LEARNING DESIGN RUBRIC

Designer: Kennia Delafe   **Date**: June 22, 2018

Instruction Title: Google Tools for Teaching and Learning   **Component type:** Hands-on activities in SBs 10 and 14

Reviewer: Alison McBride, MS. Instructional Designer at SCSD

Brief description of overall expected learning outcomes:
Students will be able to find and use MyMaps app features to create interactive presentations 90% of the time (SB 10) and learners will recognize the steps to create interactive reading assignments using the InsertLearning extension 80% of the time (SB 14).

Brief description of component design and its relationship to facilitating learning:
Learners will create an interactive MyMap presentation and an interactive reading assignment using IL from topics of their choice. They will be prompted to follow steps previously practiced with an aid of a handout and the instructor if it is needed. Learners will conduct a presentation of their final project in each case. Learners will obtain peer-to-peer and instructor feedback. Learners will be able to assess their learning outcomes at the end.

	NA	Needs Improvement – 1	2	On the Right Track – 3	4	Ready To Go – 5	Comments for Rating
Learning expectations defined	❏	❏ Not clearly stated, no clear learning intent	❏	❏ Stated, not necessarily related to overall course	**X**	❏ Clearly stated, clear intent, related well to component and overall instruction	For the amount of time that they have to create and present, I think that the percentage is average. It is hard to define unless it is measure in real practice.
Activity relatedness to learning	❏	❏ Unrelated to type / level of learning	❏	❏ Activity related to level of learning	❏	**X** Activity related to level of learning and supports transfer	
Level of Generative / Developmental Engagement	❏	❏ Little or no generative activity	❏	❏ Generative activity, lacks developmental feedback	❏	**X** Engaging in generative and knowledge organization, ample developmental feedback	
Presence of formative / developmental feedback	❏	❏ Little or no feedback within activity	❏	❏ Feedback opportunities, correct/incorrect, not formative or developmental	❏	**X** Feedback formative, multiple types support progression in learning, critical thinking	

ADVANCED INSTRUCTIONAL DESIGN
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	NA	Needs Improvement – 1	2	On the Right Track – 3	4	Ready To Go – 5	Comments for Rating
Impact of activity on learning	❏	❏ No display of learning required	❏	❏ Learning display prompted, related to expected outcomes	❏	**X** Learning display required higher level thinking, creative responses	I think that the presentation part will facilitate these skills. Although, I am not sure if the amount of time will allow them to be creative enough.
Activity outcomes / products	❏	❏ Not clearly defined	❏	❏ Traditional outcomes defined, e.g., paper, drawing, etc.	❏	**X** Prompts learner to produce meaningful representations of their own learning	I believe that these activities will help them to expose what they are learning and how they can apply these skills and knowledge in their lessons. Once more, time may by a problem.
Graphics and images	❏	❏ Do not prompt learning of content	❏	❏ Support learning process	❏	**X** Engage learners deeply in content (prompt critical, deep thinking)	
Overall Learning Design	❏	❏ Lack creativity in engaging learners in multiple ways	❏	❏ Engages learners in multiple way with content	❏	**X** Prompts learners to engage in traditional and new ways, make own choices	
Instruction	❏	❏ Lacks clear instruction	❏	❏ Provides instruction, no prompting for exploration beyond instruction	❏	**X** Clear instructions, prompts for further exploration of content	
Adequate time for the task	❏	❏ Not enogh	❏	❏ Just right to create, but not enough to present final results	**X**	❏ Provides enough time to create and present final results and obtain feedback	I think that time will depend on how much experience teachers have using technology. It is hard to determine at this point if the assigned time for these activities is right. These piece needs more work.
	❏	❏	❏	❏	❏	❏	
	❏	❏	❏	❏	❏	❏	

Score Awarded Points: __48____   Possible Points: __50___

INSTRUCTION AND MESSAGE DESIGN RUBRIC

Designer: _____Kennia Delafe_____   **Date**: June 22, 2018

Instruction Title: Google Tools for teaching and Learning   **Component type:** Hands-on activities in SBs 10 and 14

Reviewer: Alison McBride, MS. Instructional Designer at SCSD

Brief description of overall instructional design (e.g. format, flow, etc.):
In both activities, learners are prompt to choose a topic and create an interactive exercise that could be use in their classroom with the aid of previously given "how to" handout and the help of the instructor. In the end, students will present final result to obtain feedback from peers and instructor and will be able to share ideas, frustrations, and ask additional questions.

Brief description of component design, purpose, and fit within instructional unit:
These hands-on activities were designed to promote transfer and application of knowledge and skills taught in previous sessions. These individual hands-on activities were designed to expose students to interact with the content, to promote individual learning assessment, build concept maps, explore new skills, higher-level of thinking and problem solving.

	NA	Needs Improvement – 1	2	On the Right Track – 3	4	Ready To Go – 5	Comments for Rating
Content presentation	❑	❑ No clear organization, disjointed, no logical order	❑	❑ Basic organization with logical progression	❑	**X** Completely organized, many connections and interconnections, enhances the message.	
Topic / Activity Focus	❑	❑ No clear focus; message / activity is confusing	❑	❑ Message / activity is focused with a clear message	❑	**X** Message / activity is complex, each aspect clear, contributes to overall message	
Quality of information	❑	❑ Inaccurate content, uninformative, uninteresting	❑	❑ Content accurate, adds new knowledge	❑	**X** Content accurate, easy to understand, complex info, expands knowledge	
Citations (images, web sites, books used)	❑	❑ Does not credit sources correctly	❑	❑ Includes most credits	❑	**X** Includes credits in correct format	

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	NA	Needs Improvement – 1	2	On the Right Track – 3	4	Ready To Go – 5	Comments for Rating
Quantity of information	❑	❑ Some information that does not promote message / activity	❑	❑ Enough basic information to cover the message / activity	X	❑ Significant amount of info, connections make message / activity very informative	
Clarity of information	❑	❑ Spelling, grammatical errors inappropriate language	❑	❑ Few spelling, grammar errors, appropriate use of language	❑	X Message well scripted, significantly improves the message	
Impact of message / level of activity	❑	❑ Passive. Little thought or activity required	❑	❑ Engaging. Some thought about the message required.	❑	X Very engaging, requires in-depth reflection	
Graphics and images	X	❑ Not related to message, not related, distracting	❑	❑ Related to message / activity, poor position	❑	❑ Depicts message beyond text	
Overall use of colors	X	❑ None or too many, no purpose, distracting	❑	❑ Suggests purpose or organization	❑	❑ Adds depth to message beyond text	
Message Organization	❑	❑ Titles, graphics, audio, video, transitions, etc. detract from message	❑	❑ Titles, graphics, audio, video, transitions, etc. appropriate for message	❑	X Titles, graphics, audio, video, transitions, etc. enhance message	
Text / Font	❑	❑ Font type, size, color difficult to read, many changes, distracting	❑	❑ Font type, size, color easy to read, organized use of fonts	❑	X Font type, size, color, etc. emphasize points, relationships, etc.	
	❑	❑	❑	❑	❑	❑	

Score Awarded Points: _44   Possible Points: _45__