LXD Case Study: Technology Evaluation Rubric

In LXD, technology must enhance rather than detract from the learning experience. I assess the benefits and constraints of each technology tool before implementation. To support this process, I developed a rubric to evaluate the strengths and weaknesses of various technology products. This serves as a starting point for evaluating technologies that support learning objectives and diverse learner needs.

Rubric

Category	Emerging	Proficient	Exemplary
Learner-facing Tech (*Critical perspective/Fit for purpose*)	Technology is used but does not clearly align with the specific learning goal	Technology is appropriate for the task and supports the learning objective	Technology provides a unique "fit" that enhances the specific learning goal
Support Learner Activity (*Reflection, articulation*)	Technology presents information but does not require learner reflection or articulation	Technology supports basic reflection or articulation of ideas	Technology facilitates deep reflection and articulation of ideas
Foster Interaction (*Social learning, simulations*)	Technology provides a static experience with no interactive elements or models	Technology provides “models” or examples for learners to follow	Technology fosters dynamic “social learning” or interactive elements
Content Creation (*Accessibility, interactive media*)	Content is difficult to navigate or lacks clear structure	Content is structured and uses standard formatting for basic accessibility	Content is fully accessible, using direct links and clear signposting to reduce cognitive load
Content Presentation (*LMS, online platforms*)	The format is incompatible with or difficult to use within standard digital learning environments	The format is compatible with common learning management systems (LMS) or online platforms	The presentation is optimized for seamless integration across various online course platforms

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Sample Rubric Application: Evaluating Sources Activity

Students complete the *Evaluating Sources* activity during an online, synchronous class session in small breakout groups. The class is hosted on Zoom, with instructions and materials shared via Google Docs. Integrating these platforms allows the rubric to assess how effectively technology supports the learning experience.

- **Learner-facing Technologies (Exemplary):** Selecting Zoom for real-time delivery and Google Docs for material sharing is an effective choice for remote instruction. These tools enable students to transition smoothly from live discussions to hands-on digital workspaces, engaging with sample sources in real time.

- **Support Learner Activity (Exemplary):** Converting the worksheet from PDF to Google Docs changes it from a static individual task to a collaborative activity. This allows multiple learners to contribute simultaneously and view each other's "2-sentence summaries" in real time.

- **Foster Interaction (Proficient):** Zoom supports social learning through breakout rooms where students can discuss the "Authority" or "Purpose" of their chosen source. Some devices may have limited Zoom functionality, which could hinder engagement. To address this, provide instructions and a list of recommended devices before the activity. The Google Doc serves as a shared workspace where instructors can offer live feedback and highlighting during the exercise.

- **Content Creation (Exemplary):** Google Docs improves accessibility over standard PDFs by supporting screen readers and easy font adjustments. The document also includes direct, clickable links to the CRAAP criteria and sample sources, ensuring technology supports the learning process.

- **Content Presentation (Proficient):** Using Zoom and Google Docs together creates a flexible online course platform. This approach ensures content is presented in an interactive digital environment, with "Evaluating Sources" materials always editable and accessible to learners.

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