Getting together with a click: *Evaluation of E-learning via rubric*

Evaluation of evaluation: *Why, how, & of what?*

Why? A has led to B has led to C

    <u>a.</u> because "distance learning" has been judged as "correspondence"

    <u>b.</u> because students & schools have received financial aid wrongly

    <u>c.</u> because institutions must explain how they have done things right

How? By discussion and by rubric

    <u>a.</u> discussion: WICHE Cooperative for Educational Technologies blog

    <u>b.</u> rubric: Coastline Community College

Of what? Of "technologies" and of "faculty-student interaction"

    <u>a.</u> "technologies": Internet, audio conferencing, one- & two-way talk

    <u>b.</u> "faculty-student interaction": Instructor-initiated discussion

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Evaluation through *discussion*: 4 ideas

publish federal & state regulations & codes openly

publish & *share* exemplary applications of codes

invite discussion and/or re-definition
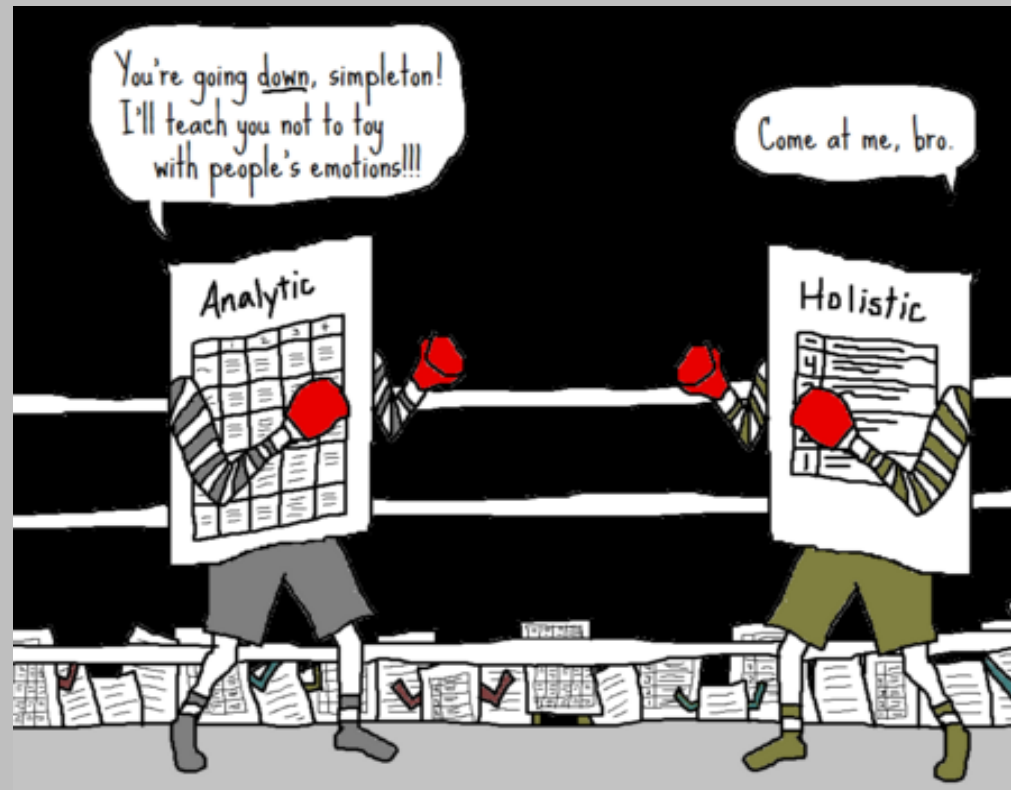
offer alternative analyses

Evaluation through *rubric* : 3 principal types

Holistic: 3-5 "performance scores" lumping traits together

Analytic: Characteristics are distinct & analyzed separately

Single-point: Only the criteria for proficiency are set forth

Holistic rubric for breakfast in bed: *One* score

Breakfast in Bed: Holistic Rubric

Score	Description
4	All food is perfectly cooked, presentation surpasses expectations, and recipient is kept exceptionally comfortable throughout the meal.
3	Food is cooked correctly, the meal is presented in a clean and well-organized manner, and the recipient is kept comfortable throughout the meal.
2	Some food is cooked poorly, some aspects of presentation are sloppy or unclean, or the recipient is uncomfortable at times.
1	Most of the food is cooked poorly, the presentation is sloppy or unclean, and the recipient is uncomfortable most of the time.

Analytic rubric for breakfast: Itemize strong & weak

Breakfast in Bed: Analytic Rubric

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Food	Most food is colder or warmer than it should be, is under- or over-seasoned, or is under- or overcooked.	Some food is colder or warmer than it should be, is under- or over-seasoned, or is under- or overcooked.	All food is at the correct temperature, adequately seasoned, and cooked to the eater's preference.	All food is perfectly cooked and seasoned to the eater's preference. Additional condiments are offered.	
Presentation	More than one item (tray, napkin, or silverware) are dirty or missing.	Tray, napkin or silverware may be dirty or missing.	Food is served on a clean tray, with napkin and silverware. Some decorative additions may be present.	Food is served on a clean tray, with napkin and silverware. Several decorative touches are added.	
Comfort	Wake-up is abrupt, little to no help with seating, and the recipient is rushed and crowded during the meal.	Wake-up is somewhat abrupt, recipient may struggle with seat adjustment, or there may be some rushing or crowding during eating.	Recipient is woken gently, assisted in seat adjustment, and given reasonable time and space to eat.	Recipient is woken gently and lovingly, assisted until seating is just right, and given abundant time and space to eat.	

Single-point rubric: Proficiency criteria only

Breakfast in Bed: Single-Point Rubric

Concerns *Areas that Need Work*	Criteria *Standards for This Performance*	Advanced *Evidence of Exceeding Standards*
	Food: All food is at the correct temperature, adequately seasoned, and cooked to the eater's preference.	
	Presentation: Food is served on a clean tray, with napkin and silverware. Some decorative additions may be present.	
	Comfort: Recipient is woken gently, assisted in seat adjustment, and given reasonable time and space to eat.	

Coastline Community College's rubric

Analytical: scores from 0-3 with definitions of how & why

Analytical: treats 4 areas of "regular & substantive interaction"

Analytical: evaluated by school Distance Learning techs & Dean

CCC rubric's four areas of evaluation

Individualized assignment *feedback*

Group discussion *forums*

Announcements

Setting *expectations*

CCC rubric: *Individualized assignment feedback*

POINTS	0	1	2	3
Individualized Assignment Feedback Individualized feedback for a graded assignment (e.g. dropbox, quiz, journal, discussion, Turnitin, MyLab). "Feedback" includes email, quizzes that show results (incorrect/correct for each question), and comments in the gradebook. It also includes any meetings with individual students (live or virtual). If quizzes are the only assessments, max score is 2.	Instructor offers little or no regular feedback on assignments.	Instructor offers regular (at least 2 separate assignments*) substantive academic feedback to a few students on a few assignments. <10% of the students and <10% of assignments.	Instructor offers regular (at least 3 separate assignments*) substantive academic feedback to some students on some of the assignments. 10-49% of the students and 10-49% of the assignments.	Instructor offers regular (at least 4 separate assignments*) substantive academic feedback to 50%+ students on a 50%+ of the assignments.

CCC rubric: *Group discussion forums*

Group Discussion Forums Found in Seaport or other third-party websites. Include here any recorded web meetings you hosted. It also includes any meetings/review sessions with the class (live or virtual).	Instructor does not offer discussion forums or he/she does not participate in them and does not provide feedback.	Instructor occasionally participates in discussions (at least 2 separate topics**) that deal with academic content; instructor provides substantive feedback 1% - 10% of the time and/or facilitates 1% - 10% of the discussions.	Instructor usually participates in discussions (at least 3 separate topics**) that deal with academic content; instructor provides substantive feedback 11%-24% of the time and/or facilitates 11%-24% of discussions.	Instructor regularly participates in discussions (at least 4 separate topics**) that deal with academic content; instructor provides substantive feedback 25%+ of the time and/or facilitates 25%+ of the discussions.

CCC rubric: *Announcements*

POINTS	0	1	2	3
Announcements Announcements can include scheduled emails or discussion forums used to post announcements. **(Formula for calculating %:** # of Announcements divided by the # of weeks of the course falls into the target % range.)	Instructor offers no announcements.	Instructor occasionally posts (1% - 10%) announcements or emails that offer feedback, few (1% - 10%) of which are academic in nature.	Instructor usually posts (11-79%) announcements, most (11-79%) of which are academic in nature.	Instructor posts regular (80%+) announcements that offer feedback, most (50%+) of which are academic in nature.

CCC rubric: *Setting expectations*

Setting Expectations Located in the syllabus and other areas of the course website. 1. Instructor response time is stated. 2. Instructor states when students can expect grades on assessments. 3. Instructor states expectations of student participation in the course. 4. Instructor states what students can expect from the instructor in the course.	Course does not meet any of the four criteria for expectations.	Course meets at least one of the four criteria for expectations.	Course meets at least two of the four criteria for expectations.	Course meets at least three of the four criteria for expectations.

CCC rubric in use: *Individual assignments*

- **PART 1: Individualized Assignment Feedback**
- **Narrative:** Provide a summary how you provide RSI in this area. Include an explanation how you determined the point value for this part (as defined in the DOE RSI Rubric). Specify where the feedback resides (e.g., Seaport, email, Turnitin, or a publisher website). For feedback residing outside of Seaport, provide screen shots as evidence. Provide enough screen shots to support the points scored. *{Insert screen shots below.}*
- *I score "3" in this area, because I provide individual feedback via E-mail to at least 90% of the students for at least 75% of the assignments, typically in French. See samples of E-mail here below:*

CCC rubric point #1, continued

Bonjour Professor Watson,

I need help with the relationship between Quelqu'un and Il y a

Is it correct that if we have one person we can use Quelqu'un to refer to some**one** but if we have more than one person we use Il y a as in Il y a deux personnes?

But...we would never say Quelqu'un, il y a deux personnes right?

Merci, merci!!!

...

katherine watson <bizarrissime@gma   15 oct. (Il y a 8 jours) ☆   ↩
À Kyle ▾

Bonjour

Merci encore pour une question....
Ok...
Voici la traduction en anglais:

Quelqu'un = someone
Il y a = there is/there are

Soooo....
We can say: "Il y a quelqu'un à la porte" = there is someone at the door
               "Il y a une personne/ deux personnes/trois personnes/mille personnes à la porte " = there is/are one person, two ppl, three ppl, a thousand ppl at the door"

And oui, one would not say "Quelqu'un il y a deux personnes...", just as one would not say en anglais: "Someone there are two people"...

Quelqu'un is an indefinite pronoun, by grammatical class.
Il y a = an adverbial construction, sort of "of existence". Il y a 70 étudiants = there are 70 students. Il y a un livre sur la table = there is a book on the table....
Quelqu'un lit le livre = someone is reading the book.

Ok?
Merci encore

CCC rubric in use: *Group discussion*

PART 2: Group Discussion Forums

- **Narrative:** Provide a summary how you provide RSI in this area. Include an explanation how you determined the point value for this part (as defined in the DOE RSI Rubric). Specify where the feedback resides (e.g., Seaport, email, Turnitin, or a publisher website). For feedback residing outside of Seaport, provide screen shots as evidence. Provide enough screen shots to support the points scored. *{Insert screen shots below.}*

- *I score a "3" in this area because I respond to more than 90% of students' posts, typically in the language being learned, French. My discussions occur in Chatzy electronic text chat and Facebook "Facebouquet!", where students enter to communicate with names of their own choosing (I am typically some version of Bizarrerie or Bizarrissime, two E-mail pseudonyms that I use). Examples of conversations appear here below. Three items are shown here from Chatzy, and four interchanges in/via Facebook/Facebouquet! are shown:*

CCC rubric point #2, continued

CCC rubric in use: *Announcements*

PART 3: Announcements

- **Narrative:** Provide a summary how you provide RSI in this area. Include an explanation how you determined the point value for this part (as defined in the DOE RSI Rubric). Specify where the feedback resides (e.g., Seaport, email, Turnitin, or a publisher website). For feedback residing outside of Seaport, provide *screen shots as evidence. Provide enough screen shots to support the points scored. {screen shots below.}*

- I score 3 in this area, because I post announcements, especially including Websites of interest, in my own personalized Wiki (ouiquioui.wikispaces.com/accueil), as well as via E-mail, and on Facebook & Facebouquet! at least once weekly. Facebook interaction is always more frequent, typically daily. All of these postings are academic in nature, since they are in the second language being learned or about the language and culture. Examples follow, with Wiki postings first, followed by sample E-mail messages that include cool ideas and Websites to consider in French, as well as suggestions/requests for interaction; Facebook postings follow the E-mail examples. Note that most of the "Announcements" made on Seaport have more to do with DOE-style "Expectations" than they do with simple announcing, and so an example is presented below within the Expectations area to demonstrate:

CCC rubric point #3:

CCC rubric in use: *Expectations*

PART 4: Expectations

- **Narrative:** Provide a summary how you provide RSI in this area. Include an explanation how you determined the point value for this part (as defined in the DOE RSI Rubric). Specify where the feedback resides (e.g., Seaport, email, Turnitin, or a publisher website). For feedback residing outside of Seaport, provide screen shots as evidence. Provide enough screen shots to support the points scored. *{screen shots below.}*

- A summary of the points required for various grades and of the points given for various assignments appears in the Word document syllabus posted at Seaport and also sent via E-mail, separately, to all enrolled students; further details are sent to students as requested via E-mail, and postings about them are also made on Seaport, included within certain of the Seaport "Announcements" area and aimed to give advice and examples of what is expected, so that all students might achieve success:

CCC rubric point #4

Syllabus document, selected pages from the Word document sent to students and also posted at Seaport:

Course components, including *audio, video, textbooks, chat, E-mail, wiki, bulletin board :*

This course uses audio and video materials from the Yale University Press/WGBH Boston/Annenberg CPB Project –produced *French in Action* series. Thus, the audio and video materials comprise an important portion of the course *matière*, or content. Written textbooks and study materials—including a paperback *Workbook* and a *Study Guide*, both published by Yale, accompany the audio and video, much of which is accessible free online via YouTube and free via Video on Demand (VoD) at http://www.learner.org/resources/series83.html All textbook information is available at the Seaport course Website and in the Coastline bookstore in Fountain Valley. Q's: Bizarrissime@gmail.com

In addition to the aforementioned principal elements of course content, an independently-operated, free-access electronic live chat, E-mail interaction, an interactive wiki, and an electronic *tableau d'affichage* (bulletin board) accessible via the course Website will provide other opportunities to practice French. Please do take advantage of these. Specifics:

CCC rubric point #4, continued

Course Assignment Section
FRENCH 180– ELEMENTARY FRENCH

WEEK(s)	VIDEOLESSONS/MAJOR TOPICS	AT HOME ASSIGNMENTS	COMMENTAIRES
1	**Leçon 1 & Indo-Euro** Introduction Course preview and overview Listening activities • Oral activities, producing the sounds of French • Salutations	Text: Lesson 1 Workbook: Lesson 1 *Study Guide: Part 1 Read Introduction, including phonetic symbols p. xi (also on Study Guide flyleaf)	Venez en ligne! Join us in live chat, post on the course wiki Or join Google + or Facebouquet page on Facebook. You may use 949.644.2994 to reach me en personne. E-mail is best, however. Merci.
	Leçons 2-3 1. Expressions for greeting and taking leave (salutations review) 2. Subject Pronouns • The verb ALLER in present tense and its two principal uses (affirmative and negative) Syllabification	Text: Lessons 2-3 *Audiofile: Lesson 2 Workbook: Exercises 2.1-2.3 Activation Exercises 2.19 & 2.23 Reading/inference 2.31	**Writing sample #1** : Qu'est-ce que c'est? Writing Sample **#1** is worth 30 points. It should be more than a few sentences long. Ask yourself "why" and "how" the answers that you give are true/justified. Do at least one of a, b, or c below, and remember to be creative and to realize that nothing is obvious until you make it so: Choose From: a. Workbook #1, p.27, ex, 3.51 or 3.52 b. Workbook #1, p.59, ex, 5.50 c. Workbook, p.88, ex 7.44 #3

Evaluations & rubrics

The good: Something concrete, objective, replicable

The bad: Something imposed from outside

The ugly: Something lacking effective recourse

The takeaway: Let's design something constructive for all