MOOBRIC: A self-reflection rubric of Moodle skills and knowledge (online teaching, course design)

What is the MOOBRIC?

The MOOBRIC is a tool for academic teaching staff at Avondale College of Higher Education to use as a catalyst to identifying their current and future online teaching and course development skills.

What is the purpose of MOOBRIC?

The MOOBRIC has been constructed for staff at Avondale College of Higher Education who are teaching in an online environment to some degree. For example, some staff may be teaching on-campus units with online components in Moodle whereas other staff may be teaching in a fully online environment.

How to use the MOOBRIC

The MOOBRIC is intended as a tool to use when reflecting on your own skills as an online educator, including online teaching skills and online course development skills. Because Avondale College of Higher Education uses Moodle as its Learning Management System, the MOOBRIC integrates the use of Moodle terms throughout each of its components.

How was the MOOBRIC constructed?

Based on the TPACK framework, the MOOBRIC was constructed for professional learning contexts. By developing the work of Lee Schulman (1986) about pedagogical content knowledge, Punya Mishra and Matthew J. Koehler from Michigan State University have developed the Technological Pedagogical Content Knowledge (TPACK) framework to identify and describe the types of knowledge required by teachers to work in a pedagogically sound way within a technology rich environment.

Definition of terms

Self-reflection: the process of reflecting on one's practice for the purposes of improvement. The process of self-reflection involves reflecting *in* practice and *on* practice. The work of Donald Schön (1983) extended the idea of self-reflection to the realm of professional practice; suggesting that the process of reflection should extend to improved practice.

Rubric: is a tool used for grading or making professional judgements according to set criteria. In the case of the MOOBRIC, criteria are described at various levels in association with the skills and knowledge of online teaching and online course development.

Pedagogical knowledge: is knowledge about learning, how students learn, how teachers teach and assess, and how to use content and technological knowledge for learning and teaching purposes.

Content knowledge: is knowledge about the subject matter of the unit being taught and learned about. The way in which content knowledge is developed may vary from discipline to discipline (Shulman, 1986).

Technological knowledge: is the knowledge of which available technologies are best suited to assisting learners to achieve learning outcomes.

Metacognition: the process of thinking about, reflecting on and monitoring one's own learning processes.

Feedback?

If you have any feedback or questions about the MOOBRIC, please contact Maria Northcote at Avondale College of Higher Education at: maria.northcote@avondale.edu.au or record your feedback at: http://www.surveymonkey.com/s/JZB6FZN

		Muddler	Meddler	Moodler
1		**PEDAGOGICAL KNOWLEDGE**		
1.1	**Learning activities**	**Purpose:** Some activities and resources are provided with a purpose relevant to students' learning.	**Purpose:** Most activities and resources are provided with a purpose relevant to students' learning.	**Purpose:** All activities and resources are provided with a purpose relevant to students' learning.
		Alignment: Some activities and resources are aligned to the unit's learning outcomes and to graduate attributes. Learning outcomes are stated in the materials.	**Alignment:** Most activities and resources are clearly aligned to the unit's learning outcomes and to graduate attributes. Learning outcomes are linked to activities in the materials.	**Alignment:** All activities and resources are clearly aligned to the unit's learning outcomes and to graduate attributes. Learning outcomes are integrated through all materials.
		Student-centredness: The activities and resources in this unit are used by students, with strong reliance on the lecturer. Some opportunities are provided for students to self-evaluate, to reflect and to take responsibility for their own learning.	**Student-centredness:** The activities and resources in this unit facilitate student-centred learning. Multiple opportunities are provided for students to self-evaluate, to reflect, to make choices and to take responsibility for their own learning.	**Student-centredness:** All activities and resources are integrated with student-centred learning principles. Opportunities are provided for students to self-evaluate, to reflect, to make choices and to take responsibility for their own learning at regular intervals throughout the unit.
		Engagement: There are some opportunities for students to become involved with and participate in the learning process.	**Engagement:** There are multiple opportunities for students to become involved with and participate in the learning process.	**Engagement:** Opportunities for students to become involved with and participate in the learning process are varied, authentic and challenging.
		Variety: At least two types of learning activities are provided for individuals, small groups and/or the whole class.	**Variety:** Multiple types of learning activities are provided for individuals, small groups and/or the whole class throughout the unit.	**Variety:** A sustained variety of learning activities are provided for individuals, small groups and/or the whole class.
1.2	**Assessment and evaluation**	**Information:** Assessment information is available in the unit outline.	**Information:** Assessment information is integrated throughout the unit, possibly with an Assessment Submission Centre.	**Information:** Assessment information integrated throughout all sections of the unit and clearly aligned to learning activities.
		Submission: Some assessment tasks are submitted online.	**Submission:** Most assessment tasks are submitted online.	**Submission:** All assessment tasks are submitted online.
		Variety: One or two types of assessment tasks are provided.	**Variety:** More than one type of assessment task are provided.	**Variety:** All assessment tasks are different from each other.
		Marking: Criteria for marking are made available at the beginning of the teaching period. All assessment is marked by the lecturer.	**Marking:** Criteria for marking are made available at the beginning of the teaching period with rated descriptors. Assessment is mostly marked by lecturers but self- and peer-assessment is encouraged.	**Marking:** Criteria for marking are made available at the beginning of the teaching period with rated descriptors and exemplars. Assessment is lecturer-, expert- and peer-assessed.
		Feedback: Summative feedback is provided about assessment tasks. Some formative feedback is provided to students during the teaching period.	**Feedback:** Formative and summative feedback is provided about assessment tasks during the teaching period. Some feedback may be provided to the whole group.	**Feedback:** Formative and summative feedback is regularly provided about assessment tasks and learning activities to individuals and small and large groups of students.
		Evaluation: Students are encouraged to evaluate the unit at the end of the teaching period.	**Evaluation:** Students are asked for evaluation feedback about the unit at the middle and end of the teaching period.	**Evaluation:** Students have regular opportunities to use a variety of tools to provide ongoing feedback about the unit.
1.3	**Communication and interaction**	**Strategies:** News Forum is used to distribute messages at times throughout the teaching period..	**Strategies:** News Forum is used at least weekly. Standard forums are used for sharing information, assessment and/or discussion. Some Web 2.0 tools (wikis, Facebook, Twitter, etc.) may be used.	**Strategies:** News Forum is used regularly. Varied types of forums and some Web 2.0 tools (wikis, Facebook, Twitter, etc.) are used for sharing information, assessment and/or discussion.
		Facilitation: Online forums are monitored. Messages are added.	**Facilitation:** Online forums are led, facilitated and monitored. Guidance and encouragement is regularly provided.	**Facilitation:** Many communication strategies , including student-led strategies, are used to guide, encourage and mentor.
		Community: Some student interaction is evident. Some learning is shared.	**Community:** Some student-student and student-lecturer interaction is evident. Learning is shared online.	**Community:** Much student-student and student-lecturer interaction is evident. Collaborative tasks are completed online.
		Expectations: Expectations are communicated to students in some activities and resources.	**Expectations:** Expectations are communicated to students in most activities and resources. Some modelling occurs.	**Expectations:** Expectations are communicated to and modelled for students in all activities and resources.
		Monitoring: Student participation is monitored through forums.	**Monitoring:** Student participation is monitored through forums and messages. The Report function may be used to monitor activity.	**Monitoring:** Student participation is monitored regularly. The Report function is used to both monitor and communicate.
1.4	**Support, guidance and mentoring**	**Orientation:** Starting point in the unit is clear.	**Orientation:** Getting started activities and resources are provided at the beginning of the teaching period.	**Orientation:** Getting started activities and resources are provided at key points during the teaching period.
		Guidance: Lecturer's contact details and link to the Library and some key Avondale services are provided.	**Guidance:** Varied contact details and links to main Avondale services are provided (including pastoral, counselling and spiritual care services). Advice about developing good study habits is provided.	**Guidance:** Many contact details and links to all main Avondale services are provided (including pastoral, counselling and spiritual care services). Advice about developing independent study habits is provided, along with suitable tools (e.g, Gant charts, checklists).
		Reflection: Students are encouraged to reflect on their learning.	**Reflection:** Reflection time is regularly embedded in the unit.	**Reflection:** Reflection activities are integrated into much of the unit.
		Additional help: Links to external sites may be provided.	**Additional help:** Links to external sites are provided. Some learning support resources and activities are provided.	**Additional help:** Links to external sites are provided. Learning support and extension resources and activities are provided.
		Trouble-shooting: Link to the Avondale Moodle site is provided.	**Trouble-shooting:** Links to relevant self-help sites are provided. Self-marking resources with automatic feedback may be used.	**Trouble-shooting:** Multiple self-help strategies are included such as forums, FAQs, instruction guides, animated videos or audio.
		Mentoring staff: Lecturer knows who to ask for help.	**Mentoring staff:** Lecturer knows who to ask for help and can guide students in their use of accessing Moodle and some resources and activities. Can provide help to other staff in some areas.	**Mentoring staff:** Lecturer models advanced and exemplary use of Moodle functions. Acts as a mentor and guide to other staff and students in many areas.
	PEDAGOGICAL KNOWLEDGE			

		Muddler	Meddler	Moodler
2		**CONTENT KNOWLEDGE**		
2.1	**Presentation of content**	**Organisation:** Content is presented with clear boundaries. Content is structured to encourage active learning.	**Organisation:** Content is presented within appropriate structures (e.g., weeks, topics, categories) and grouped in meaningful clusters. Links to other units and topics are provided. Structure of the content promotes some active use of higher order thinking.	**Organisation:** Content is presented within varied structures that suit the topics in the unit. Structure of the content promotes the regular use of higher order thinking, problem solving skills and challenges students to engage with content beyond the materials provided (before, during and after the unit).
		Structure: Content is organised by week or topic using "Labels". Main headings are based on weekly dates or topics.	**Structure:** Content is organised by week or topic using "Labels" with main headings based on weekly dates or topics. Some subheadings are provided which provide structure to how content is accessed.	**Structure:** Content is organised by week, topic, task or another relevant format using "Labels". Multiple heading levels are used. Links between sections of the content are provided.
		Sequence: Expectations regarding how students work through the materials are clear.	**Sequence:** Expectations regarding how students work through the materials are clear. Some alternative learning pathways are provided.	**Sequence:** Both linear and non-linear learning pathways are integrated into the unit where appropriate. Students are informed about how to select appropriate learning sequences. Diverse student needs are catered for.
		Teacher as learner: Teacher encourages students to ask questions about and give feedback to the teacher about the content presented.	**Teacher as learner:** Teacher provides regular opportunities for students to ask questions about and give feedback to the teacher about the content presented. Teacher models learning processes.	**Teacher as learner:** Teacher facilitates regular conversations with students to gain feedback about their engagement with the content. Teacher models lifelong learning by regularly reflecting on own professional learning.
		Metacognition: Students are encouraged to reflect on how they engage with the unit content.	**Metacognition:** Students are provided specific guidance on how to reflect on and monitor how they engage with the unit content.	**Metacognition:** Students are guided through the process of reflecting on and monitoring their own learning processes. Metacognitive processes are modelled by the teacher in conjunction with the unit content.
2.2	**Materials and resources**	**Quantity:** Adequate amount of materials and resources related to the content of the unit.	**Quantity:** Ample amount of materials and resources related to the content of the unit.	**Quantity:** Ample amount of materials and resources related to the content of the unit. Additional materials and resources are provided in customised ways to respond to individual or groups of students.
		Quality: Materials and resources provided are of a good quality. Some plans for improvement have been made to further develop some materials and resources.	**Quality:** Materials and resources provided are of a high quality. Systematic short term and long term plans for improvement have been made to further develop some materials and resources.	**Quality:** Materials and resources provided are exemplary. Systematic short term and long term improvement cycles are being implemented to further develop materials and resources with input from students and experts.
		Currency: Materials and resources are mostly up-to-date. Some are planned for updating in the short term future.	**Currency:** Materials and resources are all up-to-date. Plans are in place to ensure they remain up-to-date.	**Currency:** Materials and resources are all up-to-date and reflect many current theoretical and practical ideas from the field. Systematic plans are consistently implemented to ensure they remain up-to-date.
		Guidance: Some materials and resources are accompanied by tips about recommended use.	**Guidance:** Information is provided to guide students in their use of most materials and resources.	**Guidance:** All materials and resources are accompanied by educative advice about recommended use. Options are provided for diverse students.
2.3	**Multiple perspectives**	**Multiple sources:** More than one perspective is provided about some main concepts. Some resources are provided that present varied perspectives.	**Multiple sources:** More than one perspective is provided about many main concepts. Students are encouraged to explore varied resources which present multiple perspectives about unit content.	**Multiple sources:** Many and conflicting perspectives are provided about most main concepts. Students are encouraged to explore and respond to varied resources which present multiple perspectives about unit content.
		Novice to expert: Students are led through a process of developing expert knowledge.	**Novice to expert:** Students reflect on and are led through a process of developing expert knowledge. Both novice and expert knowledge is identified.	**Novice to expert:** Students reflect on and are led through a process of developing expert knowledge. Both novice and expert knowledge is identified and students are provided with opportunities to share this knowledge.
		Expert voice: The teacher provides the expert voice about unit content. Some students are given the opportunity to share their expertise with others.	**Expert voice:** The teacher and other experts provide the expert voice about unit content. Students are encouraged and reminded to share their expertise with others in selected activities.	**Expert voice:** The teacher and other experts provide the expert voice about unit content. Sharing of student expertise is facilitated regularly by the teacher.
2.4	**Research**	**Avondale research:** Some links to Avondale research publications and projects are evident.	**Avondale research:** Links to Avondale research publications and projects are evident throughout many materials.	**Avondale research:** Links to Avondale research publications and projects are evident and integrated throughout materials.
		External research: Some links to external research publications and projects are evident.	**External research:** Links to external research publications and projects are evident throughout many materials.	**External research:** Links to external research publications and projects are evident and integrated throughout materials.
		Lecturer's research: Where appropriate, lecturer's research is listed in the unit materials.	**Lecturer's research:** Where appropriate, lecturer's research is integrated throughout the unit materials.	**Lecturer's research:** Where appropriate, lecturer's research is embedded throughout the unit materials. Some research opportunities may be available between lecturer and students.
		Student research: Students are encouraged to reflect on research processes such as information gathering, information filtering and choice of resources.	**Student research:** Students are taught some specific research skills. There are multiple opportunities to practise their skills, share their findings and analyse resources.	**Student research:** Students are taught a range of research skills. There are multiple opportunities to practise their skills, share their findings and analyse resources. The development of individual students' research skills are facilitated and monitored.
	CONTENT KNOWLEDGE			

		Muddler	Meddler	Moodler
3		**TECHNOLOGICAL KNOWLEDGE**		
3.1	**Management**	**Site management:** Separate Moodle sites for distance and on-campus version of one unit are managed, with help from other staff. **Availability:** Unit start date and availability is set by another staff member.	**Site management:** Separate Moodle sites for distance and on-campus version of multiple units are managed, with some help from other staff. **Availability:** Unit start date and availability is set independently.	**Site management:** Separate Moodle sites for distance and on-campus version of multiple units are managed, with some help from other staff. Some meta-courses in Moodle are also managed. **Availability:** Unit start date and availability is set independently. Unit sections can be re-ordered and modified to suit multiple groups of students.
		Format: Moodle site format (e.g., weekly format, topics format, etc.) is set by another staff member.	**Format:** Moodle site format (e.g., weekly format, topics format, etc.) is set independently. Tabs format can be set.	**Format:** Moodle site format (e.g., weekly format, topics format, tabs format, etc.) is set and modified independently.
		Placement of resources and activities: Resources and activities can be shown (eye open) and hidden (eye closed). Help is required to move, indent or delete.	**Placement of resources and activities:** Resources and activities can be shown (eye open), hidden (eye closed), moved, indented and deleted.	**Placement of resources and activities:** Resources and activities can be shown (eye open), hidden (eye closed), moved, indented and deleted. Where required, time and availability limits can be set on resources and activities.
		Personal profile: Name and email address is included. Modification is done with help from other staff.	**Personal profile:** Photo and some other details are included. Personal profile details are independently updated.	**Personal profile:** Photo and professional interests are included. Personal profile details are regularly and independently updated. Staff member is able to assist other staff and students to update their own personal profile.
		Student numbers: Units have small enrolment (1-30).	**Student numbers:** Units have medium enrolment (31-80).	**Student numbers:** Units have large enrolment (80+).
		Student monitoring: List of students enrolled in Moodle unit can be accessed by clicking on "Participants" link.	**Student monitoring:** List of students enrolled in Moodle unit can be accessed by clicking on "Participants" link or "Assign roles" link. Students' engagement is monitored through "Reports" function.	**Student monitoring:** List of students enrolled in Moodle unit can be accessed by clicking on "Participants" link or "Assign roles" link. Students' engagement is monitored and messages sent through "Reports" function.
		Back up: Copy of unit files are stored on Moodle.	**Back up:** Copy of unit files are stored on Moodle and on own computer.	**Back up:** Backup copy of unit files are stored on Moodle and on own computer, based on folder structure within Moodle. Able to restore course on Moodle.
3.2	**Media**	**Variety:** Most resources and materials are text-based. Some graphics are evident.	**Variety:** Resources and materials may be text-based, graphics, audio and video files. Choice of media provides access to material by diverse body of students and caters for many learning styles.	**Variety:** Resources and materials may be text-based, graphics, audio, video, slideshows and animation files. Choice of media provides access to material by diverse body of students and caters for many learning styles. Alternative media is made available for learning support and extension purposes.
		Media purpose: Some media files are accompanied by a purpose statement.	**Media purpose:** Most media files are accompanied by a purpose statement.	**Media purpose:** All media files are accompanied by a purpose statement – in either text, audio, animated or video format.
		Integration: Media are mostly linked to relevant content.	**Integration:** Media are systematically linked to relevant content.	**Integration:** Media are embedded in relevant content.
		Technical guidance: Link to IT Help Desk are provided.	**Technical guidance:** Link to IT Help Desk are provided. Some text-based customised technical guidance is provided, based on unit resources.	**Technical guidance:** Link to IT Help Desk are provided. Customised text-based, audio and/or video technical guidance and FAQs is provided and reviewed.
		Development of digital literacy: Students' digital literacy is developed through the use of varied tools and files.	**Development of digital literacy:** Students' digital literacy is developed through the use of varied tools and files, and practise of information filtering and resource choice.	**Development of digital literacy:** Students' digital literacy is developed through the use of varied tools and files, practise of information filtering and resource choice, and the creation and sharing of media.
3.3	**Choice of tools**	**Resource and Activity tools:** Resources include some files and links to websites. Activities include forums.	**Resource and Activity tools:** Resources include a variety of files and links to websites. Activities include forums, quizzes, assignments and journals. Files may be displayed in directories.	**Resource and Activity tools:** Resources include many files, directories and links to websites. Web and text pages are created. Activities include forums, quizzes, assignments, and may include glossaries, databases, workshops, lessons, journals, surveys, wikis, chats. Graphics and text may be hyperlinked.
		Schedule: Schedule for the teaching period is provided with key dates.	**Schedule:** Schedule for the teaching period is provided with key dates. Dates are integrated through assessment and unit content.	**Schedule:** Schedule for the teaching period is provided with key dates. Dates are integrated through assessment and unit content. Calendar Block is used with key dates.
		Feedback mechanisms: Students are encouraged to email lecturer with questions or feedback about the unit.	**Feedback mechanisms:** Students are encouraged to email lecturer with questions or feedback about the unit. Survey and choice tools used.	**Feedback mechanisms:** Students are encouraged to email lecturer with questions or feedback about the unit. Survey and choice tools used. Feedback is gathered through assessment tasks and learning activities.
3.4	**Look and feel**	**Aesthetic quality:** Colour and text are used appropriately.	**Aesthetic quality:** Colour, text and graphics are used skilfully and consistently to complement the unit topic. A banner may be used.	**Aesthetic quality:** Colour, text and graphics are used professionally to match the unit content and guide the learner's journey. Banners may be used.
		Navigation: Unit sections are ordered logically. Links between sections are easy to find. The starting place is clear.	**Navigation:** Unit sections are ordered logically. Links between sections are easy to find. Verbs are used in item titles to guide the user's actions. Getting Started information and links are provided.	**Navigation:** Unit sections are ordered logically and choice is embedded to enable multiple pathways with clearly labelled instructions. Multiple links are provided and are seamless. A Getting Started tour may be provided.
		Teacher presence: Contact details, availability and expectations about student participation are included. The teacher communicates regularly with students online.	**Teacher presence:** Contact details, availability and expectations about student participation are included. The teacher provides a strong model of online facilitation throughout the teaching period.	**Teacher presence:** Contact details, availability and expectations about student participation are included. The teacher models strong facilitation skills and encourages other students to take on some leadership responsibilities.
		Community: Some community sense is developed as students and the teacher communicate online. Communication is mainly based on compulsory tasks.	**Community:** A recognisable community sense is developed as students and the teacher communicate online using varied tools. Some spontaneous communication occurs.	**Community:** A strong sense of community and place is developed as students and the teacher communicate regularly and collegially online. Conversations occur that are not necessarily related to assessment items.
	TECHNOLOGICAL KNOWLEDGE			