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Name of MOOC: INTRODUCTION TO WEB ACCESSIBILITY

Link: [W3Cx: Introduction to Web Accessibility | edX](https://www.w3cx.org/courses/introduction-to-web-accessibility/)

Quality Matters CPE Rubric Standards

(<https://www.qualitymatters.org/sites/default/files/PDFs/StandardsfromtheQMContinuingandProfessionalEducationRubric.pdf>)

General Standard 1 The overall design of the course is made clear to the learner at the beginning of the course.

1.1 Instructions make clear how to get started and where to find various course components. (3)	1
1.2 Learners are introduced to the purpose and structure of the course. The length of time and date(s) for the course are clearly stated, especially in the case of college- or university-hosted courses whose dates do not correspond to the standard academic calendar of the host institution, or if the course is self-paced. (3)	3
1.3 Etiquette expectations (sometimes called “netiquette”) for online discussions, email, and other forms of communication are stated clearly. In courses that do not provide avenues for communication with an instructor/facilitator or with other learners, this Standard should be marked “Met.” (2)	2
1.4 Course, institutional or organizational policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided. (2)	1
1.5 Minimum technology requirements are clearly stated, and instructions for use are provided. (2)	1
1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated. (1)	0
1.7 Minimum technical skills expected of the learner are clearly stated. (1)	0
1.8 The self-introduction by the instructor/facilitator is appropriate and available online. If the instructor/facilitator’s role is minimal, the self-introduction may be abbreviated to professional qualifications and accessibility. If the course has no instructor/facilitator, information about whom the learner can contact with questions and how that individual may be contacted should be included. (1)	1
1.9 Learners are asked to introduce themselves to fellow learners. Learner-to-learner interaction should be implemented wherever possible to foster learner engagement. In a few situations, such as when a class is very large or the course is self-paced, learner introductions may not be feasible. Course Representatives are asked on the	1

Course Worksheet if learner introductions are appropriate in the course. Reviewers refer to the Course Worksheet to determine if learner introductions are appropriate. If they are not, the Standard should be marked “Met.” (1)	
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Explanation of any point deductions for General Standard 1:

1.1 Course introduction does not state where to find course components but lists a general description.

1.4 Compliance policies are not stated apart from discussion participation.

1.5 No technology requirements are stated anywhere in the course.

1.6 No prerequisites or required competencies are stated anywhere in the course.

1.7 No required technical skills are stated anywhere in the course.

General Standard 2 Learning objectives or competencies describe what learners will be able to do upon completion of the course.

2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable. (3)	1
2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies. (3)	1
2.3 All learning objectives or competencies are stated clearly and written from the learner’s perspective. (3)	1
2.4 The relationship between learning objectives or competencies and course activities is clearly stated. (3)	1
2.5 The learning objectives or competencies are suited to the purpose or level of the course. (3)	1

Explanation of any point deductions for General Standard 2:

2.1 No measurable course objectives are stated, but simple description of course content is present.

2.2 No measurable module(s) objectives are stated, but simple description of each module content is present.

2.3 No discernable, specific competencies upon course completion are stated.

2.4 No relationship between learning objectives or competencies and course activities is present.

2.5 No measurable suited course objectives are stated, but simple description of course content is present.

General Standard 3 Assessment strategies are integral to the learning process and are designed to evaluate learner progress in achieving the stated learning objectives or mastering the competencies.

3.1 The assessments measure the stated learning objectives or competencies. (3)	2
3.2 Course information specifies how successful completion of the course will be recognized. Since the course does not entail academic credit, specify the form of recognition to be received for completion of the course. Examples include a pass/fail grade, professional certification, printed certificate of completion, digital badge, and verification of participation. (3)	3
3.3 Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course policy for determination of successful course completion. (3)	2
3.4 The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed. The number and range of opportunities for learners to measure their learning progress should fit the length of the course. If the course is very short (e.g., a single module or lesson), the number of feedback opportunities would be fewer. (2)	1
3.5 The course provides learners with multiple opportunities to track their learning progress. The number and range of opportunities for learners to measure their learning progress should fit the length of the course. If the course is very short (e.g., a single module or lesson), the number of feedback opportunities would be fewer. (2)	2

Explanation of any point deductions for General Standard 3:

3.1 Assessments are present for each module, but do not measure knowledge acquired or competencies.

3.3 No specific descriptive criteria is provided for the course. General statement about assessment passing grade to obtain certificate is present.

3.4 The assessments are present, however, are not varied and many are not suitable for the information contained in the course module.

General Standard 4 Instructional materials enable learners to achieve stated learning objectives or competencies.

4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies. (3)	1
4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained. (3)	1
4.3 All instructional materials used in the course are appropriately cited. (2)	2
4.4 The instructional materials are current. The most recent information in such fields as information technology, medical coding, insurance regulation, tax and banking law, etc., is absolutely critical to the value of these courses. However, regardless of field, the instructional materials should always represent up-to-date thinking and practice in the discipline. (3)	3
4.5 A variety of instructional materials is used in the course. (2)	1
4.6 The distinction between required and optional materials is clearly explained. (1)	1

Explanation of any point deductions for General Standard 4:

4.1 Almost no instructional materials are included in this course apart from hyperlinks to the references on the W3 Consortium website.

4.2 Some reference materials are listed, but the purpose and how to use them is not explained.

4.5 Mostly reference hyperlinks to additional readings are present, but no other instructional materials are present.

General Standard 5 Course activities facilitate and support learner interaction and engagement.

5.1 The learning activities promote the achievement of the stated learning objectives or competencies. (3)	2
5.2 Learning activities provide opportunities for interaction that support active learning. Non-credit courses that are not managed by instructors/facilitators who interact with learners, synchronously or asynchronously, may use technology in a variety of ways to actively engage learners with content. Such courses are designed to avoid the learner's passive assimilation of the content. Examples of activities in non-facilitated courses that encourage active learning are self-check features at key points throughout the content, automated exercises, and automated feedback on responses. (3)	3

5.3 The instructor/facilitator's plan for classroom response time and feedback on assignments is clearly stated. In courses that do not have an instructor/facilitator, a clear explanation of when feedback on assignments and quizzes will be provided to learners will satisfy this standard. (3)	3
5.4 The requirements for learner interaction are clearly stated. If it is clear from the design of the course or through a statement in the course introduction or the Course Worksheet that interaction is not a component of this course, this standard should be marked "Met." (2)	2

Explanation of any point deductions for General Standard 5:

5.1 Learning activities help with knowledge and information recall, but, since no learning objectives are stated, they do not help promote any competencies

General Standard 6 Course technologies support learners' achievement of course objectives or competencies.

6.1 The tools used in the course support the learning objectives or competencies. (3)	2
6.2 Course tools promote learner engagement and active learning. (3)	2
6.3 Technologies required in the course are readily obtainable. (2)	2
6.4 The course technologies are current. (1)	1
6.5 Links are provided to privacy policies for all external tools required in the course. (1)	0

Explanation of any point deductions for General Standard 6:

6.1 Since it is not made clear what the learning objectives or competencies of this course are, it is not clear whether the tools used support these objectives.

6.2 The only tool used to promote engagement and active learning is a discussion board.

6.3 No privacy policies are provided for the student discussion board.

General Standard 7 The course facilitates learner access to support services essential to learner success.

7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it. (3)	1
7.2 Course instructions articulate or link to the institution or organization's accessibility policies and services. (3)	1
7.3 Course instructions articulate or link to an explanation of how the institution or organization's course support services and resources can help learners succeed in the course and how learners can obtain them. (2)	1
7.4 Course instructions articulate or link to an explanation of how the institution or organization's learner services and resources can help learners succeed and how learners can obtain them. (1)	0

Explanation of any point deductions for General Standard 7:

7.1 There are no course instructions regarding obtaining technical support.

7.2 Although this is a web accessibility course, there are no accessibility policies or service contacts listed in this course.

General Standard 8* The course design reflects a commitment to accessibility and usability for all learners.

7.3 No course support services are listed in this course.

7.4 No learner support services are listed in this course.

8.1 Course navigation facilitates ease of use. (3).	3
8.2 Information is provided about accessibility of all technologies required in the course. (3)	1
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners. (2)	1
8.4 The course design facilitates readability. (2)	2
8.5 Course multimedia facilitates ease of use. (2)	2

Explanation of any point deductions for General Standard 8:

8.2 No information about accessibility of technologies used in this course is provided. This is especially bad considering that this is the course about web accessibility created by a prominent web accessibility organization.

8.3 This is partially true. Captions and transcripts are provided for video materials, however, no audio is present for on-screen text and no downloadable PDFs of course materials for offline course access are available.

National Standards for Quality Online Teaching (<https://www.nsqol.org/wp-content/uploads/2019/02/National-Standards-for-Quality-Online-Teaching.pdf>) – Met or Unmet

STANDARD A: PROFESSIONAL RESPONSIBILITIES

A1 The online teacher meets the professional teaching standards or has academic credentials in the field in which he or she is teaching.	Met
A2 The online teacher is a reflective practitioner.	Met
A3 The online teacher continuously pursues knowledge and skills related to online learning and pedagogy.	Met
A4 The online teacher serves as an ambassador of knowledge to stakeholders.	Met
A5 The online teacher demonstrates knowledge of the role of online learning in preparing learners to participate as global citizens.	Met
A6 The online teacher demonstrates an understanding of effective time management strategies.	Unmet
A7 The online teacher models digital citizenship.	Met
A8 The online teacher maintains accurate records of relevant information and communications in the appropriate format.	Met
A9 The online teacher can explain his or her responsibilities in carrying out local or national law or mandates related to accessibility.	Met

Explanation of unmet standards for Standard A:

A6. The W3 Consortium Staff serve as the instructor in this course. This organization does not share any global perspectives or encourage global citizenship as part of this course.

STANDARD B: DIGITAL PEDAGOGY

B1 The online teacher uses digital pedagogical tools that support communication, productivity, collaboration, analysis, presentation, research, content delivery, and interaction.	Unmet
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B2 The online teacher incorporates discipline-specific technologies, tools, and resources to meet individualized learner needs.	Met
B3 The online teacher uses different types of tools to interact in online courses in order to nurture learner relationships, encourage learner interaction, and monitor and motivate learner engagement.	Unmet
B4 The online teacher demonstrates basic troubleshooting skills and addresses basic technical issues as they arise.	Unmet
B5 The online teacher supports safe digital learning spaces for all learners (e.g., data ownership and privacy expectations, digital identity curation).	Unmet

Explanation of unmet standards for Standard B:

B1. The W3 Consortium Staff does not utilize a variety of pedagogical tools that support productivity, analysis, and collaboration. The interaction and collaboration tools are limited to a student discussion board with no outside guidance or moderation.

B3. The interaction and collaboration tool is limited to a student discussion board. There is no variety or innovation regarding the technologies used.

B4. No technical support contacts or troubleshooting is provided as part of this course.

B5. No data ownership or privacy regarding the student discussion board is shared by the W3 Consortium staff

STANDARD C: COMMUNITY BUILDING

C1 The online teacher employs learner-centered instructional strategies and current practices that leverage technology for learner collaboration.	Unmet
C2 The online teacher creates expectations for appropriate interaction among learners, including establishing netiquette requirements, modeling implementation, and enforcing the requirements.	Met
C3 The online teacher develops a community among culturally diverse learners by providing opportunities for interaction that are conducive to active learning.	Unmet
C4 The online teacher promotes learner-learner interaction in online groups in order to foster collaboration and promote higher-order thinking skills such as analysis, synthesis, and/or evaluation.	Unmet

C5 The online teacher is able to meet the learning needs of all learners, regardless of cultural background and perspective.	Unmet
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Explanation of unmet standards for Standard C:

C1. The W3 Consortium Staff does not leverage technology appropriately for student engagement or collaboration in this course.

C3. The attempts to foster collaboration and promote active learning are not sufficient in this course!

C4. The attempts to foster learner-to-learner collaboration and promote higher-order thinking skills are not sufficient in this course!

C5. No significant attempts are made to meet the learning needs of all students regardless of cultural background or perspectives. This criterion is completely omitted from this online course.

STANDARD D: LEARNER ENGAGEMENT

D1 The online teacher uses digital tools to identify patterns in learner engagement and performance that will inform improvements to achieve individual learner growth.	Met
D2 The online teacher engages learner agency.	Met
D3 The online teacher enables a learner-customized pace and/or path through instruction aligned with learners' individual goals, learning trajectories, and interests	Met
D4 The online teacher establishes relationships through timely and encouraging communication, using various formats.	Met
D5 The online teacher helps learners reach content mastery through instruction and quality feedback using various formats	Unmet
D6 The online teacher ensures that learners have necessary course resources and the information needed to navigate the learning platform and perform required tasks in a timely manner.	Unmet
D7 The online teacher communicates frequently with stakeholders regarding learner progress and strategies for supporting learner engagement.	Met

Explanation of unmet standards for Standard D:

D5. There is singular “Progress” tab that lets the learner know how far along they are in the course, however, the assessments and the feedback provided are inadequate for the learner to determine whether they have achieved mastery of concepts in this course. Assessments and feedback in this course are not at all aligned with the implied learning objectives and competencies.

D6. Learner tasks to be performed are not sufficiently explained anywhere in this course.

STANDARD E: DIGITAL CITIZENSHIP

E1 The online teacher facilitates learning experiences that model and promote digital citizenship.	Unmet
E2 The online teacher establishes standards for learner behavior that are designed to ensure academic integrity and appropriate use of the Internet that adhere to program-level policies.	Unmet
E3 The online teacher models and complies with intellectual property policies and fair-use standards and reinforces their use with learners.	Met
E4 The online teacher implements policies, including federal, state, and program-level policies (where applicable), designed to protect learners in the classroom and follows program and classroom Acceptable Use Policies (AUP)	Unmet

Explanation of unmet standards for Standard E:

E1. This class does not pay attention to or include elements that help promote digital citizenship.

E2. No academic integrity policies or expectations are communicated anywhere in this online course.

E4. No policies are communicated in this course.

STANDARD F: DIVERSE INSTRUCTION

F1 The online teacher and support staff, where applicable, monitor and interpret learner progress and provide reasonable additional supports to all learners, paying particular attention to learners with identified disabilities or who represent traditionally underserved groups.	Unmet
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F2 The online teacher communicates with appropriate school staff regarding specific accommodations, modifications, or needs and works in collaboration with others to address learner needs.	Unmet
F3 The online teacher uses data (quantitative and qualitative) to identify learners who need additional support services.	Unmet
F4 The online teacher creates alternative formats of course materials, if needed, in order to meet the needs of diverse learners and accommodate alternative means of access.	Met
F5 The online teacher recommends assistive technologies where appropriate to meet mandated needs and address learner preferences.	Unmet
F6 The online teacher provides additional opportunities for personalized learner growth or enrichment.	Met
F7 The online teacher supports and provides a forum for sharing the varied talents and skills that learners bring to the online environment.	Met

Explanation of unmet standards for Standard F:

F1. This MOOC does not provide learners with personalized, individualized recommendations regarding disability support or support for members of underserved groups. It is especially negligent since this course is aimed at promoting awareness around people with disabilities and underserved populations.

F2. No communication avenues are provided in this course to obtain specific course accommodation.

F3. This course does not have the built-in capabilities to identify learners who need additional support services.

F5. No recommendations regarding accommodation available in this course are mentioned anywhere.

STANDARD G: ASSESSMENT AND MEASUREMENT

G1 The online teacher chooses appropriate assessment tools, which allow students the opportunity to demonstrate mastery of the content.	Unmet
G2 The online teacher employs pedagogy and content knowledge to develop and/or effectively implement assessments in ways that ensure the validity and reliability of the instruments and procedures.	Unmet
G3 The online teacher uses strategies to ensure learner academic integrity and the security of learner assessment data.	Unmet

G4 The online teacher implements a variety of assessments that accurately measure learner proficiency.	Unmet
G5 The online teacher evaluates learner readiness and progress using formative and summative assessments and learner feedback throughout the course.	Met
G6 The online teacher assures alignment between the assignments, assessments, and standards-based learning goals.	Unmet
G7 The online teacher customizes instruction to personalize the learning experience based on performance and assessment data and learner need.	Unmet
G8 The online teacher creates opportunities for learner self-assessment within courses.	Met

Explanation of unmet standards for Standard G:

G1. Assessment tools in this course are inadequate, inappropriate, and at times incorrect. The assessments seem to be asking the learner to recall random information mentioned in the module text and not the information deemed important in the course videos. There a severe misalignment between the information communicated via text and videos and the assessments.

G2. The assessments are not aligned with course content!

G3. None of the academic integrity or learner data privacy information is communicated in this course.

G4. There is no variety in assessments.

G6. There is a severe misalignment between communicated course content and course assessments in this course!

G7. No personalization of course content, tools, or assessments is available in this course.

STANDARD H: INSTRUCTIONAL DESIGN

H1 The online teacher designs learning experiences that use technology to efficiently engage learners.	Unmet
H2 The online teacher uses a formative approach to lesson design.	Unmet
H3 The online teacher incorporates diverse media into online learning modules.	Met

H4 The online teacher is able to incorporate subject-specific and developmentally appropriate digital learning resources into online learning modules.	Met
H5 The online teacher continuously reviews and aligns all course content with applicable course objectives and standards.	Unmet
H6 The online teacher creates, selects, and organizes appropriate assignments and assessments to align curricular content with associated standards-based learning goals.	Unmet

Explanation of unmet standards for Standard A:

H1. The educational technology was not appropriately or sufficiently leveraged by the instructional designers in this course. Apart from a student discussion board, no other collaborative, presentation, creative, data analysis, or gamified tools were utilized in this course.

H2. This course is put together in a haphazard manner and it seems as different modules were created by different instructional designers as some of the modules include a type of objectives and some do not. There is also no continuous formative approach of evaluation and feedback in this course.

H5. No specific or measurable objectives are included in this course and course content is out of alignment with assessments and feedback.

H6. Again, the instructional, assessment, and feedback elements in this course are severely misaligned.

Recommendations for Improvement

Course Strengths:

This course makes good use of instructional videos and from the outset introduces learners to several people with various disabilities and accessibility needs. This is a great decision on the part of the course designers as watching differently abled individuals interact with the World Wide Web while using their accessibility tools and technologies in real-time helps evoke a feeling of empathy and compassion from the learners. This in turn helps the learners “put themselves in other people’s shoes” and begin thinking about web accessibility from the perspective of people with disabilities. The videos also help the learners visualize and understand the inner workings of accessible technologies. The informative/instructional videos in this course are created following the Richard Meyer’s 12 Principles of Multimedia Learning – they are short, informative, accessible, and are filmed using conversational style. In fact, I think that the instructional designers should preserve all the excellent course video materials and re-design this course around the videos, closely aligning all the elements (online text, assessments, activities, collaboration, and feedback) with the content presented in these informative/instructional videos.

Recommendations for Improvement:

1. **Instructional Design.** First, this course is haphazardly designed as evident from lack of alignment in course purpose, objectives and competencies, content, assessments, and feedback. This course should be redesigned to closely follow the ADDIE framework or another evidence-based MOOC instructional design framework to make sure the target audience, tasks, and learning objectives and outcomes are correctly identified. For example, the target audience for this course is incorrectly identified as “anyone interested in web accessibility” while the course is clearly intended for senior management.
2. **Course Prerequisites and Introduction.** The current introduction is not sufficient. There is no section identifying knowledge prerequisites, technical and software skills required, etc.
3. **Learning Objectives/ Competencies.** There are currently no specific and measurable objectives listed for this course. Not having objectives or expectations is very confusing to the learners. Even though I completed the course, I am still not certain what specific knowledge I acquired and how I can apply it in my profession.

4. **Assessments.** Since there are no learning objectives or competencies listed, it is not certain what should be assessed in this course. Is it general knowledge of web accessibility? Is it familiarity with accessibility technologies or policies? Clear learning objectives will help drive clear and measurable assessments.
5. **Feedback.** Feedback should be more frequent, constructive, and closely aligned with the course learning objectives, activities, and assessments.
6. **Instructional materials.** Instructional materials in this course, apart from informative videos, are absent or are insufficient. The text in each module is different and does not follow any specific format and is not aligned with the videos. Greater variety of materials is needed, and materials need to be aligned with the learning objectives and serve a specific instructional purpose.
7. **Ed Tech Tools.** Educational technologies should be better leveraged to achieve optimal learner engagement and the three types of interaction (student-to-student, student-to-content, student-to-instructor).
8. **Support Services.** Support service contacts need to be provided in this course. Students should know who to contact for technical issues, accessibility, or privacy issues or concerns. Accessibility and privacy statements and policies should be listed in the course or links to these resources should be provided.
9. **Pedagogical Tools.** A variety of tools should be utilized for analysis, learner engagement, and higher-order thinking tasks.
10. **Community Building.** Sufficient number and variety of tools should be present for student collaboration and active online learning.
11. **Digital Citizenship.** Inclusivity and ethical use of technologies and materials should be promoted in this course.
12. **Individualized/Personalized Learning.** Any tools or design elements that can be used to help promote personalized learning and individualized instruction should be leveraged and utilized in this MOOC course for increased learner engagement and motivation.