Self-Reflection Rubric for <u>Active Learning and Engagement</u>

	Learning Outcome: Employ effective active learning practices and leverage technology to promote student engagement, autonomy, and reflective learning.			
Components of This Focus Area	**1 - Starting**	**2 - Improving**	**3 - Skilled**	**4 - Masterful**
Use of Active Learning Techniques	I primarily use traditional lecture-based methods with minimal incorporation of active learning techniques.	I have begun to use active learning techniques, though they may be limited in variety or not fully integrated with course content and learning outcomes.	I consistently incorporate a variety of active learning techniques, such as structured discussions, interactivity, and hands-on activities.	**3 - Skilled Descriptor +** I regularly evaluate and adapt active learning strategies based on student feedback and performance to enhance engagement and understanding.
Integration of Technology	I use technology in a limited way, usually for content delivery (e.g., presentations) rather than interactive learning.	I have begun to explore how technology can enhance learning and make my lessons more engaging.	I effectively use technology to support and enhance active learning, using interactive tools, online collaboration platforms, or multimedia resources.	**3 - Skilled Descriptor +** I continuously explore and implement new technologies in my work, such as simulations, virtual labs, or adaptive learning platforms, to enhance engagement and understanding.
Fostering Student Autonomy	Most of the learning experiences in my classes are instructor-directed, with little room for choice or self-directed learning.	I have begun to introduce elements of student choice and autonomy, though they may not be consistent or well-developed.	I provide structured opportunities for students to exercise autonomy, such as choosing topics for projects, selecting learning resources, and setting personal learning goals.	**3 - Skilled Descriptor +** I design learning experiences that empower students to decide how they will engage with or practice the content, such as through self-directed projects, choice boards, and personalized learning paths.
Creating Opportunities for Reflection	I rarely incorporate opportunities for students to reflect and think critically about their learning.	I introduce limited opportunities for reflection, such as through guided discussion prompts and reflective written assignments.	I give regular opportunities for students to reflect on what they are learning, make connections with what they already know, and clarify the purpose of their learning.	**3 - Skilled Descriptor +** I integrate reflective practices throughout the course, such as through regular reflective journals, peer feedback sessions, and self-reflection exercises.

Glossary of terms used in the
Active Learning and Engagement rubric

Active learning: engaging students in activities that require thinking and participation

Adaptive learning platforms: technology that adjusts learning materials to match each student's needs and progress

Autonomy: the ability to make independent choices and decisions about one's learning

Choice boards: tools that offer students a selection of different tasks or activities to choose from

Engagement: active interest and participation in learning activities

Interactivity: two-way communication between students and content in which students actively participate and receive immediate feedback

Multimedia resources: learning materials that use a mix of text, images, video, or audio

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Online collaboration platforms: digital tools where students work together and share ideas, like Google Docs, Padlet, or FigJam

Peer feedback: comments and advice given by classmates to help each other improve

Personalized learning paths: customized educational plans designed to reflect individual students' strengths, needs, and interests

Self-directed learning: when students take charge of their own learning, including setting goals and finding resources

Self-reflection: students evaluating their own learning and progress

Structured discussions: guided conversations with clear goals and rules to keep students focused and on topic

Virtual labs: online simulations of real-life labs where students can conduct experiments