

**Appendix B  
Rubrics for Assignments**

**Assignment 1: Literature review (including online facilitation)**

**Please submit this completed rubric in the Drop Box for Assignment 1 for EDEM628**

*Please enter the number of credits in the right hand column plus a note or highlight text in another column to explain your assessment.*

**Self review by (name):**

**Topic:**

**Date completed:**

**Discussion Facilitation Week/Fortnight:**

**Literature review shared/posted in a Learn Forum: Yes/No**

Assessment Dimension	Category	Resubmit	Minimum Pass Criteria	Additional Credit Criteria	Additional Credits Awarded
<b>Research</b> <i>Literature Review</i>	<b>The description of research reviewed</b>	The chosen topic is unclear. One or more of the following are missing or inadequately explained in empirical studies: research question, subjects, methodology.  Readers would find it difficult to understand the review.	The topic and approach are clear. The review includes at least 4 relevant items including: an empirical study with primary data, a literature review, a theoretical article, a course text.  All elements of the research/paper are included in the description and all of these elements all adequately explained.	More than 4 relevant items are reviewed and linked to themes within the topic selected.  The research is clearly described, and includes its positioned within the literature on this topic.  ④	
<b>Research</b> <i>Literature Review</i>	The synthesis of the research.	The description of the results/paper is missing or the results are inadequately explained.	The review helps the reader understand how and what was found in the literature reviewed. The analysis is partly accurate. Themes have been drawn out.	The review and its applications are explained very clearly and completely, including if appropriate table, so that the readers' understanding of the results/paper is enhanced. The review includes critique of research and application to the chosen topic.  ④	
<b>Research Reflective practice</b> <i>Literature Review</i>	The conclusions and implications	The conclusions and implications are either missing or inadequately presented.	The conclusions and implications from the article are reasonable and include application to the field.	A clear grasp of the conclusions and implications is evident. All information is reasonable, complete and clearly presented. The implications have been considered beyond the information given in the literature. Reflections on new situations / application to the New Zealand	

				education system/ classroom contexts have been considered and included. ④	
<b>Communication Paper Presentation</b>	The design of the review	The presentation shows little consideration for the reader. There is minimal attention made to the use of design elements (e.g. spacing, bullet points) to enhance the readers' comprehension	The report and online facilitation of a discussion on a paper are adequately presented.  Most design elements are well placed and support the message. Presenter has made adequate use of some of the following: spacing, headings, font size, bullets, colour, and images.	The design elements are well integrated and clearly enhance the presentation of the information, without distracting and intruding. The viewpoint of the online reader has been carefully considered, and this is very well supported by the overall design.  References and citations follow APA. ⑤	
<b>Communication Paper presentation</b>	Mechanics	Problems with spelling, syntax of language	There are one or two minor spelling or syntax errors.	No errors throughout. ①	
<b>Communication Paper Presentation</b>	The facilitation within the group following the presentation	No questions are included for the group within the presentation  There is little or no online facilitation.	Appropriate questions are included for the group discussion.  The presenter follows the group discussion and responds to participants. Questions posed are adequately answered.    A concluding summary is posted.	The questions included are well framed, challenge the groups and extend their thinking. They clearly encourage the group to consider the results and implications of the research to new contexts.  The presenter follows the discussion closely and facilitates well by probing, prompting and redirecting the discussion throughout the week. Comments are inclusive and all opinions are acknowledged/ valued. Facilitation is timely, ongoing and engaging.  A useful and concise concluding summary is posted.  ④	
<b>Total</b>		<b>1 resubmit permitted</b>	<b>0</b>	<b>20</b>	

**Comments or additional information:**

### Assignment 2A Investigation of Institutional Resources

Name:

Group (if applicable, and note your role(s) in your report where relevant):

Assessment Dimension	Category	Resubmit	Minimum Pass Criteria	Additional Credit Criteria	Additional Credits Awarded
<b>Research</b>	The description of the situation at your institution	One/ more of the following are missing or inadequately explained: Staff, admin/ management, staff attitudes, driving force, threats, and resources.	All elements detailed in the brief are included and all of these elements all adequately explained.	The situation at the institution is thoroughly and clearly explained, demonstrating a thorough investigation in all areas noted on the assignment. <b>4</b>	
<b>Reflective practice</b>	The possible implications for your online teaching	No evidence on the implications for your future online teaching experience during the course.	Some possible implications for your future teaching during this course have been identified and included.	The possible implications for your future teaching during this course have been identified and included. Reflections on how you may overcome some of these limitations have been considered and included. <b>4</b>	
<b>Communication</b>	The design of the presentation  Mechanics	The presentation shows little consideration for the reader. There are significant problems with spelling, syntax of language	Most design elements are well-placed and support the message. Presenter has made adequate use of some of the following: spacing, headings, font size, bullets, colour, and images.  There are one or two minor spelling or syntax errors.	The design elements are well integrated and these clearly enhance the presentation of the information, without distracting and intruding. The viewpoint of the online reader has been carefully considered, and this is very well supported by the overall design. <b>2</b>	
<b>Total points</b>		<b>1 resubmit permitted</b>	<b>0</b>	<b>10</b>	

## Assignment 2B

**Online Teaching Experience: plan, trial and evaluate an online teaching and learning experience**

**Name:**

**Group (if applicable, and note your role(s) in your report where relevant):**

Assessment Dimension	Category	Resubmit	Minimum Pass Criteria	Additional Credit Criteria	Additional Credits Awarded
			<b>The Written report</b>		
<b>Active involvement in research and development</b>	Description and planning <b>(Due by the beginning of week 8)</b>	One or more of the following are missing or inadequately explained: the intent, subjects, purpose of the project, and connection to learning theory. Readers would find it hard to understand how the content will be taught online	The project is adequately explained and includes, an explanation of the purpose, a description of the learners, how the activities will be accomplished, and the learning theory that underpinned the activity. Some application of the texts and lit review.	The project is clearly and completely explained (as in pass column) and the learning/ teaching experience is also positioned within the broader context of both the students and teachers education/ curriculum/ schooling context. Clear application of the texts and lit review. <b>3</b>	
<b>Active involvement in evaluation and development</b>	Implementation <b>(Written report week 13)</b>	Description of the implementation and/or results is missing or inadequately explained	The implementation of the activity is explained adequately so that a reader can understand how and what was done and what happened.	The results are very explained clearly and completely, including such artifacts as journal entries, charts, graphs, pictures or children's work so that the readers' understanding of the results is enhanced. Analysis linked to literature. <b>3</b>	
<b>Critique</b>	Links made to literature from the field <b>(Written report wk 13)</b>	Very little or no references made to literature on the topic included.	Some reference to the literature related to online teaching and learning is included within the report	Very clear evidence of a strong understanding of how this online experience fits into current literature; supports results and conclusions with evidence <b>3</b>	
<b>Communication</b>	Structure	The report is missing one	The report follows the guidelines for	The report contains the required	

	Content <b>(Written report wk 13)</b>	or more parts (introduction, overview, implementation observations, evaluation, conclusions and/or bibliography. Sections may not be marked.  Content in some sections may be missing or incomplete	structure and content as set out in the requirements for the assignment. Material is covered in the sections as described in the requirements and the bibliography is in correct APA formatting.  Content in all sections is adequately covered according to the requirements of the assignment	structure and all explanations are very clear. Links are made between sections and there is an overall cohesiveness to the essay that demonstrates a clear understanding and purpose to the writing.  Coverage of content goes beyond the basics listed in the requirements <b>3</b>	
<b>Reflective praxis</b>	Conclusions and implications <b>(Written report wk 13)</b>	Conclusions and implications are missing or inadequately presented and/or explained. There is no evidence of original or reflective thinking.	Conclusions and implications from this activity (teaching online) are presented. There is evidence of reflective thinking <i>about the results</i> . Some recommendations for improving this activity are included.	Evidence of a clear understanding of the activity (teaching online) is shown by a concise reporting of results including changes/suggestions for improvements and reasons that things happened as they did.  A clear grasp of the conclusions and implications of the results is evident and clearly presented. Implications have been considered <b>3</b>	
<b>Reflective praxis</b>	Reflection <b>(Written report wk 13)</b>	There is little to no evidence that reflection about the process was employed. Conclusions are not included or are inadequately drawn.	There is evidence that reflection was employed to <i>evaluate</i> both the online teaching and the process of designing the online class. This evidence appears in the evaluation and/or conclusion.	There is clear evidence throughout the essay that reflection was included in the project from beginning to end. Thoughtful reporting of implications is evident and conclusions are strong. Philosophy about ICT and learning on line comes through in the writing. <b>3</b>	
			<b>The Design aspects of the online site/ facilitation</b>		
<b>Knowledge and skill</b>	Pedagogical aspects of the	The site design, course materials and learning	Most of the site design, course materials and learning activities are	The site design, course materials and learning activities reflect a deep	

	class design	activities are not appropriate for the age group/ do not support sound teaching and learning principles	appropriate for the age group and reflect an understanding of sound teaching and learning principles	understanding of sound teaching and learning principles. These relate back to ideas imbedded within the literature from the field. ④	
<b>Knowledge and skill</b>	<b>Technical design aspects</b>	Site navigation is too difficult: students cannot understand the content and/or the process  There is little or no attention to the use of such elements as spacing, headings, fonts, bullets, etc. to enhance the readers' comprehension of the material. The onus for understanding the material is on the reader	Students will find navigating around the site reasonably simple. There is good use of some of the following: clear instructions, use of notes, headings, a range of appropriate document types for the context, use of appropriate LMS features for the context.  Most visual design elements are well placed and support the message and learning.	The viewpoint of the students has been considered throughout and the students' understanding of the material is supported by the design of the site, uploaded material and very clear navigation features.  Visual design elements are integrated throughout and provide an extra element to the site, bringing style, energy and dramatic effect without distracting or intruding. ④	
<b>Knowledge and skill</b>	<b>Facilitation</b>	The was limited or no facilitation within the online during the implementation period	The teacher facilitated the online experience during the implementation period using a variety of appropriate strategies: feedback was timely, appropriate, the site monitored and learning encouraged.	The teacher facilitated the online learning experience extremely well throughout the implementation period, and used a wide variety of strategies to keep the participants engaged and on-task: all feedback was timely, appropriate and encouraged higher order thinking and deep learning ④	
<b>Total points</b>		<b>1 resubmit permitted</b>	<b>0</b>	<b>30</b>	