MLW Workbook … Rules of Engagement & Rubrics

Area	Discussion
Contact me & Expectation	1. You can reach me at billw@engineeringlens.org anytime . 2. It is important to take part in the class discussions. 3. Look at the time requested to complete an assignment and do it by that time.

Your Responsibility	• If at any time you start to feel lost or behind in the training, don't panic or keep silent--- let us know so we can help.
	• Please let us know if we need to make adjustments to our communication style. Are we going too fast? Too slow? Are we being too techie?
	• Keeping a journal during the Training:
	  ○ Take notes
	  ○ Questions to ask/ideas and reflections
	  ○ In-class activities

Training Requirements	– Students will read all the assigned material and do the expected projects per the scheduled assignments. The quality of the work will demonstrate a focus on improving thinking skills and the engineering methodology. Course participation and the use of questions for engagement will be evaluated during projects.
Course Expectations	– Students are expected to participate in the discussions and complete the assigned projects on time. Students are responsible for making arrangements with the instructor when difficulties arise in completing an assignment on time. Grading rubrics will be used for evaluating each of the individual assignments, team assignments and discussion board postings.

Standards:	❑ Clarity: writing is clear and easily understood ❑ Accuracy: author presents some factual data, not all opinion ❑ Precision: when providing definitions or explanations, uses precise vocabulary ❑ Relevance: the data and information presented is relevant to topic, makes sense to include, ties to topic, is on target.
When posting a response:	❑ Click the posting you're responding to, not necessarily the most recent message, not necessarily the initial posting. ❑ Whenever possible, address the person by name. ❑ Stay on topic; if your thinking takes you in a new direction, begin a new thread. ❑ Keep responses brief and focused. ❑ Encourage reaction to your ideas by posing questions. ❑ These are public forums, so address a wide audience. Personal remarks are better sent by e-mail to an individual. ❑ Avoid simply agreeing and making other comments that stall the "conversation."
Honest dialogue:	• How did you arrive at your view? • Do you see any gaps in my reasoning? • Use the 6 Hats

Class Assessment: Rubric Background:
We will use a rubric as part of the learning process. The objective of it is to give the expected outcomes and feedback for improvement. We will use the rubric to set expectations for the assignments, both for written assignments and discussion board assignments.

What we want the students to take away from the class:
• Understanding of the engineering mind set of questioning & assessing with observations.
• Understanding that engineering is a process and it crosses all disciplines.

- Ability to facilitate risk taking and learning from mistakes.
- Ability to use the engineering design process, problem solving, and exploration, and to create questions that integrate math & science into exciting learning opportunities.
- Mastery of the course objectives.

Rubric for our assignments:				
	(1) **Beginner**	(2) **Basic**	(3) **Proficient**	(4) **Expert**
Assessment Outcomes	**Little or no evidence of the outcome**	**Beginning of or some evidence of the outcome**	**Detailed and consistent evidence of the outcome**	**Highly creative, inventive, mature presence of outcome** Much original thought in answering the questions Ideas are well supported by appropriate references, examples, illustrations Key evidence is presented. (How well you create your response) Completion of the assignments ***attention to detail,*** planning, perseverance
Understanding of the Design Process	Can reference the process	Knows of the process and its connection to the framework	Understands the process and can apply it to their lesson planning.	Visualizes the process in all learning activities. Can relate it to the profession of engineering
Classroom Participation	Participates infrequently	Participates sometimes; makes appropriate contributions to disc. & activities	Participates frequently but doesn't dominate; adds value to disc. and activities	Participates frequently; makes strong connections to topics and extends thinking beyond what is presented

Individual assignments	Most assignments are completed; degree of quality varies	All assignments are completed and meet minimum requirements	All assignments are completed thoughtfully and completely	All assignments completed thoughtfully; often include innovative and original thinking.	