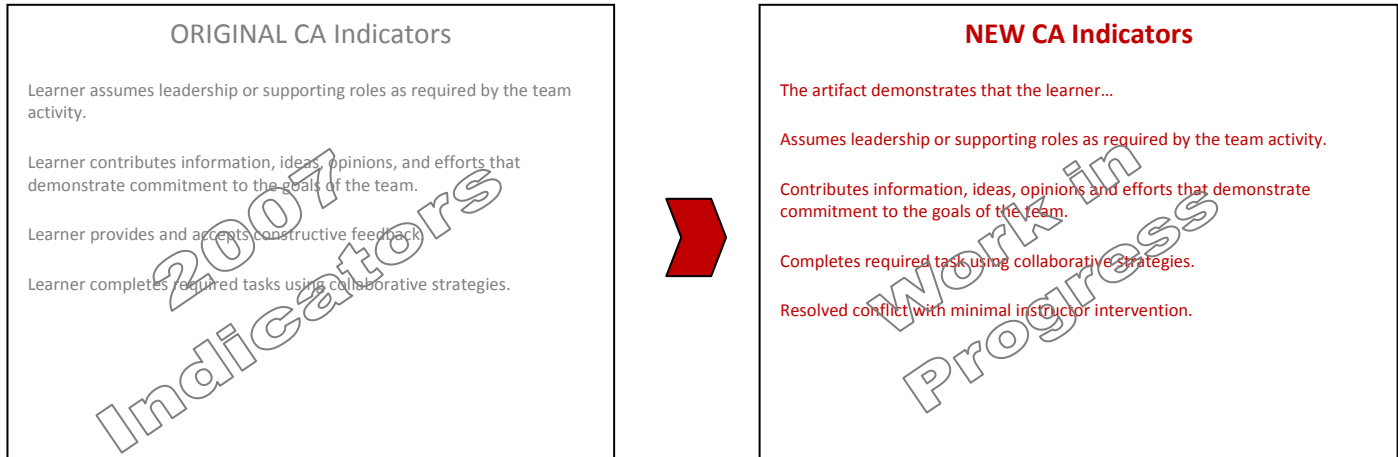


Work Cooperatively Core Ability Rubric – Rationale for Changes to Indicators

The Faculty Core Ability Team Leaders have worked during the academic year 2010-2011 to functionalize the rubrics for the Core Abilities. As the timeline indicates, the leadership group has approved six of the eight Core Ability rubrics.

While there was sensitivity to maintaining the intent of the indicators that were developed in 2007, some of the indicators have been modified.

This document is the rationale for the changes made by the faculty leaders.



Original Indicator

Learner provides and accepts constructive feedback.

Altered or Additional Indicator

Learner resolved conflict with minimal instructor intervention

Rationale

Based on our experiences with group activities, we believe the success of the group hinges on managing conflict. In order to manage the conflict properly, feedback must occur. We also wanted to evaluate if the group members could resolve issues as they occurred during the collaboration rather than first seeking instructor involvement. We were more interested in finding out if the feedback caused a change to occur in the behavior in order to resolve any issues.

How it maintains the intention of the indicator

We felt that the intention of the indicator was to make sure that the activity included a peer to peer evaluation component as documentation of the feedback cycle. In order for the evaluation team to assess work cooperatively, we are requesting the artifact used is a student reflection with peer evaluation rather than the ultimate product produced by the group. The better question is how did the feedback resolve conflict or create change in the group? – not that someone gave feedback and accepted feedback.

- Michelle Randall

See Rubric here: <http://schoolcraft.edu/pdfs/oca/rubric-work-cooperatively.pdf>

OCA webpage: <http://www.schoolcraft.edu/oca>

