VISIT Technological Rubric For Evaluating Lessons

Who uses this rubric?

- The following is a rubric for you to use when you are writing your evaluation of a lesson that might be used by teachers for their own professional development in VISIT, or that might be used by VISIT teachers in their classrooms with their students.

What is a "lesson"?

- A lesson typically will be something you can do in one to three hours time at the computer (or with your students in one or two class periods). If there are several lessons within a larger investigation or curriculum, please fill out this form for each lesson you review.
- These lessons may be ones that the VISIT project is developing,
- These lessons may be ones that are already offered in VISIT webct courses,
- The lessons may have been developed elsewhere (e.g. Northwestern LATE curriculum; MFTeach; ESRI lessons, etc.).

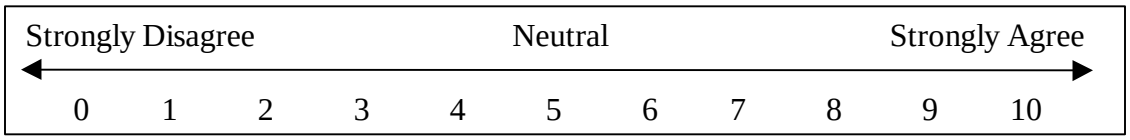
Who will read the evaluation you are writing?

- Other teachers in VISIT. Teachers will use your evaluations to learn how another teacher thinks about the lesson. Teachers might decide whether to take a certain lesson based on your critique.
- The authors of the lessons you are reviewing. Authors of the lessons will use your evaluation to revise and improve the lesson.
- VISIT staff will use your evaluation to help decide whether to include the lesson in the VISIT professional development program for teachers.
- The evaluation may be read by the VISIT independent evaluators or NSF officers as a type of VISIT project documentation.

I hope you enjoy reviewing and evaluating lessons through using this rubric. Please suggest improvements to this rubric to gis_xie@online.emich.edu.

Instructions:

- Please use this form to describe and evaluate an individual lesson. A lesson typically will be something youcan do in one to three hours time at the computer (or with your students in one, two or three class periods). If there are several lessons within a larger investigation or curriculum, please fill out this form for each lesson you review.
- Use the drop down menu in column 2 to rate each criterion. This should be on a continuum from 0 (Strongly Disagree) to 10 (Strongly Agree)



- Use the right-most column of the table to explain your rating for each item. Just click in the box and type your comments.
- Add any additional comments or items that you think should be included in the rubric at the end of this document.
- Save this file under a new name when completed. Include your last name in the file name. E.g. "hunterLATElsn2.doc"
- Unless you have received other instructions, please attach your completed evaluation document to an email and send it to both gis_xie@online.emich.edu and to anneeschtruth@online.emich.edu.

You may want to suggest additional reviewers for this lesson. Include that information in your email.

Evaluation Form

1.	Reviewer Name:	Pat Hodgson
2.	Date Reviewed:	11.29.01
3.	Please identify the resource you are evaluating (name of overall package or project, specific lesson title, author, source, how obtained, URL, etc).	"Hurricane Floyd" designed by Mark Schaap by a NSF grant#ESI-9911792 . Source is the ESRI Schools and Libraries Downloaded from: http://webct.emich.edu:8900/SCRIPT/IntroductiontoGIS/scripts/serve_home and http://www.globe.gov)
4.	Are original authors, sources, copyrights, data ownership, etc. accounted for?	
5.	Did you try this lesson with students? If yes, please tell something here about the class and students with whom you tried this.	No (As there is no text box on #4, the answer is there was an author, a source, editor, but no copyright that I could find on the material.

Quality of Lessons

➢ Are instructions available for downloading the files?	7	Yes, there are instructions for downloading; however, there are no instructions for unziipping (unstuffing) for those who might need directions.
➢ Are instructions available for unzipping and installing the files?	8	**There are instructions for installing the files, but no instructions for unzipping files.**
➢ Is the project file created with an automatic directory setup (files are organized in sub-directories or folders)?	7	There was some difficulty in directory set up as I could not find \maping_globe\data. I wondered if "maping" should have been "mapping."
➢ Are appropriate grammar, spelling, and quality of language used?	9	With the exception of "Maping," I don't think there were blatant grammar, spelling or language errors.
➢ Are exercises and instructions easy to understand (steps are in order and easy to follow)?	9	**The instructions were clearly defined and presented.**

➢ Are high quality visual representations included (e.g. layouts sensible; screen shots readable; appropriate graphs)?	10 Strongly Agree	**Absolutely!**
➢ Are extensions and projections available and specified?	10 Strongly Agree	**Yes**
➢ Technical soundness (i.e., does the technology works for both PC and Macintosh computers)?	10 Strongly Agree	**I completed my exercise on a PC; however, the instructions mention that the exercise is designed for both platforms.**

Identify the instructions or the procedures that are not working as instructed:

Types Of Data And Availability

➢ Is metadata presented for an investigation?	10 Strongly Agree	Absolutely
➢ Are primary metadata, such as projection, parameter coding scheme, linking key-items between datasets provided?	5	I'm not sure that I understand the question.
➢ Instructs user how to get the data (if some datasets are downloadable from Internet) or manage the data (place them in right directory / folder structure)?	9	There was some difficulty retrieving datasets; however, that may have been the "user" and not the instructions.

➢ Lesson instructs user how to use geo-referenced data sets, or images?	10 Strongly Agree	Very clearly!

Identify the types of data provided:

Cloud jpgs

States.shp

Tables with state information

Data Integration, Analysis and Interpretation

➢ Defining Data Pre-Processing: Is the data provided already processed, or procedures are given to process it?	8	For the most part, yes; however, in building the queries, a mistake was presented in determing which theme to activate. It wasn't too difficult to recognize the error and rectify it.
➢ Which analysis methods are adopted? Are they appropriate for the purpose of the investigation and worth learning and doing?	10 Strongly Agree	Activity sheets were attached to the lesson with questions that could only be answered after analysing the data.
➢ Are the suggested tools highly appropriate and useful for the analysis and interpretation tasks?	8	

Please identify tools used:

The activity sheet required the user to select data, manipulate the data and convert to .shp files and then respond to questions.Fourteen questions were posed.

Tools for analysis: Are teachers -provided with instruction in their use?	10 Strongly Agree

Are the tools for analysis accessible to the teachers?	10 Strongly Agree	Yes
Are the tools for analysis accessible to the students?	10 Strongly Agree	Yes
Are expected analysis outcomes defined clearly and completely?	10 Strongly Agree	Yes
Are the analysis outcomes presented clearly and intuitively with adequate maps or graphics?	10 Strongly Agree	Yes
Are the map/graphic legends classified or grouped meaningfully?	10 Strongly Agree	Yes
Are the map/graphic legends interpreted adequately and easily understood by the teachers	10 Strongly Agree	Yes
Is there a final composite map for printing/plotting? If so, is the composite map designed with consideration of adequate cartographic elements (title, legend, scale, north arrow, source, maker?	5	These features could have been added but were not part of the final graphic.