

**MOOC MASTER COMPETITION  
2017**

Rubric

Course Name: \_\_\_\_\_

Course URL: \_\_\_\_\_

No	Items	Criteria	POOR	FAIR	GOOD	VERY GOOD	EXCELLENT
			1	2	3	4	5
<b>A: COURSE LISTINGS PAGE</b>							
1	Course thumbnail	<ul style="list-style-type: none"> <li>- Inviting image</li> <li>- Relevant to course title</li> </ul>					
<b>B: PROMOTIONAL PAGE</b>							
1	Course banner	Includes course title and MOOC official institution logo					
2	Promotional video	<ul style="list-style-type: none"> <li>- Self-produced video.</li> <li>- Approx. 3 mins</li> <li>- Relevant to the topics in the course</li> <li>- Contains information on how the course will be useful for those interested</li> </ul>					
3	Course synopsis	Contains general information of the course such as: <ul style="list-style-type: none"> <li>- target audience's learning level, job level, key competencies</li> <li>- estimated time of completion (in hourly format)</li> <li>- how the course will be useful for those interested</li> <li>- information on certification upon completion.</li> </ul> <b>(Bonus Marks)</b>					
4	Course title	<ul style="list-style-type: none"> <li>- Inviting title,</li> <li>- Aligned to course objective,</li> <li>- Gives an overview of what the course is about e.g. English for Self-Expression, Introduction to Cyber Security</li> <li>- Sometimes also include level of targeted learners</li> </ul>					

		like beginners or advanced e.g. Digital Media Design for Non-Designers					
5	Course objectives	Broad statements that describe the results of learning which focus on specified competencies					
6	Learning outcomes	<p>Specific statements that describe the measurable objective(s) that learners will attain, using Bloom's Taxonomy and the SMART (Specific, Measurable, Achievable, Relevant, Timely) goal model.</p> <ul style="list-style-type: none"> <li>- Use <b>active verbs</b> such as <i>describe, identify, analyse</i></li> <li>- <b>Avoid</b> using words like <i>know</i> and <i>understand</i></li> <li>- Start with <b>lower level</b> of learning and move towards a <b>deeper level</b></li> <li>- Visible throughout the course</li> </ul>					
7	Content outline	<ul style="list-style-type: none"> <li>- Flow of topics which logically reflects the learning outcomes</li> <li>- Arranged in a logical and meaningful sequence</li> </ul>					
<b>C: HOMEPAGE</b>							
1	Welcoming message for learners	<ul style="list-style-type: none"> <li>- Message sounds inviting and has a welcoming tone</li> <li>- Attract learners' attention using relevant examples, analogies, anecdotes, quotations, comics, etc. <b>(Bonus Mark)</b></li> <li>- Recall learners' prior knowledge <b>(Bonus Mark)</b></li> <li>- Explain learners' and instructors' role <b>(Bonus Mark)</b></li> </ul>					
2	Introduction activity (to encourage learners to introduce themselves to the instructor and to one another in order to begin building a 'community of learners')	<p>The activity should enable learners to establish relationship with other learners and the instructor. It should be:</p> <ul style="list-style-type: none"> <li>- simple enough so as not to demotivate learners at the start of the course</li> <li>- allow learners to share something about them – experience, opinion, prior knowledge of the topic,</li> </ul>					

		<ul style="list-style-type: none"> <li>- gage their motivation for joining the course / wanting to learn the topics in the course</li> </ul>					
<b>D: GETTING STARTED / BEFORE YOU START / PRE-COURSE KICK OFF</b>							
1	Course orientation / Guide for learners <b>(Bonus Mark)</b>	<p>Contains information / activity that learners need to know / do before starting the course. For example:</p> <ul style="list-style-type: none"> <li>- how to fill-up their OpenLearning profile</li> <li>- how to navigate / access useful features on the platform. For example, chat, progress page</li> <li>- where to access and download OpenLearning app</li> <li>- information on copyright, disclaimer or view on plagiarism (if necessary)</li> </ul>					
2	Meet the facilitators <b>(Bonus Mark)</b>	Contains brief profile of the facilitators that will be facilitating the course					
<b>E: CONTENT</b>							
1	Introduction	<ul style="list-style-type: none"> <li>- Appears at the start of every topic</li> <li>- Not too lengthy</li> <li>- Relevant to the body of content that follows</li> </ul>					
2	Detailed content  <b>* Judge must look at the content from learners perspective.</b>	<ul style="list-style-type: none"> <li>- Detailed explanation / elaboration / steps / calculations / solutions to explain concepts, where relevant</li> <li>- Arranged in a logical and meaningful sequence</li> <li>- Original (non-plagiarised), accurate, relevant and up-to-date</li> <li>- Adequate coverage of content on each page</li> <li>- Scope of content is specific to the learning objectives (not long-winded)</li> <li>- Cover what would be assessed in activities / final activity / major tasks</li> </ul>					
3	Visual aids	Relevant graphics / diagrams / pictures where applicable including its original source					

4	<p>Learning activities <b>(3 – 7 activities: Combination of learning activities and reflective activities)</b></p>	<p>Relevant and engaging activities for each module. Activities should be:</p> <ul style="list-style-type: none"> <li>- aligned to the particular module’s learning objectives</li> <li>- application oriented</li> <li>- develop the skills/knowledge needed to complete the final activity / major task</li> <li>- activities are contextual, engaging and student-centred;</li> <li>- require learners to respond to each other and build on one another’s thoughts</li> <li>- allow learner to be creative in their choice and implementation of the activity</li> </ul> <p>In an online learning environment, it is important for course creators to give specific and clear instructions in order for learners to complete the activities. Instructions should:</p> <ul style="list-style-type: none"> <li>- inform the learners of the purpose of the activity</li> <li>- inform learners of the skills they will gain at the end of this activity</li> <li>- ensure that learners clearly understood the criteria they will be evaluated</li> <li>- ensure that learners are aware of the materials/product that they need to produce (if applicable)</li> <li>- contain encouraging remarks like “good luck”, “have fun” etc.</li> </ul>					
5	<p>Reflective Activities <b>(3 – 7 activities: Combination of learning activities and reflective activities)</b></p>	<p>Activities that enable the learners to analyse, reconsider and question their learning experiences e.g. through group discussions, journal writing, portfolios, book or article review. Reflective activities usually:</p> <ul style="list-style-type: none"> <li>- ask for a synthesis of the learning experience</li> <li>- provide questions that direct the reflection towards understanding of concepts, creative ways to reflect on the lessons and deep reflection on what learners have learnt</li> </ul>					

		<ul style="list-style-type: none"> <li>- open-ended, insightful and non-threatening to the learners</li> <li>- completed over several days or weeks in the course</li> </ul>					
6	Content Videos	<ul style="list-style-type: none"> <li>- Minimum 3 self-produced content videos</li> <li>- Minimum 3 existing videos from open sources</li> <li>- (Approx. 3 mins)</li> </ul>					
7	eNotes	<ul style="list-style-type: none"> <li>- Embedded slide for eNotes</li> <li>- eNotes can be in a form of pdf, power point or etc.</li> <li>- eNotes can be 1 page or more.</li> <li>- eNotes cannot be a website page.</li> <li>- 5 - 7 relevant eNotes</li> </ul>					
<b>F: FINAL ACTIVITY</b>							
1.	Final activity / major tasks / core activities	<p>Inform learners of the final activity / major tasks they will be required to complete as part of the course completion. It should be:</p> <ul style="list-style-type: none"> <li>- aligned to course outcomes</li> <li>- consist of more than just questions and answers</li> <li>- apply all knowledge and skills gained from the previous activities learners did in the course</li> <li>- allow learners to learn from the experience of completing this activity</li> <li>- application oriented (focusing on learning by doing)</li> <li>- enable learners to produce a synthesized response or end product</li> </ul>					
<b>G: OVERALL COURSE DESIGN</b>							
1	Language	<ul style="list-style-type: none"> <li>- Accuracy and appropriacy</li> <li>- Written in simple language</li> <li>- Written in conversational style (use "I", "We", "You")</li> </ul>					
2	Feedback Page	<ul style="list-style-type: none"> <li>- Enable learner to provide helpful feedback to the instructor for future course development.</li> </ul>					
3	Creativity	<ul style="list-style-type: none"> <li>- Using relevant and attractive visuals.</li> </ul>					

		<ul style="list-style-type: none"> <li>- Able to grab attention and create interest.</li> <li>- Arrangement of content as a whole.</li> </ul>					
<b>H: OVERALL LEARNING EXPERIENCE</b>							
		- Design of the course will ensure that learners are actively involved in their learning					
		- The learning environment is democratic and not authoritarian					
		- The instructor/ facilitator acts as a facilitator of learning discovery and experience and guide learners' reflection					
		- Learners are encouraged to collaboratively complete a task, to ask questions and engage in inquiry, as well as express, create and share their learning in a variety of ways					
Total marks / points:							
Overall comments / feedback:							
Recommendation for improvement:							