Assignment Rubric:

 Exceeds requirement Meets requirement Does not meet

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| Planning | Instructional goals are clearly communicated with the students. Learner can determine what they need to know or be able to do. | The purpose of the lesson is plainly stated to students | The purpose of the lesson is not specifically stated |
| The lesson plan probes the prior knowledge and misconceptions of students and relates this to the new knowledge | The lesson plan attempts to probe the prior knowledge and misconception of students | The lesson plan does not probe student prior knowledge and misconception |
| The lesson motivates students and requires higher thinking skills to complete  | Some information provided is vague and some ideas and opinions are given to students that promotes some higher level thinking skills | The lesson provides insignificant information and does not promote higher thinking skills for the student |
| The lesson plan provides relevant hands-on activity | The hands-on activity requires mores structure | The lesson plan does not provide hands-on activity |
| The lesson provides appropriate scaffolding to provide the guideline necessary for students to achieve learning goals | The lesson provides some scaffolding to guide students to the learning goals | The lesson does not provide adequate scaffolding to guide students to the learning goal |
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| Students are given the opportunity to collaborate through group work, discussion forums, etc. | Students are given some opportunity to collaborate with others | Student are not given any opportunity to collaborate |
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| Technology | The lesson plan encourages the use of technology to achieve learning goal | The lesson plan uses some technology to achieve learning goal | The lesson plan does not use technology to achieve learning goal |
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| Assessment | Students are provided the opportunity to solve a problem or produce a product (project) that represents a real life situation | Student are provided the opportunity to produce a product that has some complexity | Students are asked to produce a product that is regurgitation of information provided in the lesson |
| The learning goals are assessed in more than one method and allows for a holistic view of the students’ learning | The learning goals are assessed in more than one method | The learning goals are assessed only with tests and quizzes |
| A checklist or rubric is provided for students on the marking criteria | An incomplete or brief checklist or rubric is provided for students on the marking criteria | No checklist or rubric is provided for students |
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| Organization | Webpage is laid out logically and organized in a sequential order with images and is visually appealing; easy to navigate | Webpage is laid out with some organization scheme; some images are present and somewhat easy to navigate | Webpage is not well organized; not easy to navigate |

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| Constructivist elements | The task supports case/problem/project--‐based learning | The task supports case/problem/project--‐Based learning | The task barely supports case/problem/project--‐Based learning |
| Context surrounding the problem is thoroughly detailed | Context surrounding the problem is adequately detailed | Context surrounding the problem is minimally detailed |
| Multiple perspectives are thoroughly considered in the assessment process | Multiple perspectives are adequately considered in the assessment process | Multiple perspectives are minimally considered in the assessment process |
| Relevant and meaningful new concepts are thoroughly explored | Some relevant/meaningful new concepts are explored | Very few or no relevant/meaningful concepts are explored |

Rationale:

This lesson for me was typically taught in a stand and deliver modality. I would lecture with notes or more recently, use a powerpoint. There would be notes on numerous different transmissible diseases, their history, diagnosis, gory details of their pathology etc… This lesson would fit into a unit on microbiology, specifically on viruses and bacteria. The culminating assessment would be a test or an individual research project or poster project. There would be a quiz or two throughout the middle of the unit for formative assessment purposes.

What is different about this lesson in this form is, well, just about everything! Now students have creative control, accountability, and responsibility. They have the opportunity and the support to make their own meaning in a social/group environment. They will most definitely encounter what Festinger called cognitive dissonance when their preconceived notions bump up against new versions of the truth, and they are therefore made to question what is true for them. This will provide opportunity for genuine new knowledge, arrived at organically and not delivered prepackaged by their teacher.

As per Driver-Oldman the lesson contains relevant assessment (in multiple forms) as it elicits the construction of new ideas. I have often found in the past, that self and peer assessment can be very valuable as a pre-assessment. Students wind up returning to their work after having peer or self-assessed and tweaking the project to more adequately achieve the learning outcomes. The one detractor here is that they can spend all their time working with the end product in mind; giving less attention to the process itself.

CIM is given due consideration in this lesson in that the student’s prior knowledge is accessed and possibly challenged leading to a restructuring of their ideas. In the past I have had an on again off again relationship with prior knowledge elicitation. Brainstorming, KWL and the like definitely has its place and has big payoff in the end. The problem often remains one of having enough time to spend on this preloading, and the subsequent follow up. This is a typical teacher refrain: “If I only had more time!”

As this is a one hour lesson, plus some time on the part of the students outside that one hour, I feel that many constructivist avenues remain unexplored. This is too small of a project to give adequate treatment to the myriad concepts of constructivism. I do feel that it does justice to those avenues that it does explore, given the time constraint.

Some areas that I would explore if the scope and timing were expanded would be POE and CCM. For POE, I would present some methods that epidemiologists and doctors use to diagnose from symptoms. Then students would be asked to try and diagnose based on a given set of symptoms themselves. Aspects of CCM that I would explore more deeply would be to present the points of view of barber-surgeons from the dark ages. Students would be given the opportunity to challenge what they would probably find to be unsatisfactory medical methods, and propose improvements that need to be made.