Learner Experience Rubric

This rubric is an evaluation tool to assess learning experiences through the learner's perspective. Some common examples of learning experiences include online courses in a Learning Management System, training and development in an organization, or any kind of eLearning for education. While this rubric has emphasizes technology more often used in virtual learning, it can be helpful to assess face-to-face learning experiences as well.

A successful learning experience creates an environment where learning transfer can occur. Learning transfer is when a user can take the skills, principles, and strategies they've learned and apply it to a new context. This rubric is divided into three categories: learner-centered instruction, user experience, and accessibility. When these three components are executed well, the learning experience is more likely to be successful.

The rubric is divided into three categories: learner-centered instruction, user experience, and accessibility. Each category has a number of criteria that can be determined as "incomplete", "aligned", or "exceeding." Not all criteria will apply to all learning experiences; in those cases, "N/A" would be the appropriate option.

Learner Experience Rubric

Learner-Centered Instruction

Criteria	Exceeding (3 points)		Aligned (2 points)		Incomplete (1 points)		N/A	Comments/Explanation
Logical flow of content	Content is ordered from less to more complex. Learning Objectives are clearly stated. Content is relevant, timely, and the "why" is emphasized	☐	Content is ordered from less to more complex. Learning Objectives are clearly stated. Content is relevant to the real world	☐	Learning objectives are not communicated. Content is lacking in coherence, or is presented out of order. Excess of extraneous or irrelevant material	☐	☐	
Learning activities that foster self-efficacy	Learning tasks have appropriate level of difficulty and fosters internal motivation and personal value. Students can share their learning accomplishments and goals	☐	Learning tasks have appropriate level of difficulty. Students have an opportunity to share their learning accomplishments	☐	Learning tasks and materials are disconnected from learner's interests, motivations, or personal goals	☐	☐	
Alignment between learning activities, activities, and evaluation	Clear alignment between learning objectives and learning activities. Learners are tested on the most relevant material and apply their learning to outside contexts	☐	Clear alignment between learning objectives and learning activities. Learners are tested on the most relevant material	☐	Alignment is not obvious between learning objectives and activities. No form of evaluation is present	☐	☐	
Opportunities for further learning (resources, related topics, etc.)	Resources for further learning are extensive. Opportunities for further learning are embedded in the learning experience and activities	☐	Resources for further learning (sources, bibliography, other learning materials) are provided and easy to find	☐	Few to no resources are present or are difficult to find	☐	☐	
Variation and/or Learner Choice	Varied learning activity formats. Allows for non-sequential, flexible/adaptive engagement with material	☐	Varied learning activity formats (e.g., multimedia, writing, reading, games, etc.)	☐	All or most learning activities are the same format and students do not have a choice to do something different	☐	☐	
Feedback	Learner feedback is solicited. Students have opportunity to provide peer-to-peer feedback	☐	Learner feedback is solicited at the end of the course	☐	There are no opportunities for learners to give feedback	☐	☐	
							SCORE:	
Instructions: Add up the score from each row. Divide that number by the total items that did not receive "N/A" as an answer								

			User Experience			
Criteria	**Exceeding** (3 points)		**Aligned** (2 Points)		**Incomplete** (1 Point)	**N/A**	**Comments/Explanation**
Online Organization	Online content is organized, user-friendly and intuitive	☐	Online content is organized, with some pre-training necessary to navigate	☐	Online content is difficult to navigate and not intuitive	☐	☐	
Consistency	The format and organization of instruction is consistent. Content is scalable to larger groups	☐	The format and organization of instruction is consistent.	☐	The format and organization of instruction changes throughout the course of instruction	☐	☐	
Functionality	All links, videos, resources, etc. are working. Functions completely on mobile devices	☐	All links, videos, resources, etc. are working.	☐	Incorrect or broken links or error messages. No mobile functionality	☐	☐	
Aesthetics and Design	Exceptional and unique visual design that follows design principles and maintains accessibility requirements	☐	Simple but pleasant visual design that follows design principles where necessary (balance, contrast, consistency). No use of rediculous or changing fonts	☐	Visual design is distracting, haphazard, or nonexistent	☐	☐	
SCORE: Instructions: Add up the score from each row. Divide that number by the total items that did not receive "N/A" as an answer							

Accessibility

This Accessibility Section is adopted from the California Community Colleges Online Education Initiative Course Design Rubric (2018).

Criteria	Check:	Aligned (1 pt)	Incomplete (0 pt)	N/A	Comments
1. Heading Styles Heading styles are consistently used to aid navigation through the course when using assistive technology. Heading levels (Heading 1, Heading 2, etc.) are used in correct order. Fonts, colors, and formats (bold, italics, etc.) are not used in lieu of heading styles.	- Content - Documents (e.g., MS Word) - PDFs - Digital Presentations - Spreadsheets	☐	☐	☐	
2. Lists Lists are created using the bullet or numbered list tool instead of being formatted manually so that lists are recognized when using a screen reader. 2	- Content - Documents (e.g., MS Word) - PDFs - Digital Presentations - Spreadsheets	☐	☐	☐	
3. Links Links are identified with meaningful and unique text in place of displaying the URL.	- Content - Documents (e.g., MS Word) - PDFs - Digital Presentations - Spreadsheets	☐	☐	☐	
4. Tables Column and/or row header cells are designated so that screen readers can read table cells in the correct order. A table caption is included for more complex tables.	- Content - Documents (e.g., MS Word) - PDFs - Digital Presentations - Spreadsheets	☐	☐	☐	
5. Color Contrast There is sufficient color contrast between the foreground text and background to avoid difficulties for students with low vision.	- Content - Documents (e.g., MS Word) - PDFs - Digital Presentations - Spreadsheets	☐	☐	☐	
6. Color and Meaning Color is not used as the only means of conveying information, adding emphasis, indicting action, or otherwise distinguishing a visual element.	- Content - Documents (e.g., MS Word) - PDFs - Digital Presentations - Spreadsheets	☐	☐	☐	
7. Images All images have appropriate alternative text, either explaining instructional value or indicating the image is decorative. Alternative text does not contain "image of", "picture of" or file extension (e.g., ".jpg")	- Content - Documents (e.g., MS Word) - PDFs - Digital Presentations	☐	☐	☐	
8. Reading Order Reading order is correctly set so that content is presented in the proper sequence when using screen readers and other assistive technologies.	- Content - Documents (e.g., MS Word) - PDFs - Digital Presentations - Spreadsheets	☐	☐	☐	

9. Slides Slides are created using built-in accessible slide layouts with each slide having a unique title. All text is visible in Outline View to be sure that it can be read by assistive technology.	- Digital Presentations	☐	☐	☐	
10. Spreadsheets Spreadsheets include labels for the rows and columns, detailed labels for charts, and are accompanied by textual descriptions that draw attention to key cells, trends, and totals.	- Spreadsheets (e.g., Excel, Google Sheets, etc.)	☐	☐	☐	
11. Accessibility Checkers Files and content pages pass any built-in accessibility check available in the software.	- Content - Documents (e.g., MS Word) - PDFs - Digital Presentations - Spreadsheets	☐	☐	☐	
12. Video All video must have accurate captions. If a video has no audio or instructionally relevant soundtrack, a note explaining that should accompany the video.	- Required video content inside the course management system or external video content linked to from within the course.	☐	☐	☐	
13. Audio Audio files must be accompanied by complete and accurate transcripts.	- Audio files inside the course management system and external audio-only content linked to from within the course.	☐	☐	☐	
14. Flashing Content Blinking or flashing content, including gifs, should only be used if instructionally needed and not merely for decoration or emphasis. Flashing content must not flash more than three times in any	- Videos - Content - Files, including slides, documents, etc.	☐	☐	☐	
15. Live Captions Live broadcast and synchronous video conferences must include a means for displaying synchronized captions if requested.	- Plan for captioning any live, synchronous video events planned for the course.	☐	☐	☐	
16. Auto-Play Audio and video content should not be set to auto-play. If any audio on a web page does auto-play for more than three seconds, a mechanism must be available to pause, stop, and control the volume.	- Content - Documents (e.g., MS Word) - PDFs - Digital Presentations - Spreadsheets	☐	☐	☐	

SCORE:

Instructions: Add up the score from each row. Divide that number by the total items that did not receive "N/A" as an answer