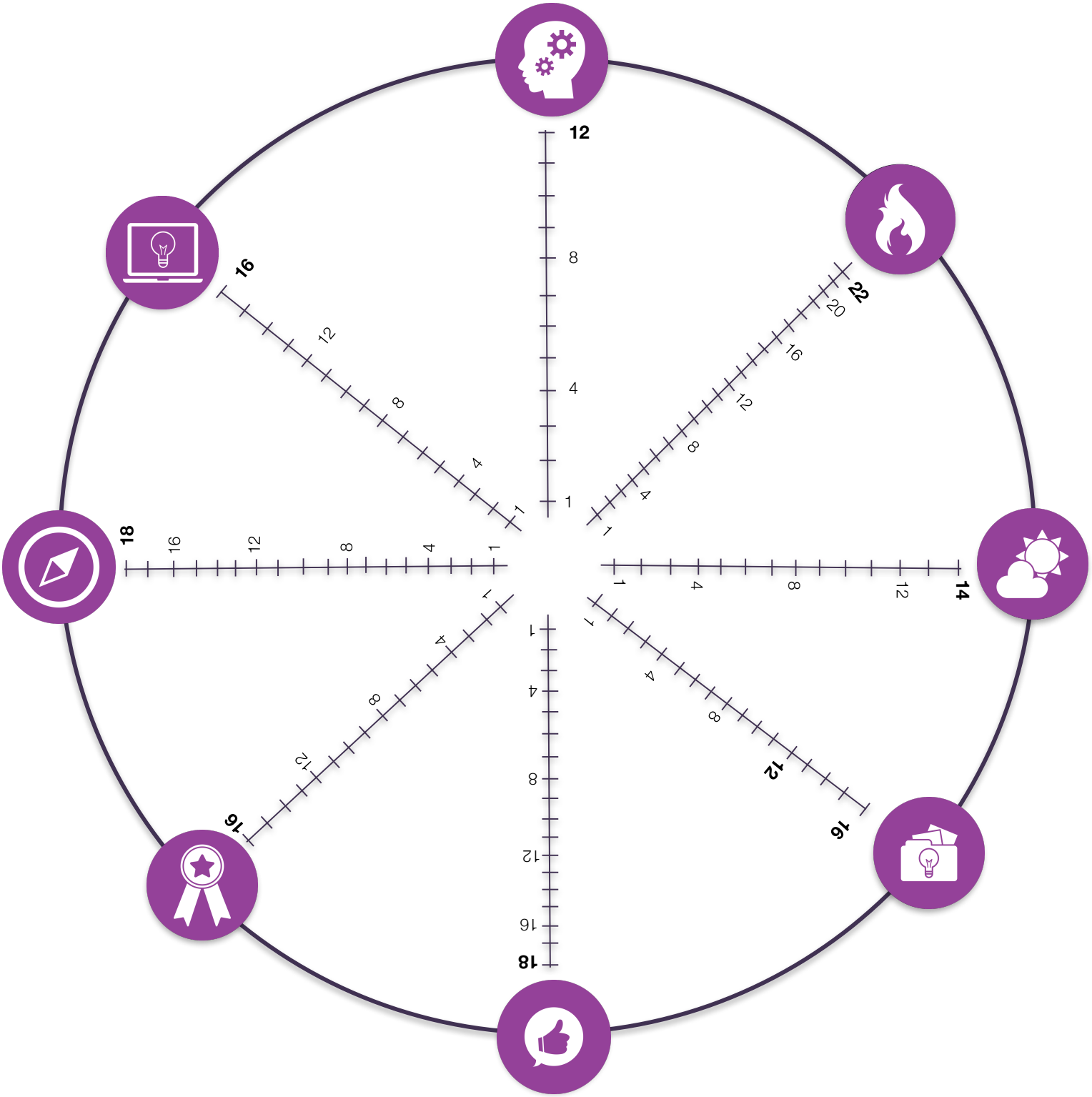
Leverage principles of **dual-channel processing** in media design to reduce overload and enhance learning.

____ Use meaningful visuals in content presentation.
____ Organize content presentation into short, focused chunks.
____ Synchronize audio and visual elements in presentations.
____ Eliminate extraneous text, audio and graphics in presentations.
____ Employ narration and animation to leverage dual channel cognitive processing.
____ Give students control over multimedia to allow pauses for mental organizing and integration with prior knowledge.
____ Direct students' attention through use of signaling on content screens (i.e., use of arrows, highlights of important text, etc.).
____ Use a conversational style rather than a formal style in written and spoken content presentation.

TOTAL = _____

Principles in this rubric are derived from:
Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., & Norman, M. K. (2010). *How learning works: 7 research-based principles for smart teaching* (1st ed.). San Francisco, CA: Jossey-Bass.
Clark, R. C., & Meyer, R. E. (2011). *e-learning and the science of instruction: Proven guidelines for consumers and designers of multimedia learning* (3rd ed.). San Francisco: Pfeiffer.

MAP YOUR COURSE



NOTES

Areas of strength:

Potential revisions:

Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., & Norman, M. K. (2010). *How learning works: 7 research-based principles for smart teaching* (1st ed.). San Francisco, CA: Jossey-Bass.

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