• Text-based rubrics don’t convey observable aspects of skills, thus restricting ‘rich’ mental model formation and reducing feedback quality when practicing skills.
• Rubrics are effective instruments for the formative assessment of skills.

Why video-enhanced rubrics for practicing complex generic skills?

**From theory:**
- Text-based rubrics don’t convey observable aspects of skills, thus restricting ‘rich’ mental model formation and reducing feedback quality when practicing skills.
- Rubrics are effective instruments for the formative assessment of skills.

**Developed solution:**
- **Viewbrics:**
  - Learning skills from good examples.
  - Video-enhanced rubrics.
  - Online feedback & reflection support tool.

**Developed by:**
- an interdisciplinary project-team through:
  - A participatory and cyclic design approach.
  - Close collaboration with researchers, teachers and students.

**From practice:**
- Many (secondary) schools are struggling with how to teach and evaluate 21st century skills.
- Teaching and assessment methodologies are lacking.
- Many teachers use rubrics.
- Use of rubrics can be time and paper consuming.

Watch Viewbrics video teaser
For more info contact: ellen.rusman@ou.nl
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Rubrics are effective instruments for the formative assessment of skills.

From theory:

Why video-enhanced rubrics for practicing complex generic skills?

We expect that the use of Viewbrics leads to:

- Richer mental models.
- Improved feedback quality (consistency & concreteness).
- Accelerated ‘growth’ of skills.
- Satisfied teachers and students.

Measured by:

- Mindmaps.
- Rubric scores.
- Qualitative analysis feedback (tips & tops).
- Interviews.
- Questionnaires.
- Logging data.

Comparing effects in three conditions:
1) Video-enhanced rubrics
2) Text-based rubrics
3) Currently used formative assessment method.

Research context

- 3 skills: presenting, collaborating and becoming information literate.
- 6 secondary schools involved in development & research.
- 9 classrooms in first 2 years: atheneum/gymnasium.
- 231 pupils and 10 teachers.
- 3 Dutch ‘umbrella’ organizations (e.g. LVO).

Results

- Theory-grounded and ecological valid rubrics.
- Design guidelines for video-enhanced rubrics.
- Video-enhanced rubrics with video modeling examples.
- User-tested (students & teachers) online feedback & reflection support tool.
- Theoretical & practical insights in the effects of video-enhanced rubrics on generic skills mastery.

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