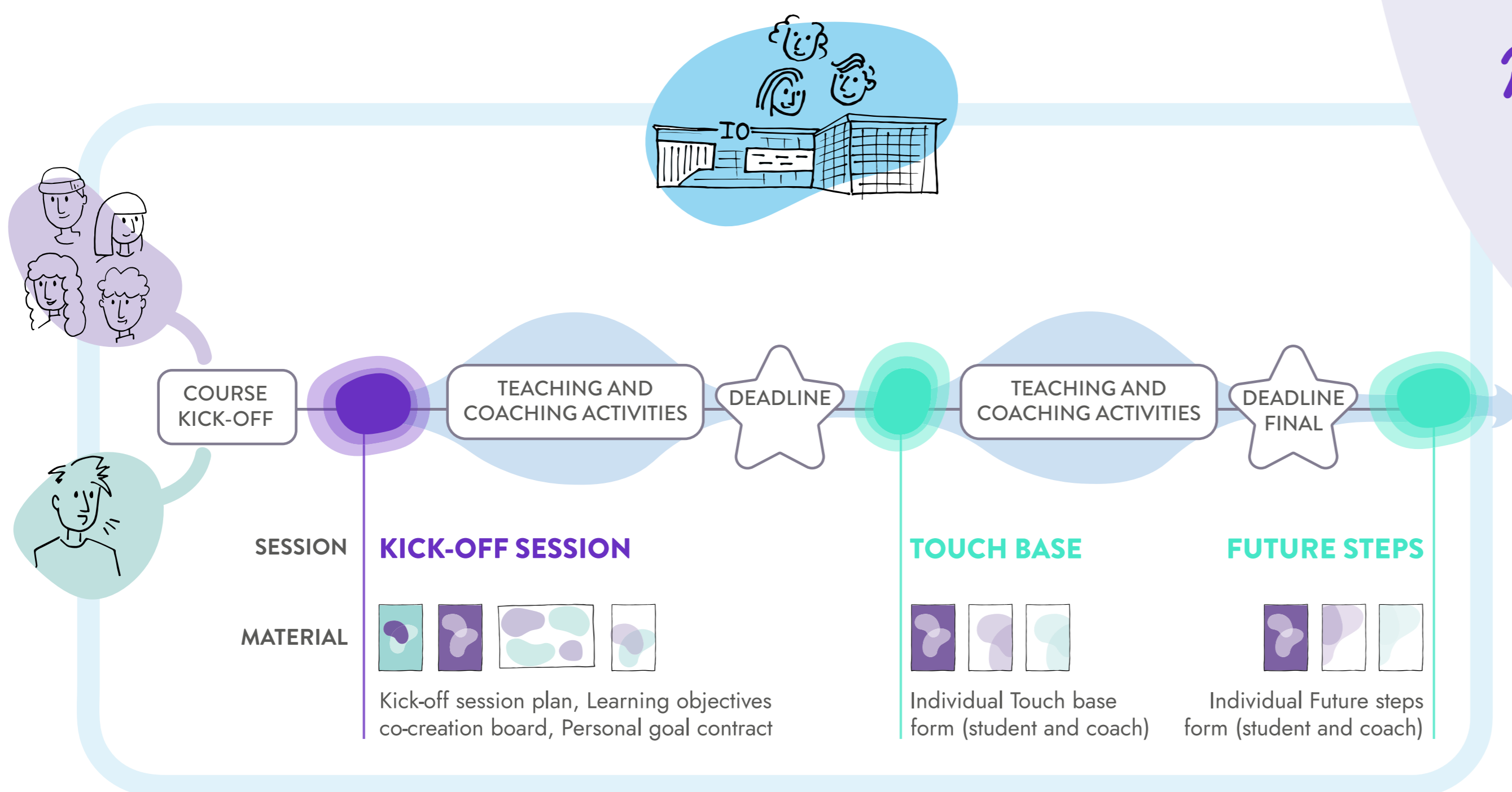


MyRubric

A co-creative journey
to activate learning communities



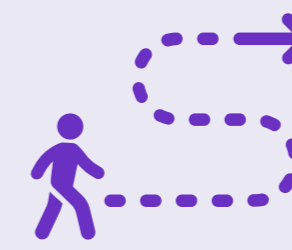
A co-creative guide

aimed to offer a constructive and resilient alternative to the current rubric, based on adaptive assessment of students and educators' learning process.

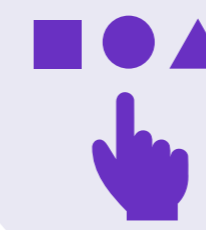
to activate learning communities



Feel welcomed and supported through their individual learning experiences.



Have their own learning environment under control and a sense of safety to exercise and learn new skills.



Provide critical thinking and ownership to steer their own learning processes.

Interested? Want to try it out?



Download the templates here!

KICK-OFF

First step of the journey. A session in which coaches and students will...

1. Settle into the new environment

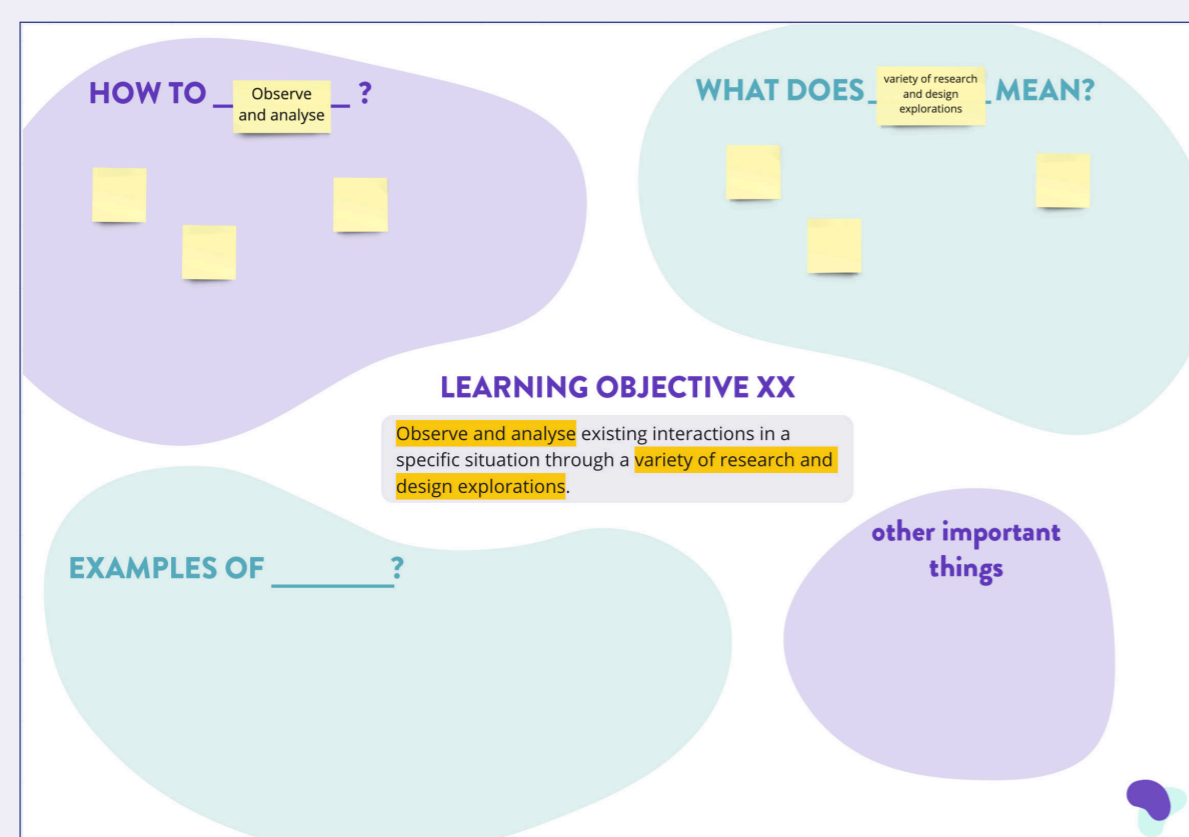
Create a safe space in which they feel welcomed and at ease with others to express themselves.

2. Co-create the course's Learning Objectives

The Learning Objective co-creation boards assist in identifying key aspects of the course learnings, discussing and defining what would be their ideal success criteria, brainstorming together on ways to 'get there' and exemplifying them through storytelling.

3. Set a Personal goal for their journey

Make students and coaches reflect on what they want from the course and state that personal ambition in a template, triggering ownership towards their learning experience from the very beginning.



REFLECTIVE MOMENTS

Both reflective moments intend to bring awareness on what was agreed on during the Kick-off session. They aim to answer the questions *What has happened until now?* *What does it mean to me?* and *What can be done about it?*

In those moments, coach and student will...

1. Individually reflect and assess their progress

Reflection is induced to coaches and students with forms containing self-introspection questions regarding:

- Self-assessment of LO based on their progress.
- Relating the learning process to the outcomes of students and coaches' work by defining strong elements of it and aspects one can take action to improve.
- Reflecting on the student-coach relationship and in what ways they both contribute to their personal learning journeys.

2. Facilitate dialogue

A small session will follow in which coach and student discuss those inquiries. It provides an opportunity to share what the learning experience brought to each individual and a moment to review together the student's progress.