### Instructional Designer Course Evaluation Rubric

Course:

Reviewer:

**Section A: Process and Project Management Criteria**

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| Criteria | Y/N | Comments |
| **Planning**  Documents provide evidence of best practice in instructional design by considering project goals (from EPC documents and brief reports), target audience, delivery methods, learning outcomes, assessment, learning activities, resources, etc. (See meeting notes and blueprint for details.) All elements of planning must be included. |  |  |
| **Pedagogical Guidance**  Provide templates and other resources and supports  Outlining different pedagogical approaches and best practices in using technology and media  Provide constructive feedback or commentary to the SME on the content, pedagogical approach of activities and assessments |  |  |
| **Attention to detail**  Substantive editing (provide draft documents with comments/track changes)  Cohesive design (all elements/resources are connected)  Ensuring the accuracy of the course content |  |  |
| **Project Management/Teamwork/Leadership**  Familiarize SME with OL processes and project scope  Coordinate OL media, IP process, OL resources, editing, production (Process documents provide evidence of attention to all aspects of the development process (e.g., tracking of third-party items, coordination of media, etc. as relevant).  Manages schedule and timelines  Contributes effectively to a collaborative team environment.  Provides leadership and encouragement that promotes successful project completion  Steps taken to resolve issues or problems affecting course development project |  |  |

**Section B: Course Design Criteria**

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| Course Component | Criteria | Y/N | Notes |
| Course Guide and OLFM guide | Course Guide and OLFM Guide templates have been used and adapted as needed. |  |  |
| Course Structure | The overall course is structured in a logical, consistent, sequenced, and efficient manner.  Student and instructor workload is appropriate and reasonable for the level and number of credits for the course.  Instructions are clear, include rationale for activities and assessments, and provide seamless connections between the various elements in the course for the student |  |  |
| Learning outcomes | The course learning outcomes are measurable and reflect the course description and level of the course.  The module/unit learning outcomes are measurable and consistent with the course-level outcomes.  The learning outcomes are appropriately designed for the level of the course. |  |  |
| Assessments | The types of assessments selected measure the stated learning outcomes and are consistent with course activities and resources.  Specific and descriptive criteria (rubrics, marking schemes) are provided for the evaluation of students’ work and participation.  The assessment instruments selected are sequenced, varied, flexible, and appropriate to the content being assessed.  Sufficient and varied opportunities for formative feedback are provided. |  |  |
| Learning Activities | Learning activities are tied directly to the learning outcomes and assessments.  Activities are appropriate to course modality.  The instructional materials have sufficient breadth, depth, and currency for the student to learn the subject.  The instructional materials are free of bias, culturally inclusive, and provide flexibility and choice.  Learning activities foster student-instructor, student-content, and if appropriate to the course, student-student interaction.  The requirements for student interaction, if applicable, are clearly articulated.  Learning activities provide scaffolding opportunities for building foundational knowledge and skills within the course. |  |  |
| Media, Tools, IP, Resources | Resources, including media and educational technology tools, support the learning activities, and are appropriately chosen to deliver the course.  All third-party materials are identified, cited and permission requested if necessary. |  |  |
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Comments: