

Work 2B Learning Module Rubric

Knowledge Processes	Annotation codes	Review Criteria	0	1	2	3	4
Learning Objectives	OBJ+ OBJ- Objectives	<ul style="list-style-type: none"> How successfully are the learners and the instructor/teacher made aware of the objectives of the learning module? If relevant, is the alignment with the broader curriculum and standards clear? Specify the range of learning levels for which the learning module might be suitable, and assumed prior knowledge or experience. <p>Reviewers:</p> <ul style="list-style-type: none"> Suggest ways in which objectives can be clarified, stronger curriculum connections established, alignment to standards more clearly specified, and relevance to learners stated more cogently. Are there other learner groups for which this learning module might be appropriate? 	Objectives not clearly stated, connections to curriculum and standards not specified.	Objectives reasonably clear, general connections only to curriculum and standards.	Objectives quite clearly stated, and evident connections to curriculum and standards	Objectives clear, with direct and appropriate connections to curriculum and standards.	Objectives crystal clear, with comprehensive links to context of curriculum and standards.
Experiential Learning Processes	EVI+ EVI- Empirical evidence	<ul style="list-style-type: none"> To what extent does the learning module elicit responses from learners on the basis of their previous experiences, and existing knowledge base? How does it set out to engage with their varied interests, perspectives and identities? (Experiencing the Known). What kinds of experiential or immersive activities does the learning module offer that take learners into new and unfamiliar territories? What kinds of immersive media are offered (images, video, readings, site visits, objects, datasets, information etc.)? Are these experiences within a “zone of proximal development” which challenges learners at this specified learning level to go beyond what they already know whilst the learning expectations nevertheless remaining realistic? (Experiencing the New) <p>Reviewers:</p> <ul style="list-style-type: none"> Suggest other activities that might be included in any redraft. Evaluate both the challenge and the pragmatics of these experiential activities with the learners’ “zone of proximal development.” 	Few experiential activities, little engagement with learners’ prior experiences and identities, failure to stay within “zone of proximal development,” e.g. too hard or too easy.	Some experiential activities based on prior knowledge and experience, as well as new experiential activities.	Good experiential activities based on prior knowledge and experience, as well as engaging experiential activities focusing on new knowledge.	Excellent experiential activities based on prior knowledge and experience, as well as engaging experiential activities that take the learners into new territories.	Imaginative experiential activities, ingenious engagement with learners’ prior experiences and identities, exploring the full range of the “zone of proximal development,” e.g. too hard or too easy.
Conceptual Knowledge Processes	THE+ THE- Theory	<ul style="list-style-type: none"> How effectively does the learning module encourage learners to think conceptually about its focal area? Does it offer key concepts with definitions and examples? Or does it provide learners with a workable strategy to identify key concepts and define them for themselves? (Conceptualizing by Naming) What strategies does the learning module offer so learners can tie the concepts together into a theoretical whole—such as visualizations, concept relations in definitions, diagrams, or conceptual models? (Conceptualizing with Theory). <p>Reviewers:</p> <ul style="list-style-type: none"> Suggest other important concepts that might be explored, or conceptual connections. Recommend complementary conceptualizing strategies. 	Learners are expected to engage in little or no conceptual work.	Learners do some conceptual work, and are expected to draw the concepts together into a theory.	Good conceptual strategies, and theoretical connections to be made between concepts.	Excellent conceptual strategies, where concepts can be tied together into a clear theory.	Ingenious conceptualization strategies. Powerful theoretical connections made.

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Analytical Knowledge Processes	CRI+ CRI- Critical analysis	<ul style="list-style-type: none"> How effectively does the learning module involve the learners in reasoning, argumentation, making logical connections, drawing conclusions about cause and effect, analyzing the relationships of parts to wholes, and offering explanations? (Analyzing Functionally) In what ways and how effectively does it encourage students to think critically, analyzing their own and other people's perspectives and interests, and the effects these have on understanding and action. (Analyzing Critically) <p>Reviewers:</p> <ul style="list-style-type: none"> Suggest some ways in which students' analytical capacities can be enhanced in this learning module. How might their critical awareness of challenges, difficulties and different perspectives be extended? 	Little attention to analytical and critical thinking on the part of learners.	Some attention to analytical and critical thinking.	Considerable attention to analytical and critical thinking.	Extensive attention to analytical and critical thinking.	Learners will be engaged in powerful analytical and critical thinking activities.
Applied Knowledge Processes	CRE+ CRE- Creative and innovative application	<ul style="list-style-type: none"> How does the learning module anticipate that learners will apply their learning? (Applying Appropriately) How does it expect that learners might transfer knowledge to different settings, apply it to different contexts, think creatively, innovate, and take intellectual risks? (Applying Creatively). <p>Reviewers:</p> <ul style="list-style-type: none"> Do you have supplementary ideas for application activities, either appropriately in a predictable context, or creatively by applying the core concepts of the learning module in innovative ways, for instance, by transferring knowledge to a different domain? 	Very little scope for application and creative extension.	Some scope for application and creative extension.	Considerable scope for application and creative extension.	Learners are provided suggestions and strategies for creative extension and alternative applications.	Strong suggestions and clear scope provided for intellectual risk taking, transfer of learning to different applications, and encouragement of learner innovation.
Learning Outcome Analysis	OUT+ OUT- Outcomes	<ul style="list-style-type: none"> What assessment or learning analytic strategy is offered in the learning module? What are the prompts and rubrics developed for the teacher, peer and or self to evaluate project work? For instance, is the rubric framed constructively/prospectively rather than judgmentally/retrospectively? Are the level descriptors sufficiently clear to ensure good inter-rater reliability among peers? What is the quality of surveys? What the kinds of discussion and peer interaction have been designed into the online and in-person learning community? What is the overall assessment strategy? How will learner activity be analyzed? What kinds of formative assessment will be offered? What learning feedback mechanisms will there be? How will data be synthesized and reported back to students? <p>Reviewers:</p> <ul style="list-style-type: none"> Recommend specific extensions and supplements to the assessment strategy. 	Limited assessment strategy.	Reasonable assessment strategy.	Comprehensive and multifaceted assessment strategy.	Excellent assessment strategy with extensive formative assessment.	Deep engagement of learners through recursive feedback strategies; transparent formative and summative assessment.

LDL Course Project Details

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Communication and Media	COM+ COM- Clarity of communication and structure of the work	<ul style="list-style-type: none"> Does it curate external resources effectively? Does it communicate effectively with learners (left hand side) and instructors/teachers (right hand side)? (We recommend at least one image or media object in each update.) See the Learning Module checklist for textual specifics. Reviewers: <ul style="list-style-type: none"> Suggest supplementary media resources, and make specific textual suggestions either in the Review area, or using the Annotations tool in Scholar. 	Poor communications and narrow range of media.	Quite unclear communications and limited media range.	Reasonable communications and media range.	Good communications and media range.	Very clear communications and excellent media range. Does the learning module use a variety of media?