Figure 11-6: A Rubric on the Interactive Qualities of Distance Learning
(Roblyer & Ekhaml, 2000)

Scale	Element#1: Social Rapport-building Activities Created by the Instructor	Element #2: Instructional Designs for Learning Created by the Instructor	Element #3: Levels of Interactivity of Technology Resources	Element #4: Impact of Interactive Qualities as Reflected in Learner Response
Few interactive qualities (1 point)	The instructor does not encourage students to get to know one another on a personal basis. No activities require social interaction, or are limited to brief introductions at the beginning of the course.	Instructional activities do not require two-way interaction between instructor and students; they call for one-way delivery of information (e. g., instructor lectures, text delivery).	Fax, web, or other technology resource allows one-way (instructor to student) delivery of information (text and/or graphics).	By the end of the course, all students in the class are interacting with instructor and other students *only* when required.
Minimum interactive qualities (2 points each)	In addition to brief introductions, the instructor provides for one other exchange of personal information among students, e.g., written bio of personal background and experiences.	Instructional activities require students to communicate with the instructor on an individual basis only (e. g., asking/responding to instructor questions).	E-mail, listserv, bulletin board or other technology resource allows two-way, asynchronous exchanges of information (text and/or graphics).	By the end of the course, between 20-25% of students in the class are initiating interaction with the instructor and other students on a voluntary basis (i.e., other than when required).
Moderate interactive qualities (3 points each)	In addition to providing for exchanges of personal information among students, the instructor provides at least one other in-class activity designed to increase social rapport among students.	In addition to the requiring students to communicate with the instructor, instructional activities require students to work with one another (e. g., in pairs or small groups) and share results within their pairs/groups.	In addition to technologies used for two-way asynchronous exchanges of text information, chatroom or other technology allows synchronous exchanges of written information.	By the end of the course, between 25-50% of students in the class are initiating interaction with the instructor and other students on a voluntary basis (i.e., other than when required).
Above average interactive qualities (4 points each)	In addition to providing for exchanges of personal information among students, the instructor provides several other in-class activities designed to increase social rapport among students.	In addition to the requiring students to communicate with the instructor, instructional activities require students to work with one another (e. g., in pairs or small groups) and share results with one another and the rest of the class.	In addition to technologies used for two-way, asynchronous exchanges of text information, additional technologies (e. g., teleconferencing) allow one-way visual and two-way voice communications between instructor and students.	By the end of the course, between 50-75% of students in the class are initiating interaction with the instructor and other students on a voluntary basis (i.e., other than when required).
High level of interactive qualities (5 points each)	In addition to providing for exchanges of personal information among students, the instructor provides a variety of in-class and outside-class activities designed to increase social rapport among students.	In addition to the requiring students to communicate with the instructor, instructional activities require students to work with one another (e. g., in pairs or small groups) and outside experts and share results with one another and the rest of the class.	In addition to technologies to allow two-way exchanges of text information, visual technologies such as two-way video or videoconferencing technologies allow synchronous voice & visual communications between instructor and students and among students.	By the end of the course, over 75% of students in the class are initiating interaction with the instructor and other students on a voluntary basis (i.e., other than when required).
Total for each	_____ pts.	_____ pts.	_____ pts.	_____ pts.
	Total overall _____ pts.			

Note: Roblyer & Ekhaml (2000). In terms of yardsticks in evaluating interactive qualities through the total overall points, 1‒7 points indicates low interactive qualities, 8‒14 indicates moderate interactive qualities, and 15‒20 indicates high interactive qualities.