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|  | **Student Name:**  **University Professor: Julia Hengstler**  **Course: OLTD 506 Social Media**  **Note to Students:** Please complete your self-evaluation marks including comments and submit for instructor evaluation & comments. |
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**Assessment of Learning Piece:**   
**Criteria Items:**  **Student Instructor**

**Student Self-Evaluation Comments**:

* Content Quality (\_\_\_\_x1.5) /15 **/15**
* Reflection (\_\_\_\_x1.5) /15 **/15**
* Knowledge (\_\_\_\_x1.0) /10 **/10**
* Comprehension (\_\_\_\_x1.5) /15 **/15**
* Synthesis & Application (\_\_\_\_x1.5) /15 **/15**
* Analysis (\_\_\_\_x1.5) /15 **/15**
* Evaluation (\_\_\_\_x1.5) /15 **/15**

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**TOTAL MARK** /100 **/100**

**Instructor Evaluation Comments:**

# OLTD 506: Online Discussion Rubric

Adapted by J. Hengstler (2013) from [Nielsen, L. (n.d.)](http://www2.uwstout.edu/content/profdev/rubrics/discussionrubric.html) & [e-Learning Center (n.d.).](http://www2.nau.edu/d-elearn/support/tutorials/discrubrics/disc1.php)

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| **Content Quality** | *Piece has a logical flow of thought in which evidence, details, arguments, etc. are given to support the main ideas presented. Citations are incorporated and properly formatted. All sources are included and appropriately formatted. Mechanics (spelling, grammar, punctuation, etc.) are sound.* | | | |
| **Weight: 1.5x** | **0----------------2.5------------4.5** | **5----------------6------------6.5** | **7.0---------------7.5------------8** | **8.5----------------9.25------------10** |
|  | * Unclear, often because main ideas absent or poorly developed. * Ideas do not flow at all. * Simplistic view of topic * No effort to grasp possible alternative views. * Citation and sources are absent or minimally used. * Various mechanical issues interfere with the ability to cognitively process the entry. | * Generally unclear * Often wanders or jumps around. * Main ideas sparse or lacking. * Logic may often fail * Argument or point may often be unclear. * May not address counter-arguments or make any outside connections. * Citation and sources are used but do not follow required formatting. * Citations are not well integrated into writing and disrupt flow. * Occasional mechanical issues such as errors of spelling, that do not interfere with the ability to cognitively process the entry. | * Generally clear & appropriate. * May wander occasionally. * May have a few sections without strong main ideas. * Argument or point being made is clear. * Logical flow that is easy to follow. * Some evidence that counter-arguments acknowledged, though perhaps not addressed. * Occasional insightful connections to outside material made. * Citation and sources are generally used according to required formatting. * Citations are usually well integrated into writing. * 3 or fewer mechanical issues. that do not interfere with the ability to cognitively process the entry. | * Evident * Understandable * Sections support clear main ideas or points. * All ideas flow logically. * The main ideas or key points being made are identifiable, reasonable, and sound. * Author anticipates and successfully defuses counter-arguments * Makes novel connections to outside material (from other parts of the class, or other classes) which illuminate thesis. * Citation and sources are used according to required formatting with a maximum of 1-2 small errors. * Citations are varied and well integrated into writing. * No more than 1-2 mechanical issues that do not interfere with the ability to cognitively process the entry. |

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| **Reflection** | * *Student compares pre-learning & post learning states in relation to knowledge, skills, training, policy & procedures, confidence, attitudes, perceptions (the 5 Pillars of Risk); and student projects future learning interests, opportunities or professional development activities.* | | | |
| **Weight: 1.5x** | **0----------------2.5------------4.5** | **5----------------6------------6.5** | **7.0---------------7.5------------8** | **8.5----------------9.25------------10** |
|  | * Piece does not include a statement addressing the impact of the course any of the individual 5 Pillars of Risk (each pillar counts as “1”), attitudes, perspectives; * Piece does not project future learning interests, opportunities, or professional development activities. | * Piece includes a statement addressing the impact of the course on at least 2 of the following: any of the individual 5 Pillars of Risk (each pillar counts as “1”), attitudes, perspectives; * Piece incorporates a comparison of student’s state pre & post course in relation to at least 2 of the individual 5 Pillars of Risk (each pillar counts as “1”), attitudes, perspectives. * Piece makes limited or shallow references to future interests, opportunities or professional development activities. | * Piece includes a statement addressing the impact of the course on 3 of the following: any of the individual 5 Pillars of Risk (each pillar counts as “1”), attitudes, perspectives; * Piece incorporates a comparison of student’s state pre & post course work in relation to at least 3 of the following: any of the individual 5 Pillars of Risk (each pillar counts as “1”), attitudes, perspectives; OR compares the pre & post states of 2 of these in more than 2 ways. * Piece makes at least 2 substantive references to future interests, opportunities or professional development activities. | * Piece includes a statement addressing various impacts of the course on the 3 of the following: any of the individual 5 Pillars of Risk (each pillar counts as “1”), attitudes, perspectives; AND addresses the impact of these in at least 2 ways. * Entry incorporates a comparison of student’s state pre & post scheduled course work in relation to at least 3 of the following: any of the individual 5 Pillars of Risk (each pillar counts as “1”), attitudes, perspectives; AND compares the pre& post states of 3 of these in more than 2 ways. * Piece makes at least 2 detailed references to future interests, opportunities or professional development activities. |

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| **Knowledge** | *Student accurately uses vocabulary/terminology from course, describes concepts/themes raised in course resources and work.* | | | |
| **Weight: 1.0x** | **0----------------2.5------------4.5** | **5----------------6------------6.5** | **7.0---------------7.5------------8** | **8.5----------------9.25------------10** |
|  | * Demonstrates inadequate recognition of the vocabulary, concepts, and themes presented in course by incorrectly using or omitting the previously mentioned subjects. | * Demonstrates recognition of some of the vocabulary, concepts, and themes presented in course through incorporating certain of these in piece. | * Demonstrates recognition of most of the vocabulary, concepts, and themes presented in course through incorporating a variety of these in piece. | * Demonstrates a clear recognition of the vocabulary, concepts, and themes presented in course by fluid use throughout piece. |

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| **Comprehension** | *Student exhibits understanding of required course resources and/or class discussion through incorporation of explanations, descriptions, examples, or related past experiences.* | | | |
| **Weight: 1.5x** | **0----------------2.5------------4.5** | **5----------------6------------6.5** | **7.0---------------7.5------------8** | **8.5----------------9.25------------10** |
|  | * Piece illustrates a clear misunderstanding of material presented course, and/or guiding question by including incorrect explanations, examples, or past experiences. | * Piece illustrates an emerging understanding of material presented in course and guiding question by providing one of the following: explanations, descriptions, examples, or past experiences. | * Piece illustrates a basic understanding of material presented in course and guiding question by providing at least 2 of the following: explanations, descriptions, examples, or past experiences. | * Piece illustrates a thorough description of material presented in course and guiding question by providing multiple explanations, descriptions, examples, or past experiences. |

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| **Synthesis & Application** | *Student modifies or translates concepts from the course to hypothetical ideas/situations, and/or past experiences. Student articulates professional applications or implications of course resources and work.* | | | |
| **Weight: 1.5x** | **0----------------2.5------------4.5** | **5----------------6------------6.5** | **7.0---------------7.5------------8** | **8.5----------------9.25------------10** |
|  | * Piece doesn’t illustrate the student’s ability to modify or translate the concepts presented in required course resources or class discussion. * Piece does not integrate hypothetical ideas or past experiences with course-presented information * Piece doesn’t indicate student’s ability to adequately address professional applications or implications of material provided in readings and class discussion. | * Piece illustrates student’s emerging ability to modify or translate the concepts presented in required course resources or class discussion into possible situations. * Piece integrates at least 1 hypothetical idea or past experience with course presented information. * Piece displays student’s emerging ability to address the professional applications or implications of required course resources or class discussion by articulating at least one professional application or implication. * Applications or implications are taken directly from required course readings or discussions. No innovative or original concepts. | * Piece illustrates student’s basic ability to modify or translate the concepts presented in required course resources or class discussion into possible situations. * Piece integrates at least 2 hypothetical ideas or past experiences with course presented information. * Piece displays student’s basic ability to address the applications or implications of the material included in required course resources or class discussion by articulating at least two professional applications or implications. * Applications or implications are taken directly from required course readings or discussions. May have 1 innovative or original concept. | * Piece illustrates student’s proficiency to modify and translate the concepts presented in required course resources or class discussions into practical, functional alternatives and situations. * Piece integrates 3 or more hypothetical ideas, past experiences, with course-presented information * Piece displays student’s proficiency in addressing the applications or implications of the material included in required course resources or class discussion by articulating several professional applications or implications. * Applications or implications are taken from required course readings or discussions, optional course resources or discussions, and/or innovative or original concepts. |

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| **Analysis** | *Student compares course content for similarities and differences in key concepts and provides evidence to support analysis.* | | | |
| **Weight: 1.5x** | **0----------------2.5------------4.5** | **5----------------6------------6.5** | **7.0---------------7.5------------8** | **8.5----------------9.25------------10** |
|  | * Piece does not adequately illustrate the student’s ability to make a distinction between key concepts expressed in the course. | * Piece exhibits the student’s emergent ability to differentiate between connected or disparate key concepts in the course. * Piece identifies at least one key concept connection or disparity in the course. | * Piece exhibits the student’s basic ability to differentiate between connected or disparate key concepts in the course. * Piece identifies at least 2 key concept connections or disparities in the course. | * Piece exemplifies the student’s mastery of material through clearly articulated evidence of comparison and differentiation of key concepts in the course. * Piece identifies at least 2 key concept connections or disparities in the course and refers to at least 1 connection or disparity with optional and/or external content not provided in the required course resources. |

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| **Evaluation** | *Student critically evaluates content as presented in course and compares them to own or others’ real life situations, or optional/external resources.* | | | |
| **Weight: 1.5x** | **0----------------2.5------------4.5** | **5----------------6------------6.5** | **7.0---------------7.5------------8** | **8.5----------------9.25------------10** |
|  | * Piece contains unsupported or inadequately supported arguments and critiques of the course. * Student’s issues are based on opinion more than on substantiated conclusions. | * Piece shows emerging ability to evaluate information presented in the course. * Piece integrates at least 1 comparison of the course with real life situations. * Evidence provided from at least 1 of course resources or discussions. | * Piece shows basic ability to evaluate information presented in the course. * Piece integrates at least 2 comparisons of the course and/or class discussion materials with real life situations. * Evidence provided from 2-3 of the course resources or discussions. | * Piece shows evidence of well thought out appraisal of information presented in course. * Student’s ability to contrast the material with real life situations is exhibited. * Evidence provided from 4-5 of the course resources or discussions including optional or external resource. * Well researched and supported critiques are present. |