

Empowering Students

Using Rubrics and Flipping to Give Students Agency and to Allow Transparency in the Classroom
Faculty Development Day, Spring 2017

Presenter: Laura Power

Rubrics

Setting Up A Rubric, Part 1—Asking Questions

- What assignment will you use?
- What course objectives does the assignment meet?
- What criteria will you use?
 - Course objectives?
 - Other important aspects of assignment?

Setting Up A Rubric, Part 2—Determining Scale

- How many points is the assignment?
- How will you divvy up points?
 - Are some criterion more important than others?
 - Are all criterion equal?

Setting Up A Rubric, Part 3—Filling in the Blanks

Use either (or both!) of the blank templates as a starter rubric with one of your class assignments:

Student Name:					
Criteria 1:	Student Point Prediction	5	4 – 3	2 – 1	0
Criteria 2:	Student Point Prediction	5	4 – 3	2 – 1	0
Criteria 3:	Student Point Prediction	5	4 – 3	2 – 1	0
Criteria 4:	Student Point Prediction	5	4 – 3	2 – 1	0
Total Points: ____/20 = ____%	Instructor Comments:				

Student Name:

Criteria	Self-Assessment	Ratings						Points
	Student Point Prediction	5 pts.	4 pts.	3 pts.	2 pts.	1 pt.	0 pts.	/5
	Student Point Prediction	10 pts.	9 – 8 pts.	7 – 6 pts.	5 – 4 pts.	3 – 1 pts.	0 pts.	/10
	Student Point Prediction	5 pts.	4 pts.	3 pts.	2 pts.	1 pt.	0 pts.	/5

Comments:

_____ /20 = _____ %

Flipping the Classroom

Brainstorming

- What activity might work well for your classroom?
- How will you deliver the content outside of class?
- How will you connect the content once students are back in class?
- What will you do when students have not prepared?

Trying it Out

- Start small and keep it short
- Make use of tools and existing content
 - Canvas (discussions, media inserts/uploads)
 - Course textbook resources
 - YouTube, Khan Academy, TED Talks
 - Podcasts
 - Your own screen captures (Quicktime/Screen Cast-o-matic/Jing)
- Use it when you've got an active learning day
 - What will help students get more out of the activity?
 - What will you do if a student isn't prepared?

References and Further Readings:

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