Grading Rubric for Online Reflection (10 marks)

Categories	Exemplary (8-10)	Intermediate (6-7)	Beginning (4-5)
In-depth understanding (5)	• Have an in-depth and critical understanding of a thoughtfully selected concept from the topic • Make a clear presentation of your understanding • Demonstrate critical analysis and insight resulting from what you have learned from the topic • Includes reference to at least two readings other than those assigned	• Explain in some detail one or a few relevant concepts related to the topic • Makes a general presentation of your understanding • Includes reference to at least one reading other than those assigned for class	• Identify some general ideas or issues with a limited analysis and presentation • Readings are limited to those assigned
Practical application (5)	• Make clear connections between what is learned from the topic and your personal experiences • Make at least two insightful suggestions on how you apply what have been learned from the topic into practice	• Make general connections between what is learned from the topic and your personal experiences • Make at least one insightful suggestion on how you apply what have been learned from the topic into practice	• Make weak connections between what is learned from the topic and your personal experiences • Make general suggestions on how it can be applied into practice

Grading Rubric for Concept Map (10 marks)

Categories	Exemplary (8-10)	Intermediate (6-7)	Beginning (4-5)
Content (5)	• Contain at least the required number of key concepts • Contain at least 10 useful resources (links, images…) from other sources • Links are precisely labeled	• Contain at least the required number of relevant concepts • Contain at least 5 useful resources (links, images…) from other sources • Links are clearly labeled	• Contain a limited number of relevant concepts • Contain few useful resources (links, images…) from other sources • Links are not (clearly) labeled
Organization and presentation (5)	• Well organized and presented • Logical format and clearly presented • Concepts are properly grouped • Embody at least 10 technical features of the concept mapping tool	• Thoughtfully organized and presented • Clearly presented and easy to follow • Embody at least 5 useful technical features of the concept mapping tool	• Somewhat organized • Somewhat incoherent • Embody limited technical features of the concept mapping tool

Grading Rubric for Online Sharing and Critique (20 marks)

Categories	Exemplary (16-20)	Intermediate (12-14)	Beginning (8-10)
Online sharing (15)	• A new and useful tool is identified • A clear and detailed description of the PST affordances of the tool is given • A clear description is given on how the tool has been used (or can be used) in practice as a cognitive tool	• A useful tool is identified • A description of the PST affordances of the tool is given • A description is given on how the tool has been used (or can be used) in practice as a cognitive tool	• A tool is identified • A description on some affordances of the tool is given • a few rough ideas of using tool are proposed
Critique (5)	• The posts to critique are carefully analyzed and evaluated • Critical comments are given to at least 3 tools shared by peers • A thoughtful reply is given to every comment received	• Moderate comments are given to at least 3 tools shared by peers • Thoughtful replies are given to most comments received	• Simple comments are given • Simply replies are given to comments received

Grading Rubric for Group Assignment (30 marks)

Categories	Exemplary (22-30)	Intermediate (18-21)	Beginning (14-17)
Learning Context and activities (10)	• Learning objectives are appropriate for the learners and clearly presented based on the ABCD format • 2-3 learning activities are meaningful to students and carefully designed • All learning activities are student-centered and involve emerging technologies • Individual and group activities are combined and well balanced • Online and f2f activities are combined and well balanced	• Learning objectives are appropriate for the learners and well presented • 2-3 learning activities are meaningful to students and involve technologies • A variety of activities are combined	• Learning context including objectives is given • 1 activity (only) is meaningful and requires the use of technology • All activities are quite similar
Justification (10)	• A clear and strong explanation is given on why these activities are designed • PST affordances of the ICT tools are clearly presented • A clear and convincing explanation is given on why these tools are used as cognitive tools	• An explanation is given on the design of the learning activities • Reasons for involving the ICT tools are given • An explanation for using the tools as cognitive tools is given	• An explanation on the design of learning activities is given but rather weak • Reasons for involving the ICT tools and use them as cognitive tools are given but not clear enough
Discussion and presentation (10)	• 2-3 crucial implementation issues are carefully identified • Innovative solutions to the issues are proposed • Presentation is well prepared and organized • Every member plays an important role in the presentation	• 2-3 implementation issues are listed • Sound solutions are proposed to certain issues • Presentation is clear • Every member plays a role in the presentation	• 1-2 issues are mentioned without a clear explanation • Solutions to the issues are given but do not address the issues well • Presentation is given in a unprofessional way