Works 1, 2A, and 2C: 'Knowledge Processes Rubric' for Educational Theory and Practice

Knowledge Processes	Annotation codes	Review Criteria	Marker Nouns (or their equivalent verbs)	0	1	2	3	4
EXPERIENCING Experience	EXP+ EXP- Personal or professional reflection	Clarity and effectiveness of this work as reflected in the connections between this work and the creator's own interests, motivation and experience.\n\nReviewers: What more would you like to know about the creator's interest and motivation to explore this field or theory? Connect to your own experience—in what ways might the chosen area of inquiry be of interest or relevance?	experience, interest, motivation, background, belief, understanding, opinion, perspective	Experiential motivation is not explained.	Experiential basis is explained in limited way.	Good explanation of the experiential basis.	Experiential basis well explained.	Experiential basis explained comprehen-sively.
Evidence	EVI+ EVI- Empirical evidence	Effectiveness in addressing practical questions, sourceable information or citable data from empirical research in order to indicate the significance of this area of activity or inquiry.\n\nReviewers: What other empirical material would you like to see? Do you have suggestions for additional research data or informational source material?	evidence, data, fact, demonstration, identification, observation. exploration, record, documentation, source, indication	Empirical basis not provided.	Empirical basis provided in limited way.	Good explanation of the empirical basis.	Empirical basis well explained.	Empirical basis explained comprehen-sively.
CONCEPTUALIZING Concepts	NAM+ NAM- Concept naming.	Appropriateness and range of concepts to the case being made. Clear definitions.\n\nReviewers: Suggest other concepts that may be required, and where or how definitions of concepts might be more clearly defined.	concept, idea, notion, definition, categorization, classification	Concepts are limited and definitions unclear.	Range of concepts and definitions are limited.	Good range of concepts and reasonably clear definitions.	Strong range of concepts and clear definitions.	Comprehensive range of concepts, with very clear definitions.
Theory	THE+ THE- Theory	Conceptual connections and coherence as a model of the world, and clarity of links between related concepts or important distinctions. Range of key theories and theorists in agreement or in disagreement.\n\nReviewers: Suggest connections that might be made between concepts so the theory is clearer. Suggest other angles or theoretical perspectives that may be relevant.	theory, model, hypothesis, premise, proposition, paradigm, principle	Limited theory and referencing to other theoretical models.	Basic theory, and connections to related theories.	Good theory and partial links to related theory.	Strong theoretical framework with wide referencing.	Wide-ranging articulation of theory with comparisons and contrasts with related theories and extensive referencing.
ANALYZING Reasoning	REA+ REA- Explanation and reasoning.	Effectiveness of the explanations of field, theory or practice under consideration.\n\nReviewers: How sound is the reasoning? Suggest ways in which the reasoning could be more powerful and the explanations clearer.	reason, explanation, function, analysis, calculation, investigation, proof, substantiation, justification, rationale, logic, pattern	Unclear explanations.	Partial but inconsistent reasoning.	Quite persuasive explanation.	Strong reasoning.	Strikingly original reasoning.
Critique	CRI+ CRI- Critical analysis	Awareness of critiques of the theory or practice, and the limits of its scope and applicability.\n\nReviewers: What is the level of understanding of the limits of the creator's own choices? What other lines of critique spring to mind for you? Are there alternative, competing or conflicting theories or empirical evidence which the creator should take into account?	criticism, misunderstanding, overlooked, neglected, ignored, disagreement, doubt, refutation, rebuttal	No critical perspective.	Limited critical analysis.	Demonstrated awareness of possible criticisms and limitations.	Clear critical awareness of alternative approaches or theories.	Critically incisive analysis of alternatives.

LDL Course Project Details

Knowledge Processes	Annotation codes	Review Criteria	Marker Nouns (or their equivalent verbs)	0	1	2	3	4
APPLYING Application	APP+ APP- Appropriate application	Explanation of the ways in which ideas presented might translate into practice. Defense of the examples of application provided, gaps in knowledge, and potential for further application and possible measures of effectiveness. Reviewers: What else would you like to know about implementation and effectiveness?	application, implementation, practice, transfer, solution, confirmation, verification. proof	No relevant applications offered.	Few relevant applications offered.	Reasonable range of applications offered.	Good range of applications offered.	Highly relevant and interesting applications of theory have been offered.
Innovation	CRE+ CRE- Creative and innovative application	Actual or possible applications in different contexts that are innovative, or which demonstrate creative thinking or practice. Reviewers: Suggest gaps, innovative or creative potentials, such as lateral or hybrid applications, whether realistic or exciting but perhaps far-fetched possibilities.	innovation, creativity, transformation, change, imagination, inventiveness, vision, originality	No creative/ innovative extensions.	Few innovative applications provided.	Good range of innovative potentials provided.	Very interesting innovative possibilities explored.	Highly relevant and interesting applications provided, and strikingly innovative possibilities explored.
PRESENTATION Communication	COM+ COM- Clarity of communic- ation and structure of the work	Clear communication of the case, structuring of the work (for instance, using different heading levels in Scholar's structure tool). The quality, range and relevance of embedded media used in the presentation. Textual coherence, connecting media into the argument. Reviewers: Make constructive suggestions for the creator that will help them when they revise, e.g. Is each media item explained or discussed in the text of the work? Make specific revision suggestions ranging from general comments to copy-editing suggestions using the annotations tool.		Poor presentation, unclear structure, little use of media.	Presentation, structure and media needs improvement.	Good presentation, structure and use of media.	Very Good presentation, structure and use of media.	Excellent presentation, structure and use of media.
Referencing	SOU+ SOU- Sourcing of ideas, quotes, and media	Consistent citation style. Acknowledgement and sourcing of quotes and embedded media. Clear distinction of creators' voice and work from sources. Reviewers: Note specific issues in sourcing and referencing.		Limited sourcing.	Inconsistent sourcing.	Good sourcing.	Very good sourcing.	Near faultless sourcing.

LDL Course Project Details