

LEARNING-FOCUSED OBSERVATION RUBRIC

The following form is designed to provide feedback to instructors, course directors, and DF leadership about the extent to which learning-focused practices are being used in USAFA courses. Data gathered using this form will be summarized by course, rather than by individual instructor.

COURSE BEING OBSERVED: _____

DATE: _____

LEARNING GOALS^(4, 5, 7, 8, 12, 14)

- | | | |
|---|-----|----|
| 1. Are there learning goals specific to today's class? | YES | NO |
| 2. Have learning goals been clearly articulated in terms of what cadets will know and/or be able to do? | YES | NO |

If "YES," what are the learning goals for this class session?

Follow-on feedback areas:

CRITERION	FACILITATES LEARNING BEST		IN CONTRAST TO ...
- <i>Challenging, yet achievable</i>	LGs are appropriate for cadets' developmental level (challenging, yet achievable) <small>(5, 9, 12, 20)</small>	←→	LGs too lofty or too simplistic for cadets' developmental level
- <i>More than knowledge</i>	LGs reflect combination of knowledge, skills, & responsibilities <small>(3, 4, 5, 8, 10, 11, 12, 21)</small>	←→	LGs reflect only knowledge acquisition

LEARNING EXPERIENCES

- | | | |
|--|-----|----|
| 1. Are cadets engaged with course material, above and beyond merely being passive recipients of information? ^(12, 13, 15, 16, 17) | YES | NO |
| 2. Are learning experiences well-aligned with learning goals? ^(7, 11) | YES | NO |

If “YES,” what learning experiences took place?

Follow-on feedback areas:

CRITERION	FACILITATES LEARNING BEST		IN CONTRAST TO ...
<i>- The role of the instructor</i>	Facilitate cadet learning / accomplishment of learning goals (i.e., help cadets learn, using an appropriate combination and sequence of learning activities.) ^(5,6,11, 20)	←————→	“Cover” course content
<i>- Best practices for creating deep learning</i>	Cadets are motivated to learn (e.g., because they see the relevance of the topic) ^(5, 7, 10, 18, 19)	←————→	Cadets are not motivated to learn (e.g., because they don’t see the relevance of the topic)
	Cadets are given good sources of information and ideas ^(9, 11)	←————→	Cadets are not given good sources of information and ideas
	Cadets’ learning is within a conceptual framework ^(10, 13)	←————→	Cadets’ learning is disorganized, disjointed
	Cadets have opportunities to confront their misconceptions ^(5, 10)	←————→	Cadets do not have opportunities to confront their misconceptions
	Cadets’ tasks are challenging ^(5, 10)	←————→	Cadets’ tasks are too easy / hard
	Cadets spend plentiful time on task ^(10, 15)	←————→	Cadets spend little time on task
	Cadets interact with instructor ^(2, 7, 12, 16)	←————→	Cadets do not interact with instructor
	Cadets interact with each other ^(2, 7, 15, 16, 17)	←————→	Cadets do not interact with each other
	Cadets have opportunity to reflect on what and how they are learning ^(9, 11, 21)	←————→	Cadets do not have opportunity to reflect on learning

ASSESSMENT

- | | | |
|--|-----|----|
| 1. At some point during class, are cadets required to display what they have learned? ^(5, 12, 21) | YES | NO |
| 2. Was assessment well-aligned with the learning goal(s) ^(4, 7, 11, 19, 21) | YES | NO |

If “YES,” what did cadets do to display their learning?

Follow-on feedback areas:

CRITERION	FACILITATES LEARNING BEST		IN CONTRAST TO ...
<i>-Inclusiveness of Display</i>	<u>All</u> cadets display their learning ^(5, 12, 21)	↔	No cadets display their learning
<i>- Goal / Purpose</i>	Used to facilitate cadet learning (i.e., educative) ^(1, 5, 11, 20, 21)	↔	Used exclusively to give cadets a grade (i.e., auditive)
<i>-Authenticity</i>	Assessment requires cadets to use their learning to complete a realistic task ^(11, 21)	↔	Assessment asks cadets to simply recite their knowledge or follow an established procedure.
<i>-Criteria and Standards</i>	Cadets are clear on the criteria and standards use to evaluate their work ^(11, 21)	↔	Cadets are not clear on the criteria and standards used to evaluate their work.

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