

Invigorating Lecture Activities Rubric

EATP 2008



Important elements of a terrific teaching activity are

Activeness

Humanness

Efficiency

Clarity

Terrific

- The activity encourages thinking, expression of opinion; students are motivated and interested in continuing exploration of the task/topic;
- Through this activity, students and instructors have equal status, allowing students to become inspired and develop;
- With the planned time allotment for the activity, students and instructors get maximum learning results (better learning of content than a traditional lecture activity); and
- The activity is well-planned and structured with systematic directions; I could easily implement it in my classroom after reading the instructions 1-2 times.

Good

- The activity requires students to pay attention and take notes, but they are not extremely interested or motivated to continue the activity/topic after it is over;
- In this activity, the instructor's position is that of a good specialist and lecturer; although the instructor is interesting, he/she sometimes (25%) forgets about the students;
- With the allotted time, good learning results (not excellent) are achieved; and
- The activity is generally laid out in a systematic and understandable way but does not include specific instructions; I would have to read about this activity 3-4 times and think about it thoroughly before using it in my classroom.

Needs Improvement

- During the activity, students are physically present but only listening with one ear (they are multitasking by sending text messages, surfing the net, or reading another document);
- The activity is teacher-centered and students feel a bit alone during the task;
- Class time is largely wasted because only a basic amount knowledge is gained; and
- The structure of the activity is not easily understandable, and, in order to be used, I need to rework the activity completely.

Despicable

- The activity causes students to fall asleep or physically leave the instructional space;
- The activity builds a wall so that the learning process lacks mutual understanding between instructors and students. Students neglect learning because of the teacher's position;
- The activity sacrifices a lot of class time with no significant learning results; and
- The entropic structure of the activity has no systematic or understandable order. The idea would not work in practice.

Invigorating Lecture Activities Rubric

	Terrific (4 points)	Good (3 points)	Needs Improvement (2 points)	Despicable (1 point)
Activeness	The activity encourages thinking, expression of opinion; students are motivated and interested in continuing exploration of the task/topic.	The activity requires students to pay attention and take notes, but they are not interested in continuing the activity/topic.	During the activity, students are physically present but only listening with one ear (they send text messages, surf the net, or read).	The activity causes students to fall asleep or physically leave the instructional space.
Humanness	Through this activity, students and instructors have equal status, allowing students to become inspired and develop.	In this activity, the instructor's position is that of a good specialist and lecturer; although the instructor is interesting, he/she sometimes (25%) forgets about the students.	The activity is teacher-centered and students feel a bit alone during the task.	The activity builds a wall so that the learning process lacks mutual understanding between instructors and teachers. Students neglect learning because of this inequality.
Efficiency	With the planned time allotment for the activity, students and instructors get maximum learning results (better than a traditional lecture).	With the allotted time, good learning results (not excellent) are achieved.	Class time is largely wasted because only an inadequate amount of knowledge is gained.	The activity sacrifices a lot of class time with no significant learning results.
Clarity	The activity is well-structured with systematic directions; I could easily implement it in my classroom after reading the instructions 1-2 times.	The activity is generally systematic and understandable, but I would have to read it 3-4 times and think about it thoroughly before using it.	The structure of the activity is not easily understandable, and, in order to be used, I need to rework the activity completely.	The entropic structure of the activity has no systematic or understandable order. The idea would not work in practice.