**3.4 Design Online Activity Rubric**

Use the following modified rubric as a guide to develop your introductory ‘building community’ activity. The same rubric will be used to assess your peers’ activity.

**Peer’s name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Peer reviewer’s name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Criteria** | **Conditions Met** | |
| **Yes** | **No** |
| **Authentic tasks**  The learning activities involve tasks that reflect the way in which the knowledge will be used in real life settings |  |  |
| **Opportunities for collaboration**  The environment encourages and requires students to collaborate to create products that could not be produced individually |  |  |
| **Learner-​ ​centred environments**  There is a focus on activities that provide degrees of freedom, decision​-​making reflection and self​-​regulation |  |  |
| **Organization**  Resources are organised in ways that make them easily accessed and located |  |  |
| **Richness**  Resources reflect a rich variety of perspectives |  |  |
| **Purposeful use of the media**  Media is suitable for the purpose intended |  |  |
| **Inclusivity**  Materials demonstrate social, cultural, and gender inclusively |  |  |
| **Comments** |  | |

Adapted from Source: Herrington et al. (2001, pp. 268-269)