



Webinar Evaluation Rubric for Extension Teaching

About the tool: This is an evaluation tool that will assess the effectiveness and quality of extension staff teaching. This evaluation tool will be used by practicing webinar facilitators who want a way to evaluate their work and demonstrate teaching excellence. This rubric may be used as a reflective practice tool for the teacher, and/or as a peer review by a colleague.

What the tool does NOT do: There are check-off tools/resources available through Extension Technology that teachers can utilize to determine web-based tools to use and how to set up a webinar. This is not a participant evaluation.

Scoring the Rubric:

Each indicator is scored on a 3-point scale: Minimal, Developing, Strong

There are two scores to help assess webinar quality:

(1) Once each indicator has been scored, the indicator scores within each section may be averaged to obtain seven section scores that provide a multidimensional assessment of webinar quality. (2) Total all indicator points to obtain an overall score for the webinar.

| | | | |
|--|-----------------|--------------------|----------------|
| Total scoring of all indicators to determine range of webinar quality: | 22 - 32 Minimal | 33 - 55 Developing | 56 - 66 Strong |
|--|-----------------|--------------------|----------------|

To assist in scoring the rubric, each indicator is followed by descriptive statements that illustrate the range of quality for the given indicator. These statements are intended to be illustrative, and not prescriptive, as evaluators make a holistic judgement about the webinar's quality for the given indicator. Webinars are often a team effort, including presenters, facilitators, hosts, moderators, producer, and other organizers. Throughout the rubric, the term presenters is used to refer to those who assist in the delivery of the webinar, whether they take center stage to present content or provide a supporting role. Evaluators should use the context to determine the relevant individuals for any given indicator.

Adapted by Karen Matthes, Director, IT Training and Support, Extension Technology and Kari Robideau, Youth Development Extension Educator: Distance Learning Technology, with permission from: Technical Evaluation Assistance in Mathematics and Science (TEAMS) project and research associate at RMC Research in Denver

TEAMS Rubric instructions: <http://teams.mspnet.org/index.cfm/28420>

TEAMS User's Guide for Webinar Rubric: <http://teams.mspnet.org/index.cfm/28418>

Culbertson, M. J., Espel, E. V., LaRock, V., Sutton, J. T., Wang, X., Ward, B. & Withington, A. (2105). TEAMS webinar rubric. Denver, CO: RMC Research Corporation. Retrieved from <http://teams.mspnet.org/index.cfm/28420>
Mitchell, A., Culbertson, M. J. & Sutton, J. T. (2015). TEAMS user's guide for webinar rubric. Denver, CO: RMC Research Corporation. Retrieved from <http://teams.mspnet.org/index.cfm/28418>

Technology

- Tools:** Presenters provide an overview of the technology platform being used for the webinar prior to or at the beginning of the webinar. *Example:* At the start of the webinar, presenters explain the chat box function and how to select the audience for a comment/question. At the start of the webinar or before a specific poll/activity, presenters explain how to use specific response features (e.g., raising a hand, using the whiteboard, clicking into the poll)
- Distractions:** The webinar is free of distractions. *Example:* Distractions include things like pop-up computer notifications, cell phones ringing, people/pets coming in and out, presenters not knowing how to use the software, or presenters being positioned directly in front of a light or a distracting background/picture
- Supplemental Materials:** Clear instructions are provided to participants on how to access the archived webinar recording and other supplemental materials. *Example:* Participants are informed that the webinar will be recorded and given the information to access the archived webinar video and presentation slides. Links to supplemental materials, such as handouts or other resources, and presenters' contact information are included in presentation slides

| Criteria | Minimal (1 point) | Developing (2 points) | Strong (3 points) | Points | Reviewer Comments |
|---|---|---|--|--------|-------------------|
| Tools | The presenters provide minimal information about the technology tools being used in the webinar. Participants have to ask about them during the webinar. | The presenters provide an overview of some of the available features being used. Participants still may be asking how to submit questions, provide responses, and/or use other platform features during the presentation. | The presenters provide an overview of the features that are being used during the webinar that allow participants to actively engage in the webinar. Participants are clear about how to use the features . | | |
| Distractions | There are a number of substantial distractions throughout the webinar that impede the flow of the webinar. | There are some distractions during the webinar, but the flow of the presentation is not constantly interrupted. | There are a few minor or no distractions during the webinar. | | |
| Supplemental Materials | Instructions for accessing the webinar recording and slides are unclear and/or incomplete. Supplemental materials are incidentally mentioned, but they are not actually made available. Or materials are made available, but participants are not notified. | Instructions for accessing the webinar recording and slides are available and accurate. Participants are made aware of the supplemental materials, but instructions for accessing them are unclear. | Clear and explicit instructions are provided for how to access the webinar recording and/or slides at the end of the presentation. Additionally, written instructions are provided in follow-up communication with participants. | | |
| Technology Indicator Total Score | | | | 0 | |

Content

- **Presenter Information:** Presenters are introduced and their backgrounds, including credentials relative to the webinar topic, are provided at the beginning. *Example:* Information about presenters is provided in the webinar invitation or description, and presenters are introduced using bio or background information specific to their experience with the webinar topic.
- **Goals:** The topic and objectives or goals of the webinar are clearly communicated to the audience. *Example:* The topic(s) and objectives are provided in the webinar description and the content and what the audience is expected to learn are stated at the beginning of the webinar.
- **On Task:** The webinar content matches the stated goals or objectives. *Example:* All content in the webinar relates to a stated goal or objective. If content does not relate, a goal/objective should be added, or content removed.

| Criteria | Minimal (1 point) | Developing (2 points) | Strong (3 points) | Points | Comments |
|--------------------------------------|---|---|--|--------|----------|
| Presenter Information | The presenters are introduced during the webinar but their credentials and backgrounds are not provided. | The presenters are introduced and their credentials are provided during or prior to the webinar, but the relevance of the presenters' expertise to the webinar content is not clear. | The presenters are introduced and introductions include how their backgrounds and credentials qualify them to speak knowledgeably about the webinar topic. | | |
| Goals | The topic and objectives/goals of the webinar are briefly stated prior to or at the beginning of the webinar, but it is not clear how the webinar's topic is related to the objectives/goals. | The topic and objectives/goals of the webinar are clearly stated prior to or during the webinar. The webinar's topic appears to be related to the objectives/goals, but the connection may be implicit. | The webinar's topic and objectives/goals are clearly stated and referenced throughout the webinar, and explicit connections are made between the webinar's topic and its objectives/goals. | | |
| On Task | The webinar content does not match the stated goals. | The webinar content aligns with some of the stated goals or objectives. | The webinar content clearly aligns with all the stated goals or objectives. | | |
| Content Indicator Total Score | | | | 0 | |

Organization

- **Direction:** The webinar introduction includes an outline or agenda
- **Outline Accuracy:** The webinar outline or agenda reflects the webinar’s structure and content.
- **Information Chunking:** Webinar information is presented in small segments.
- **Structure:** The webinar presentation is well-organized.

| Criteria | Minimal (1 point) | Developing (2 points) | Strong (3 points) | Points | Reviewer Comments |
|---|--|--|---|--------|-------------------|
| Direction | An outline or agenda is displayed briefly without comment | The presenters read the outline or agenda at the beginning of the webinar. | An outline or agenda is presented and discussed at the beginning of the webinar, and revisited during transitions and at its conclusion. | | |
| Online Accuracy | The webinar outline or agenda minimally reflects the webinar’s structure and content. | The webinar outline or agenda partially reflects the webinar’s structure and content. | The webinar outline or agenda accurately reflects the webinar’s structure and provides clear expectations of the content to be covered. | | |
| Information Chunking | Some portions of the webinar are presented in segments, but the segments are lengthy. | Some portions of the webinar are presented in small segments. Other information is presented in lengthy segments. | All webinar information is organized into and presented in small segments. | | |
| Structure | Webinar information is presented in a logical sequence, but it is difficult to follow. No transitions are used to make connections between sections. | Webinar information is presented in a logical, easy-to-follow sequence. Some effort is made to use transitions to provide connections between sections, but the transitions are minimal. | Webinar information is presented in a logical, easy-to-follow sequence. Presenters make explicit connections between all sections using transitional statements, graphic organizers, relational phrases, or other techniques. | | |
| Organization Indicator Total Score | | | | 0 | |

Delivery

- **Variety:** The webinar shifts between presentation modes regularly throughout the webinar. *Example:* Shifts in presentation mode include moving from lecture to discussion, switching speakers, alternating between receptive and interactive activities, changing visual layouts, modulation of tone, etc.
- **Reflection:** The webinar provides time for participants to absorb a new idea or key information before moving on to the next new idea. *Example:* Time to absorb an idea is provided by including pauses, additional examples, connections to other ideas or real-world experiences, opportunities to apply the idea to practice, reflection questions, discussions, summaries of what has been covered, etc
- **Transitions:** The transitions throughout the webinar are smooth. *Example:* Transitions include changing speakers, moving to new topics, switching between communication tools (e.g., from slides to a poll). Transitions are not smooth when there are lengthy pauses or silences during the transition, presenters are not sure of who or what is coming next, presenters fumble with software controls, the technology does not load or respond promptly, etc..

| Criteria | Minimal (1 point) | Developing (2 points) | Strong (3 points) | Points | Reviewer Comments |
|---------------------------------------|--|--|---|--------|-------------------|
| Variety | The webinar primarily uses one presentation mode, with some token usage of other modes. | The webinar alternates between two presentation modes, but shifts between presentation modes occur infrequently. | The webinar incorporates a variety of presentation modes and changes presentation modes at least every 10 minutes. | | |
| Reflection | The webinar includes a few opportunities for participants to absorb new ideas, but most ideas are presented one after the other with little time in between. | The webinar includes pauses after each major section of content, but new ideas within sections are introduced one after the other with little time in between. | The webinar provides opportunities to absorb each new idea before moving on to the next that are made explicit and/or directly guided by the presenter. | | |
| Transitions | Transitions result in substantial delays and challenges. | A few transitions result in some minor delays. | All transitions take place without Delays. | | |
| Delivery Indicator Total Score | | | | 0 | |

Visual Aids

- **Purpose:** Slides are used to emphasize presenters' main points, not as a script to be read from directly.
- **Readability:** Visuals, including slides and graphic elements, can be read easily on a computer screen. *Example:* Slides contain a minimal amount of text. Text makes use of a small number of simple fonts. Text, including text within figures, tables, graphs, and charts, is large enough to read easily. Images are in focus and in high resolution so that they are not blurry or grainy. Slides use the designated colors of the Extension template.
- **Scaffolding Information:** Presenters scaffold information by presenting visual aids, including text and images, one component at a time. *Example:* Presenters reveal large sections of text one point at a time so each point scaffolds information from the previous point. If a complex diagram or a graphic containing multiple elements is discussed, each element is revealed as it is discussed, or attention is directed to each element individually and sequentially by using arrows, highlighting, a pointer, etc.
- **Visual Relevance:** Visuals (pictures, charts, tables, graphics, etc.) are clearly related to the topic.
- **Visual Variety:** A variety of visuals are used during the webinar to enhance cognitive processing and maintain audience focus. *Example:* Visuals include simple illustrations, charts, tables, graphs, photos, diagrams, etc.

| Criteria | Minimal (1 point) | Developing (2 points) | Strong (3 points) | Points | Reviewer Comments |
|--|--|---|---|--------|-------------------|
| Purpose | All slides are full of text and read word-for-word during the webinar with little elaboration added | Most slides are text heavy but not read word-for-word during the webinar, some elaboration added.. | Slide text is reserved for key words and concepts. Details and explanations are delivered verbally or through the use of supplemental materials. | | |
| Readability | The majority of visuals, including text and images, are difficult to read. | Most slides are clear, but there are some visuals, including text and images, that are difficult to read. | All visuals, including text and images, are easy to read. A limited number of fonts in high-contrast colors, are used throughout to achieve readability and visual consistency. | | |
| Scaffolding Information | Very few slides reveal components of text or graphics in small segments. There are many missed opportunities for scaffolding learning by presenting ideas one at a time. | Many of the slides reveal components of text or graphics in small segments, but some contain missed opportunities for scaffolding learning by presenting ideas one at a time. | One main idea is presented or revealed at a time within each slide. Components of text or graphics are revealed in small segments or one at a time. | | |
| Visual Relevance | Few visuals are clearly or obviously related to the webinar topic or information contained in the slide. | Most of the visuals, but not all, are relevant to the topic or information presented on the slide. | All visuals are highly relevant to the webinar topic or information presented on the slide. | | |
| Visual Variety | Visual elements other than text are rarely incorporated in the webinar. | Visual elements of several different types are used occasionally. | Visual elements representing a variety of different types are used throughout. | | |
| Visual Aids Indicator Total Score | | | | 0 | |

Participant Interaction

- **Active Learning Approaches:** The webinar includes the use of active learning approaches and/or interactive activities. *Examples:* Active learning approaches include demonstrations, simulations, scenarios, games, and questioning. Interactive activities include polling, active questioning, collective wondering, discussions, and co-creation of objects or products.
- **Expectation of Participation:** Presenters clearly communicate participation expectations, including expectations for active or passive participation. *Example:* Presenters directly ask the audience to use a webinar platform function to answer questions when the expectation is active, synchronous participation. When posing questions participants are to reflect on internally, presenters provide appropriate prompts to communicate that expectation.
- **Questions:** There is opportunity for participants to pose questions throughout the webinar. *Example:* Participants can submit questions through a chat box or other platform function like raising a hand to ask a question verbally. Presenters pause periodically to solicit and answer questions.

| Criteria | Minimal (1 point) | Developing (2 points) | Strong (3 points) | Points | Reviewer Comments |
|---|---|---|---|--------|-------------------|
| Active Learning Approaches | The webinar includes active learning approaches or interactive activities in a superficial way. | The webinar includes some meaningful opportunities for active learning or interactive activities but does not promote audience reflection or application of a new task, skill, or content. | A variety of active learning approaches and interactive activities are included throughout the webinar, and the presenters promote audience reflection or application of a new task, skill, or content. | | |
| Expectation of Participants | Presenters make a general announcement regarding expectations for participation at the beginning of the webinar but do not reinforce this expectation at any other time during the webinar. | Presenters make a general announcement regarding expectations for participation at the beginning of the webinar and reinforce this expectation during a few opportunities within the webinar. | Presenters clearly communicate the overall expectations for passive and/or audience participation and reinforce expectations at each opportunity throughout the webinar. | | |
| Questions | There is an opportunity for participants to pose questions near or at the end of the webinar. However, there is no time to address any of the questions. | There is an opportunity for participants to pose questions near or at the end of the webinar, and there is a sufficient amount of time to address one or more of the questions. | There are several opportunities throughout the webinar for participants to pose questions, and most opportunities have sufficient time to address questions. | | |
| Participant Evaluation Indicator Total Score | | | | 0 | |

Evaluation

- Evaluation:** Used to assess the quality of the webinar from the participant perspective. *Example:* Evaluations should include the following components: (1) content taught related to goals/objectives, (2) presenter effectiveness, (3) engagement (felt a part of the class, applied information & kept attention)

| Criteria | Minimal (1 point) | Developing (2 points) | Strong (3 points) | Points | Reviewer Comments |
|--------------------------------------|--------------------------------|--|---|--------|-------------------|
| | Does not assess the components | Evaluation assesses a few of the evaluation components | Evaluation assesses all of the components | | |
| Total Points 0 | | | | | |
| General comments by reviewer: | | | | | |



Worksheet: Webinar Evaluation Rubric for Extension Teaching

Use this worksheet during the live webinar to record comments that will help facilitate scoring the rubric at webinar completion.

| Indicator | Reviewer Comments |
|---|-------------------|
| Technology <ul style="list-style-type: none">ToolsDistractionsSupplemental Materials | |
| Content <ul style="list-style-type: none">Presenter informationGoalsOn task | |
| Organization <ul style="list-style-type: none">DirectionOnline accuracyInformation chunkingStructure | |
| Delivery <ul style="list-style-type: none">VarietyReflectionTransitions | |
| Visual Aids <ul style="list-style-type: none">PurposeReadabilityScaffolding InformationVisual relevanceVisual variety | |
| Participant Interaction <ul style="list-style-type: none">Active learning approachesExpectation of participantsQuestions | |
| Evaluation | |