Evaluation Criteria

My evaluation is based on Beers and Wilson's (2003) seven best practices of constructivist e-learning, as I felt it best provided a description of what an exemplary constructivist lesson should provide.

Those scoring this rubric may decide to either provide a single score for each general category, only scores for individual items within a category, or both. The rating scale is based on the new grading system currently used by South East Cornerstone School Division for grades 1 - 9. A score of "N/A" may be used if the evaluator feels they do not have sufficient information to evaluate an item.

	Experiencing Difficulty	Beginning	Approaching	Meeting	Excels	SCORE
Score Values:	**0**	**1**	**2**	**3**	**4**	
KNOWLEDGE CONSTRUCTION / ACTIVATING PRIOR KNOWLEDGE						
Learners are given opportunities to relate prior concepts to new understandings; the PD structure provides access to appropriate resources; the environment facilitates knowledge construction and is not just a medium to deliver instruction						
Learners have an opportunity to explore and build upon their existing knowledge						
The environment engages the learners through a realistic problem-based question or issue						
Learners are able to affect the environment by manipulating something, constructing a product, making decisions						
Appropriate resources for problem solving are provided						
The environment facilitates knowledge construction and is not just a medium to deliver instruction						
PROCESS						
It is the process of the PD lesson, more than the final product, that helps the learner into reaching the multiple lesson goals (understanding quality online teaching/course design and the value of collaborative group work in an online environment).						
The process allows the learners latitude in determining goals, topics, and/or relationships among topics						
Learners access, transform, and incorporate information from multiple perspective						
Learners evaluate the quality and quantity of content						
It is the learning process itself, as more or more than end goals or products, that contribute to the construction of new knowledge						
Feedback and revision is incorporated into the learning activity						

MULTIPLE PERSPECTIVES / SOCIAL LEARNING Through collaborative social learning and access to multiple expert opinions online, the learners are provided with opportunities to compare and expand their own knowledge.	
The learning process encourages collaborative (working together) and co-operation (working towards a common goal) in achieving a common goal	
Learners are provided with opportunities for collaboration	
Learners are encouraged to consider multiple views, of group partners and/or other experts in the field	
The learning environment represents a real-life scenario involving multiple perspectives and/or collaboration	
SITUATED COGNITION Learners are placed in an authentic, problem-based situation that provides relevance and meaning to the learners in an engaging environment	
The learning environment involves problem-based, issue-based, project-based, or case-based learning	
The learning tasks designed to be interesting, relevant, and engaging	
All relevant factors surrounding the problem are provided or available to the learners	
The representation/scenario of the problem is interesting, appealing, and engaging	
The problem manipulation space provides a physical simulation of the real-world task	
REFLEXIVE COGNITION The process encourages the learners to examine and reflect on their own understandings of how they personally learn and how they teach their own students; the actual content learned is less important than understanding the factors that aided their own learning	
Learners are encouraged to become self-regulatory, self-mediated, and self-aware	
The lesson allows learners to examine their personal beliefs, conceptions, and personal theories about the subject matter	
Learners are asked to articulate their problem-solving process	
Learners are encouraged to think ON-action ("reflecting on the process to learn from the experience and develop strategies for approaching a similar case in the future."), and think-IN action ("thinking on one's feet") to develop professionalism.	

COGNITIVE APPRENTICESHIP	
The lesson models appropriate strategies that the learners may incorporate into their own teaching, while providing necessary scaffolding through social collaboration with their peers or from the PD facilitators	
The instructor (in this case the workshop developer/facilitator) provides appropriate supports as and when needed by learner participants.	
Learners receive the appropriate training required to complete the tasks	
Behavioural modeling of necessary tasks has occurred	
Scaffolding is provided, as required, to support individual learning	
PROCESS-BASED EVALUTATION	
The evaluation of the PD exercise allows focus to be placed on either the "instrumentality" (the effectiveness of the experience as it relates to promoting growth for the online teachers' instructional practice/course design) and/or the "metacognitive skills" of the learners (their ability to reflect on their own personal learning process). **Does the learner gain proficiency in the desired skills?**	
Assessment examines the use of the skills in practice, not just their verbal description	
Learners should assume responsibility for setting their own goals, determining their own strategies and monitoring their own learning	
Learners have the opportunity to present their learning in a method they deem to be most appropriate or effective for themselves to describe their learning	

References

Beers, M. and Wilson, M. (2003). Constructivist e-learning methodologies: A module development guide.

British Columbia Institute of Technology, Learning Resources Unit.