

FINAL REFLECTION RUBRIC

/21

	Fails to Meet Requirements (C+ or lower)	Meets Some Requirements (B- to B)	Meets All Requirements (B+ to A-)	Meets All and Exceeds Some Requirements (A to A+)
Evidence of Reflection	Limited evidence of completion of a reflection in the form of any digital medium. Limited or no contribution to collaborative class components that expand upon course discussions. Limited or no evidence of a description of learning process that connects weekly topics to personal or professional contexts. Limited evidence of listening to feedback from other class members and integrating changes based on feedback into the blog post. In addition to limited examples or no giving feedback to their peers in some form. /5	Some evidence of completion of a reflection in the form of any digital medium. Some contribution to collaborative class components that expand upon course discussions. Some evidence of a description of learning process that connects weekly topics to personal or professional contexts. Some evidence of listening to feedback from other class members and integrating changes based on feedback into the blog post. In addition to an example of giving feedback to their peers in some form. /2	Very good evidence of completion of a reflection in the form of any digital medium. A variety of contributions to collaborative class components that expand upon course discussions. Very good evidence of a description of learning process that connects weekly topics to personal or professional contexts. Very good evidence of listening to feedback from other class members and integrating changes based on feedback into the blog post. In addition to very good examples of giving feedback to their peers in some form. /3.5	Exemplary and exceptional evidence of completion of a reflection in the form of any digital medium. Multiple contributions to collaborative class components that expand upon course discussions. Exemplary evidence of a description of learning process that connects weekly topics to personal or professional contexts from multiple perspectives. Highly creative and meaningful evidence of listening to feedback from other class members and integrating changes based on feedback into the blog post. In addition to multiple examples of giving feedback to their peers in some form. /5

Q1: Of the six learning outcomes, which outcome(s) did you feel you demonstrated the most growth in as a learner?	Limited sense of understanding or questions raised about connections to the Course Outcomes and Course Content. Limited sense of understanding or questions raised about connecting the Course Outcomes/Content to educational theory, practice and learning contexts. /1	Some sense of understanding or questions raised about connections to the Course Outcomes and Course Content. Some sense of understanding or questions raised about connecting the Course Outcomes/Content to educational theory, practice and learning contexts. /3	Good sense of understanding or questions raised about connections to the Course Outcomes and Course Content. Good sense of understanding or questions raised about connecting the Course Outcomes/Content to educational theory, practice and learning contexts. /4.5	A highly creative, logical and or/intuitive response revealing sense of deep engaged understanding of/ and questions raised about relationships between topics, articles, digital content other presentations and the overall themes and ideas in the course are described in the reflection. Outstanding sense of understanding or questions raised about connecting distributed and open education ideas and concepts to educational theory, practice and learning contexts. /6
Q2: When you consider the definitions and practical examples of distributed (online) and open learning that were examined throughout the course, which approach to learning	Limited evidence of understanding of the definitions and practical examples of distributed(online) and open learning that were examined throughout the course. Limited evidence of which learning approach would best support personal learning. /1	Some evidence of understanding of the definitions and practical examples of distributed(online) and open learning that were examined throughout the course. Some evidence of which learning approach would best support personal learning. /3	Very good of understanding of the definitions and practical examples of distributed(online) and open learning that were examined throughout the course. Very good evidence of which learning approach would best support personal learning. /4.5	Highly creative and meaningful understanding of the definitions and practical examples of distributed(online) and open learning that were examined throughout the course. Outstanding positionality to support which learning approach would best support personal learning. /6

would be most effective for YOU as a learner and why?				
Q3: What was the most valuable thing you learned about yourself as a learner throughout this course? Give evidence to describe and support your answer.	Limited sense of understanding or questions raised about connections to personal learning context and/or Project. Limited sense of understanding or questions raised about connecting the personal learning context and/or project to ideas and concepts, educational theory, practice and learning contexts. /1	Some sense of understanding or questions raised about connections to personal learning context and/or Project. Some sense of understanding or questions raised about connecting the personal learning context and/or project to ideas and concepts, educational theory, practice and learning contexts. /2	Very good sense of understanding or questions raised about connections to personal learning context and/or Project. Very good sense of understanding or questions raised about connecting the personal learning context and/or project to ideas and concepts, educational theory, practice and learning contexts. /3	Outstanding and exemplary sense of understanding or questions raised about connections to personal learning context and/or Project. Outstanding sense of understanding or questions raised about connecting the personal learning context and/or project to ideas and concepts, educational theory, practice and learning contexts. /4