

ADVANCED INSTRUCTIONAL DESIGN
RUBRICS

LEARNING DESIGN RUBRIC

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

Instruction Title: Google Tools for teaching and Learning **Component type:** Enhancements made to the Instructional Unit

Reviewer: Alison McBride, MS. Instructional Designer at SCSD

Brief description of overall expected learning outcomes:

Learners will demonstrate knowledge and skills in the use of Google apps and Chrome extensions 80% of the time. Learners will be able to use the features in **MyMaps** to create interactive presentations 90% of the time. Learners will be able to install and use the features in **InsertLearning** to create interactive reading activities 90% of the time. Learners will identify ways in which these tools can be included in their lessons 90% of the time.

Brief description of component design and its relationship to facilitating learning:

This unit is divided into chunks of information/hands-on practice with the aim of facilitating learning. It prompt students to discover their skills and knowledge through interactive discussion activities that are also used as introduction to new materials. New information is modeling by the presentation of examples and simulation activities. New information is also practiced and assess at the end of each piece. A short-term and an optional long-term debrief actievies were built in to promote transfer of knowledge.

	NA	Needs Improvement – 1	2	On the Right Track – 3	4	Ready To Go – 5	Comments for Rating
Learning expectations defined	<input type="checkbox"/>	<input type="checkbox"/> Not clearly stated, no clear learning intent	<input type="checkbox"/>	<input type="checkbox"/> Stated, not necessarily related to overall course	<input checked="" type="checkbox"/>	<input type="checkbox"/> Clearly stated, clear intent, related well to component and overall instruction	I think that the learning expectations are clear, but it is hard to define the percentage in which they should perform in each component. I think this needs some more work.
Activity relatedness to learning	<input type="checkbox"/>	<input type="checkbox"/> Unrelated to type / level of learning	<input type="checkbox"/>	<input type="checkbox"/> Activity related to level of learning	<input type="checkbox"/>	<input checked="" type="checkbox"/> Activity related to level of learning and supports transfer	
Level of Generative / Developmental Engagement	<input type="checkbox"/>	<input type="checkbox"/> Little or no generative activity	<input type="checkbox"/>	<input type="checkbox"/> Generative activity, lacks developmental feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/> Engaging in generative and knowledge organization, ample developmental feedback	
Presence of formative /	<input type="checkbox"/>	<input type="checkbox"/> Little or no feedback within activity	<input type="checkbox"/>	<input type="checkbox"/> Feedback opportunities, correct/incorrect, not	<input type="checkbox"/>	<input checked="" type="checkbox"/> Feedback formative, multiple types support	

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	NA	Needs Improvement – 1	2	On the Right Track – 3	4	Ready To Go – 5	Comments for Rating
developmental feedback				formative or developmental		progression in learning, critical thinking	
Impact of activity on learning	<input type="checkbox"/>	<input type="checkbox"/> No display of learning required	<input type="checkbox"/>	<input type="checkbox"/> Learning display prompted, related to expected outcomes	<input type="checkbox"/>	X Learning display required higher level thinking, creative responses	
Activity outcomes / products	<input type="checkbox"/>	<input type="checkbox"/> Not clearly defined	<input type="checkbox"/>	<input type="checkbox"/> Traditional outcomes defined, e.g., paper, drawing, etc.	<input type="checkbox"/>	X Prompts learner to produce meaningful representations of their own learning	
Graphics and images	<input type="checkbox"/>	<input type="checkbox"/> Do not prompt learning of content	<input type="checkbox"/>	<input type="checkbox"/> Support learning process	<input type="checkbox"/>	X Engage learners deeply in content (prompt critical, deep thinking)	
Overall Learning Design	<input type="checkbox"/>	<input type="checkbox"/> Lack creativity in engaging learners in multiple ways	<input type="checkbox"/>	<input type="checkbox"/> Engages learners in multiple way with content	<input type="checkbox"/>	X Prompts learners to engage in traditional and new ways, make own choices	
Instruction	<input type="checkbox"/>	<input type="checkbox"/> Lacks clear instruction	<input type="checkbox"/>	<input type="checkbox"/> Provides instruction, no prompting for exploration beyond instruction	<input type="checkbox"/>	X Clear instructions, prompts for further exploration of content	
Follow up	<input type="checkbox"/>	<input type="checkbox"/> Lacks follow up activities	<input type="checkbox"/>	<input type="checkbox"/> Provides follow up activities to keep students engage in learning	X	<input type="checkbox"/> Provides follow up activities to keep students engage in learning and to promote transfer of knowledge	I still think that this part may need some more work to guarantee the expected results. But I think it is a good addition to give students time to practice with new content and get feedback from peers and the instructor.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Score Awarded Points: 48 Possible Points: 50

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INSTRUCTION AND MESSAGE DESIGN RUBRIC

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

Instruction Title: Google Tools for teaching and Learning **Component type:** Enhancements made to the Instructional Unit

Reviewer: Alison McBride, MS. Instructional Designer at SCSD

Brief description of overall instructional design (e.g. format, flow, etc.):

The instructional activities are designed for a 6-hours session. The **Introduction** part includes a presentation of the PD goal and objectives, a group-exchange activity, and a Scavenger-Hunt activity as an assessment of previous knowledge and skills in Google tools such as Drive, Docs, Sheets, and Slides and Chrome extensions in general. The **demonstration** part includes two separated sessions to introduce Google/**MyMaps** and the **InsertLearning** Chrome extension. Each of these includes a presentation, group activity, individual hands-on activity, a learners-presentation of hands-on activity results, note-taking and discussions, and an assessment of the content. The **debrief** session includes a final group discussion, and the provision of job aid and presentation materials, an evaluation of the PD unit, and instructions for an optional long-term follow activity.

Brief description of component design, purpose, and fit within instructional unit:

Discussion activities are designed to promote the recalling of previous knowledge and skills. Group hands-on activities are design to expose students to interact with the content while working with others to exchange ideas and obtain feedback. Individual hands-on activities and presentations are design to promote individual learning assessment, building concept maps, explore new skills, higher-level of thinking and problem solving, and transfer of knowledge. Discussions and debrief sessions are design to promote understanding of concepts and skills, promote transfer, and to obtain feedback.

	NA	Needs Improvement – 1	2	On the Right Track – 3	4	Ready To Go – 5	Comments for Rating
Content presentation	<input type="checkbox"/>	<input type="checkbox"/> No clear organization, disjointed, no logical order	<input type="checkbox"/>	<input type="checkbox"/> Basic organization with logical progression	<input type="checkbox"/>	<input checked="" type="checkbox"/> Completely organized, many connections and interconnections, enhances the message.	
Topic / Activity Focus	<input type="checkbox"/>	<input type="checkbox"/> No clear focus; message / activity is confusing	<input type="checkbox"/>	<input type="checkbox"/> Message / activity is focused with a clear message	<input type="checkbox"/>	<input checked="" type="checkbox"/> Message / activity is complex, each aspect clear, contributes to overall message	
Quality of information	<input type="checkbox"/>	<input type="checkbox"/> Inaccurate content, uninformative, uninteresting	<input type="checkbox"/>	<input type="checkbox"/> Content accurate, adds new knowledge	<input type="checkbox"/>	<input checked="" type="checkbox"/> Content accurate, easy to understand, complex info, expands knowledge	

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

Score Awarded Points: 55 Possible Points: 55