**Quality Assurance Rubric for Synchronous Online Teaching Wenzao Ursuline University of Languages**

| **Information of the course overview** | | | |
| --- | --- | --- | --- |
| **Course title** |  | **Class** |  |
| **Instructor** |  | **Full-time / Part-time** |  |

| **Specific Indicators** | Evaluation | | |
| --- | --- | --- | --- |
| Excellent | Pass | To be improved |
| 1. **Course overview and instruction** |  | | |
| * 1. The teacher clearly introduces and delivers the course content and progresses as planned. |  |  |  |
| * 1. The teacher checks students’ attendance. \* |  |  |  |
| * 1. Means of communication, such as online discussion, email, and other forms of interaction, are clearly stated. |  |  |  |
| * 1. The platform for the online course has been clearly announced before the course. \* |  |  |  |
| * 1. The teacher has posted the link to the online course platform on the class announcement board in Cloud e-learning two days prior to the instruction. \* |  |  |  |
| * 1. The proportion of course content and learning activities is appropriate and the study load meets the credit requirements. |  |  |  |
| * 1. Course design helps motivate students. |  |  |  |
| **II. Learning Objectives (competencies)** |  | | |
| * 1. The course content correspond to the learning objectives. \* |  |  |  |
| * 1. Learning outcomes are observable and measureable. |  |  |  |
| * 1. Learning objectives and competencies are clearly stated and can be observed during the teaching process. |  |  |  |
| * 1. The learning activities are closely relevant to the learning objectives or competencies. |  |  |  |
| **III. Teaching Materials** |  | | |
| * 1. The teaching materials and design develop from the stated learning objectives. \* |  |  |  |
| * 1. The teaching materials in the course are clearly relevant to the learning activities. |  |  |  |
| * 1. To maintain academic integrity, all teaching materials have been documented with source references and permissions for use. |  |  |  |
| * 1. Multiple types of teaching materials are applied in class. |  |  |  |
| * 1. Illustration and explanations to the teaching materials are clearly delivered by the teacher. \* |  |  |  |
| * 1. The teaching materials can help support students’ learning. |  |  |  |
| * 1. Sufficient supplementary materials or external online resources are provided. |  |  |  |
| **IV. Learning Activities, Learning Interaction, and Assessment** |  | | |
| * 1. Learning activities involve teacher-student and student-student interaction. \* |  |  |  |
| * 1. Learning activities engage students in active participation. |  |  |  |
| * 1. Equipment (such as webcams and microphones) needed for class interaction is clearly demanded and used during instruction. \* |  |  |  |
| * 1. The learning assessments correspond to the course objectives and content. |  |  |  |
| * 1. The learning outcomes can be clearly measured or observed through the assessments. |  |  |  |
| * 1. The teacher can provide assessments, such as online tests or other activities, to check students’ learning outcomes. |  |  |  |
| * 1. The teacher responds to students’ questions through message boards in a timely manner. |  |  |  |
| **V. Accessibility and Usability** |  | | |
| * 1. The course provides accessible texts, images, files, or webpages to meet the needs of diverse learners. |  |  |  |
| * 1. The course provides alternative access to multimedia content that meets the needs of diverse learners. |  |  |  |
| * 1. Course facilities are user-friendly. |  |  |  |
| * 1. The accessible link(s) to the course videos is provided. \* |  |  |  |

| Reviewer | （signature） |
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Notes:

1. This rubric is issued in accordance with the “Guidelines for Quality Assurance of Synchronous Online Teaching” to ensure online course quality. This rubric is adapted and modified from Quality Matters (QM) Higher Education Rubric and edTPA.
2. The indicators marked “ \* ” are mandatory items. If any of those items is marked “to be improved,” necessary actions will be taken for management of that particular teacher in accordance with the “Early-Warning and Consultation Procedures to Help Teachers Improve Teaching Effectiveness.”
3. Evaluation methods
   1. Three levels of evaluation

Excellent: Behaviors described in the indicators are presented in teaching on a sufficient level.

Pass: Behaviors described in the indicators are presented in teaching on a basic level.

To be improved: Behaviors described in the indicators are not presented in teaching.

* 1. Result Criteria

|  |  |
| --- | --- |
| Levels | As fulfillment of the following. |
| Excellent | ①14 or more indicators (about 50% of all items) are marked “excellent.”  ② Among the 29 indicators, none is marked “to be improved.” |
| Pass | ①20 or more indicators (about 70% of all items) are marked “pass” or “excellent.”  ② Among the five categories, none is marked “to be improved” in all items of the category. |
| To be improved | ①Any one of the starred (\*) indicators is marked “to be improved.”  ② None of above is met. |

1. Necessary actions will be taken for management of those who do not pass in accordance with the “Early-Warning and Consultation Procedures to Help Teachers Improve Teaching Effectiveness.”