Community of Inquiry
Self-Evaluation Rubric

Award yourselves 0 to 5 points for each descriptor below.

Dimensions		Descriptors			Points
		Fully meets the criterion (5-4 points)	**Moderate (3-2 points)**	**Does not meet the criterion (1-0 points)**	
Originality: A unique educational approach/ practice in terms of **the delivery method and/or instructional strategy** in my field.	Delivery_modes employed at OzU: Face-to-face (1) Face-to-Face Asynchronous (2a) Face-to-Face Recorded (2b) Face-to-Face Synchronous Recorded (2c) Face-to-Face Synchronous (2d) Online Synchronous Recorded (3a) Online Synchronous (3b)	*The delivery mode and/or the instructional strategy* is distinct from the conventional ones employed **in my field of profession**.	The innovation may hold distinctive features in terms of the delivery mode and/or instructional strategy as well as conventional ones **in my field of profession**.	*The delivery mode and/or instructional strategy* is already employed **in my field of profession**.	
Adoptability: The innovative educational approach/ practice in my lessons may be adopted **beyond the target audience**.	Across different **sections** and/or **departments**	Different departments or sections may adopt *the delivery method* and/or *the instructional strategy* in line with their particular learning objectives.	Different departments or sections may adopt *some characteristics of the delivery method and/or the instructional strategy* in line with their particular learning objectives.	Adoption of the innovation in terms of *the delivery method* and/or *the instructional strategy* is not likely due to its nature.	
Social Presence: The course entails *Personal/Affective, Open Communication* and *Group Cohesion* Dimensions. **Examples**		**Sub-Dimensions**			**Points**
	Learning Communities	I act as the facilitator supporting team building and the spirit of the community in a supportive environment through sustaining respect, responsibility, and mutual trust. These elements are saliently reflected in my course design.	The **sub-dimensions** on the left-hand side hold the characteristics depicted in Descriptor I to only a limited extent.	The **sub-dimensions** on the left-hand side depicted in Descriptor I are not existent or rarely found.	
	Connectedness	My students can project themselves socially and emotionally, in a risk-free environment, thereby, feeling connected to others in their learning communities.			
	Personalised Learning	My students are given opportunities to work individually, collaboratively or in different modes depending on the class size and their learning needs, which leads to abundant personalised learning opportunities.			

Cognitive Presence: The course entails elements pertaining to *Triggering Event, Exploration, Integration* and *Resolution* Components. **Examples**	**Sub-Dimensions**				**Points**
	Arousing and Sustaining Curiosity	As the instructor, I arouse and sustain curiosity during F2F, online sessions or in the asynchronous part by means of critical questions, personally meaningful materials, self-regulated student activities, or any other relevant lesson input that serves this purpose.	The **sub-dimensions** on the left-hand side hold the characteristics depicted in Descriptor I to only a limited extent.	The **sub-dimensions** on the left-hand side depicted in Descriptor I are not existent or rarely found.	
	Deepening Learning	I facilitate online and face to face communities in a way, which supports learners making meaning, sustained critical discourse, higher order learning, application, reflection, and co-creation. As a result, my course entails engagement and interaction at multiple levels of meaning and complexity.			
	Students' Varying Roles and Responsibilities	My students have varying roles and responsibilities in the following: determining their own learning goals and strategies, engaging in inquiries and peer-evaluation, collaborating with local and/or external parties, reflecting on their own learning processes and taking necessary steps when necessary.			
	Making Meaning and Beyond	My students are given opportunities to make meaning of, reflect on and co-create the content throughout the course by means of sustained communication.			
Teaching Presence: The course entails elements pertaining to *design & organisation, facilitating discourse* and *direct instruction*. Teaching presence is at the core of planning, instructing, designing and organising the course; therefore, Social and Cognitive Presence are closely linked to Teaching Presence. **Examples**	**Sub-Dimensions**				**Points**
	Setting Clear Goals and Expectations	My course goals, instructional expectations are clearly shared and communicated with the students. Aspects (i.e., *learner choice, flexibility & control*) are taken into consideration while designing my course.	The **sub-dimensions** on the left-hand side hold the characteristics depicted in Descriptor I to only a limited extent.	The **sub-dimensions** on the left-hand side depicted in Descriptor I are not existent or rarely found.	
	Considering the Class Size	I, as the instructor, attempt to make the most out of the delivery mode in considering the class size to offer differentiated instruction, feedback, reflection as well as scaffolding opportunities, offering my students a personalised learning environment.			
	Easy Navigation through the Course	My course has a clear organisation, which enables my students to navigate through easily.			
	Interaction on Different Levels	The components of the course, which enables my students to interact with one another on a whole class, group, and an individual/personal basis, are well designed.			

13 Categories X **5 points** for each category = **Total Points to Gain:** 65 points   **Your Total:**

Innovative: 45-65 points | **Needs Improvement:** 26-44 points | **Not Innovative:** 0-25 points