Webinar Evaluation Criteria and Grading Rubric

I will use this rubric to score and provide feedback about your Webinar to you and your team.

Recommendations

1. Practice, practice, practice! Practice reduces uncertainty, which increases confidence. Increased confidence reduces stress!
2. During your Webinar, talk slowly, lower your voice, and breathe. When we get nervous, we tend to raise the pitch of our voice and talk faster.

Webinar Grading Rubric - Total points: 300

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Does not succeed</th>
<th>Somewhat succeeds</th>
<th>Excels</th>
<th>Max Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invitation</td>
<td>Invitation not sent, or contains serious problems in basic details, design, or timing (e.g. sent out far too late).</td>
<td>Invitation competently gets the job done, but has minor problems in accuracy of content, design, usability, or was sent too late.</td>
<td>Invitation is exemplary in design and free of typos and content errors. Sent out at least 3 days before the webinar.</td>
<td>20</td>
</tr>
<tr>
<td>Icebreaker</td>
<td>Not included, or exhibits serious technical problems or evidence of lack of planning and effort.</td>
<td>There is an icebreaker that is executed competently, but it is does not entertain or excite very much.</td>
<td>Icebreaker is fully functional and is exciting and entertaining.</td>
<td>20</td>
</tr>
<tr>
<td>Length</td>
<td>Webinar was more than 10 minutes too short or too long.</td>
<td>Webinar was too short or too long, but only by a few minutes or so.</td>
<td>Webinar length is within 45-60 minutes. (not counting icebreaker)</td>
<td>15</td>
</tr>
<tr>
<td>Advance Organizer</td>
<td>Not included, or never referenced during the webinar.</td>
<td>AO is not consistently used to transition between webinar topics, or it does not contain all the sections of content (or instructional flow).</td>
<td>AO includes all major sections of content, is consistently used for each transition, and has different states to show topics completed vs. topics yet to present.</td>
<td>20</td>
</tr>
</tbody>
</table>
| Big Picture Example       | BPE is not included or absent for large portions of the webinar. Tool is demonstrated and explained without an interesting or relevant example. | • BPE is included, but not applied consistently throughout the webinar  
• is not completely relevant or interesting. | BPE is interesting and/or fun, used consistently throughout the webinar, and helps contextualize and exemplify how to use the tool. | 20        |
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<tr>
<td>Handout</td>
<td>Not available and/or never referred to during Webinar. Or, is missing many of the required sections and/or is full of serious errors.</td>
<td>• Handout is incomplete or contains minor errors. • Presenters mention it but do not use it as reference during demonstrations. • Participants don’t use the handout to do anything during the Webinar. • Handout is not posted to Webinar Central at least 24 hours before the Webinar.</td>
<td>• Handout includes all required sections • Presenters refer to each specific page as they progress during any demonstrations. • Presenters ask participants to use their Handout to answer a question or do something at least twice during the Webinar.</td>
<td>20</td>
</tr>
<tr>
<td>Absorb Activities</td>
<td>Absorb activities are not set in context, i.e., they are not embedded in relevant examples, cases, or stories.</td>
<td>Absorb activities include some relevance but the examples do not relate to each other (i.e. are not part of the Big Picture Example).</td>
<td>All Absorb activities are grounded in the BPE to exemplify how to use the tool.</td>
<td>20</td>
</tr>
<tr>
<td>Do Activities</td>
<td>There are no Do activities. Or, the Do activities are seriously ineffective.</td>
<td>There are some effective Do activities, but they are handily outnumbered by Absorb activities.</td>
<td>There are more Do activities than Absorb activities.</td>
<td>20</td>
</tr>
<tr>
<td>Connect Activities</td>
<td>There are no Connect activities, e.g. no reflection activities, or participants do not do anything with the Handout during Webinar. Or, the Connect activities are severely flawed or ineffective.</td>
<td>There is only one reflection activity or only one activity where participants do something with their Handout.</td>
<td>There are multiple reflection activities and moments where participants do something with their Handout.</td>
<td>20</td>
</tr>
<tr>
<td>Interactivity</td>
<td>The entire Webinar is essentially a series of Absorb activities. There is a severe lack of interaction.</td>
<td>There are less than 5 interactive activities in the Webinar.</td>
<td>There is a Do, Connect, or other type of interactive activity every 3 to 5 minutes.</td>
<td>20</td>
</tr>
<tr>
<td>Use of Synchronous Tool</td>
<td>There are major problems caused by lack of planning, practice, or preparation. Features of the tool are often used inappropriately, or the appropriate tool for a task is not used.</td>
<td>Minor problems showing lack of mastery or practice. A few features may have been used inappropriately or the right feature may have been ignored for a certain task.</td>
<td>It is clear presenters have mastery in using the synchronous tool and its features to deliver the webinar. Appropriate tools are used for corresponding tasks.</td>
<td>30</td>
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<tr>
<td>Evaluation Survey</td>
<td>Not included at all, or not shared before the end of the webinar. Or, the link provided does not work.</td>
<td>• The survey does not include the required 3 Likert scale questions and 2 open-ended questions. • The survey is not anonymous.</td>
<td>Survey is shared before end of the webinar, link works. The survey includes all required questions and all responses are anonymous.</td>
<td>20</td>
</tr>
<tr>
<td>Facilitation</td>
<td>Not all of the team members present at least one topic or section of the webinar. Transitions between speakers are devastatingly awkward with long silences, speakers talking over each other, or other evidences of a severe lack of practice and mastery in hosting the event.</td>
<td>Each team member presents at least one section, but transitions contain a few hiccups or it appears more practice is needed. A few minor transition or microphone issues.</td>
<td>Each team member presents at least one section of the webinar. Transitions are smooth and relaxed, and there are essentially no hiccups in the flow of the webinar.</td>
<td>30</td>
</tr>
<tr>
<td>CARP and Design</td>
<td>Serious flaws in application of CARP principles to visuals in the webinar (slides, graphics, Handout, etc.). Low resolution or watermarked images, or inclusion of an excessive amount of barely relevant stock photography. Slides are dense with too much information, fail to interest or excite — “death by powerpoint”.</td>
<td>CARP mostly applied successfully to visuals, but there are a few minor issues. Some images or graphics are low resolution, watermarked, or are fairly irrelevant.</td>
<td>Full and effective use of CARP to all visuals in the Webinar. No low quality, watermarked, or irrelevant graphics.</td>
<td>25</td>
</tr>
</tbody>
</table>

A simplified version of this rubric listing just the criteria titles will be used in Canvas to provide you scores and written feedback on each of these criteria.

Continue reading the next pages for more details on each element of the Webinar.
Required Elements for your Webinar

1. Invitation
   Goal: Your invitation should be interesting and/or fun. It should either answer the question, “What’s in it for me?” so your participants have a good reason to attend, or it should pose a reflective question, which you promise to answer during your Webinar, e.g. “Have you ever wondered…”

   Distribution: Use Canvas messaging to send your invitation at least 3 days before your Webinar. Make sure it goes to our whole class! Or, use the UCD email addresses of the whole class I provided earlier in the semester if you want to use email.

2. Length
   At least 45 minutes. Max length is 60 minutes. Length does not include the icebreaker.

3. Icebreaker
   Goal: The purpose of the Icebreaker is to motivate and excite your participants. This should occur 10 to 15 minutes before your Webinar officially starts, and does not count as part of your webinar length.

   Example: Your Webinar officially starts at 6 p.m. so your Icebreaker starts about 5:45 p.m. Not everyone will necessarily get to your webinar at the beginning of the icebreaker, but they will see it as they arrive in advance of the main event.

4. Advance Organizer (AO)
   Goal: Your AO is basically a transition tool, explaining to participants “here is where we have been and here is where we are going now.” Be sure to refer to your AO at each transition in your Webinar, pointing out the big picture and the details you just showed and/or are going to show.
Components: The AO typically is more than one image, chart, or diagram. It is a series of related images that work together like a zoom lens on a camera. The “base” state of the AO shows the big picture of the entire Webinar. Always show the “base” state of the AO at each transition.

Another state of the AO is when you zoom in on a specific section of the base state of the AO to highlight a topic you are going to address. By zooming in and out of the base state of the AO, you remind learners how specifics of the topic fit into the big picture.

Types of AOs: Does your AO show the instructional flow or the content of your Webinar? See the Webinar Proposal assignments for details.

5. Big Picture Example (BPE)

Goal: It is critical to contextualize the instruction in your Webinar, i.e., provide students with examples of how they might use this tool “in the real world.” Your Webinar must include a big picture example to which you refer throughout the Webinar. This example should be relatable for your audience, and be suitable for demonstrating the tool. Avoid BPEs that are irrelevant or potentially unprofessional or awkwardly personal (for example, while your niece/nephew/son/daughter is assuredly adorable, we probably don’t need to learn all about them as the BPE in your webinar).

Example of a BPE: You are teaching Webinar participants how to use Google Docs. Your big picture example is a team working for Baskin Robbins ice cream. There are five members of the team and they each reside in a different city. Their project is to finalize the quarterly report showing how much ice cream, by flavor, they sold in each state. Their demonstrations to the Webinar participants will be to show how this Baskin Robbins team uses Google Docs, over the course of a week, to write, edit, finalize and publish their report.

6. Handout

Goal: Your Webinar Handout must be integrated into your presentation, i.e., the participants should practice using the Handout during the Webinar.
**Required elements:** Your Webinar Handout must also include all the components listed in the Webinar Proposal Handout, including screen shots and a footer with page numbers. Be sure the footer includes the date you publish the Handout. If you have to re-publish the Handout (because you find problems), then change the date to the new publish date. That helps us identify the current version of the Handout.

Your Handout does **not** need to include any of the following:
- Advance Organizer
- Photos of presenters
- PowerPoint slides
- Transcripts of any interviews or discussions

**Distributing your Handout before and during the Webinar:** Post your Handout in the “Webinar Central” discussion board in Canvas before your webinar so people can find it there before/after your webinar. Secondly, make your Handout available during the webinar for anyone who did not download it in advance. This could be through a file share feature of your chosen synchronous tool, or it could be a link you post in chat to the file shared out of Dropbox, Google Drive, or a similar service.

**Using your Handout during the Webinar:** Your Webinar Handout is essentially your “script” for demonstrations of the tool you are teaching in your Webinar. Be sure to refer to the Handout as you step participants through a procedure or process. Example: “Okay, I am now going to show you how to add a photograph of a dog to our lesson about dog training. Go to page 4 in your Handout to follow along.”

Another way to keep participants informed as to the page in the Handout that corresponds to the location in the demonstration is to have one of the Webinar hosts enter the page number or the step number in the Chat box.

**7. Absorb Activities**
Your Webinar must include Absorb, Do, and Connect activities for each of your objectives. Follow the plan you wrote in your Webinar proposal for these activities.
8. **Do Activities**

You should have more Do activities than Absorb activities (Horton chapter 3: Do Activities > When to feature do activities). Do activities require participants to do something, e.g., answer a question about the content or discuss a specific topic with each other, or complete an action if they are following along.

9. **Connect Activities**

The two easiest Connect activities to integrate into a Webinar are (a) using the Handout to answer a Poll question and (b) answering a reflection (ponder) question. Excellent webinars will include more than one reflective activity as well as multiple uses of the handout to do or answer something.

10. **Interactive Activities**

**Goal:** We need to have something for our Webinar participants to do every few minutes to keep them engaged and enable them to personalize the new information. It also helps presenters know that the participants are still “there” and not doing something else! Otherwise you’re flying blind!

**Types of Interactivity:** Do and Connect activities are interactive activities; they require students to do something with the new information. Other types of interactive activities include questions about the logistics of the Webinar, introducing participants to each other, or making a general connection between prior experiences and the topic of the Webinar.

**Frequency:** Have some kind of interactivity every 3-5 minutes.

11. **Effective Use of Synchronous Tool**

**Goal:** I do not require you to use all of the features of your chosen synchronous tool. However, I do expect effective use of those features you choose to use. Make sure the features you use are the most appropriate for the intended tasks.

**Example:** Using chat to conduct a poll would not be as effective as using an actual poll tool (if your synchronous tool has a native one, or if you use something like Poll Everywhere) or the status indicators (if people can indicate raised hands, for
example), e.g. You might say, “Raise your hand, using the Status indicators, if you would like to see the dog example. If you prefer to see the fish example, use the thumbs-up indicator.” Use the right tool for the right job.

Notes:
- Occasionally, synchronous tools do not work well, e.g., audio problems. You will only lose points if the problems you have with your tool are the result of poor planning or lack of practice/mastery. “Acts of God” in the network will not damage your score so long as your team clearly has prepared and works around it as best as possible (e.g. another team member takes over on behalf of a troubled team member, or a different browser is used to attempt opening a link).
- Make sure you have a good strong connection to your network, and that any “bandwidth intensive” activities are disabled (spouse’s Netflix addiction, or child’s World of Warcraft addiction --- make them take the morning/afternoon off while you are in your webinar!). Saying “my uncle was torrenting 500 terabytes of downloads during my webinar” is evidence of lack of planning/preparation, not an excuse.

12. **Evaluation Survey**
   **Goal:** Implement the evaluation survey according to the plan in your Webinar proposal. You are collecting data to assess the effectiveness of your Webinar.
   
   **Required elements:** The Evaluation survey must have at least three Likert scale questions and two open-ended questions.

13. **Facilitation**
   **Goal:** Each team member must facilitate part of the Webinar, e.g., each team member needs to present at least one section of the Webinar. Additionally, the transitions between each presenter should be smooth and relaxed.

14. **CARP and Design**
   Each slide in the Webinar and each page in the Handout must follow CARP principles. Graphics should not be low resolution, or be covered in watermarks. Avoid excessive use of cheesy stock photography or dubiously relevant clip art. Visuals are great and necessary, but make them count!
15. **Grammar and Usage**
   One point deducted for each typo, grammar or usage error, passive voice, etc. in your Handout and in your Webinar slides and other content.