

# Community of Practice & Big Ideas

FLO Micro: Friday 10 June, 2022



**Dr. Nicki Rehn**

Adventure - Joy - Learning

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I am grateful to live, work and play on the traditional territories of the Blackfoot Confederacy (Siksika, Kainai, Piikani), the Tsuut'ina, the Stoney Nakoda Nations, the Metis Nation (Region 3), and all the people who make their homes in the Treaty 7 region of Southern Alberta.



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# Agenda

**01**

Opening

**02**

Rubrics: Big Ideas

**03**

Community of Practice

**04**

Q&A and Conclusion

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The image features a light green background with two horizontal lines, one near the top and one near the bottom. In the top-left and bottom-right corners, there are decorative curved lines that appear to be part of a larger design element.

# 01

## Opening

# Zoom Poll

Which one describes you the best as a result of this week?

1. **DEER IN HEADLIGHTS** - Oh no! This is worse than I thought.
2. **BETTER LEARNER** - Still a bit unsure, but developing confidence and competence
3. **EQUIPPED** - Ready with some new strategies and tools to tackle the the challenge.
4. **COACH** - This was the icing on the cake to help me teach others.

# Reminders!

- Keeping giving feedback through today.
- Course is accessible for 3-4 months.
- Three requirements for the badge.
- Hit the “Mark as Done” button for the badge.



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# Breakout Rooms - Meet & Greet

Take a minute to think about what you want to share in response to the following questions:

- i. Name, role, and where you are from.
  - ii. Favourite part of your job.
  - iii. Something you're looking forward to this weekend.
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02

**Rubrics: Big Ideas**

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*Big Idea #1*

**Rubrics are just as much about how they are used and understood as how they are constructed.**

So...

*Big Idea #2*

**Rubrics should not be designed  
or constructed in a silo.**

So...

*Big Idea #3*

**Match your criteria as close as possible to the outcomes.**

So...

*Big Idea #4*

**Rubrics don't need to fit in a table, do not need a 4 to 1 scoring system, and do not need to delineate levels of failure.**

So...

Name: \_\_\_\_\_ Score: \_\_\_\_\_

## Oral Presentation Rubric

|                                      | 4—Excellent   | 3—Good   | 2—Fair   | 1—Needs Improvement  |
|--------------------------------------|---|--|--|--|
| Delivery                             | <ul style="list-style-type: none"> <li>• Holds attention of entire audience with the use of direct eye contact, seldom looking at notes</li> <li>• Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points</li> </ul>                     | <ul style="list-style-type: none"> <li>• Consistent use of direct eye contact with audience, but still returns to notes</li> <li>• Speaks with satisfactory variation of volume and inflection.</li> </ul>   | <ul style="list-style-type: none"> <li>• Displays minimal eye contact with audience, while reading mostly from the notes</li> <li>• Speaks in uneven volume with little or no inflection</li> </ul>  | <ul style="list-style-type: none"> <li>• Holds no eye contact with audience, as entire report is read from notes</li> <li>• Speaks in low volume and/or monotonous tone, which causes audience to disengage</li> </ul>   |
| Content/<br>Organization             | <ul style="list-style-type: none"> <li>• Demonstrates full knowledge by answering all class questions with explanations and elaboration</li> <li>• Provides clear purpose and subject; pertinent examples, facts, and/or statistics; supports conclusions/ideas with evidence</li> </ul>  | <ul style="list-style-type: none"> <li>• Is at ease with expected answers to all questions, without elaboration</li> <li>• Has somewhat clear purpose and subject; some examples, facts, and/or statistics that support the subject; includes some data or evidence that supports conclusions</li> </ul> | <ul style="list-style-type: none"> <li>• Is uncomfortable with information and is able to answer only rudimentary questions</li> <li>• Attempts to define purpose and subject; provides weak examples, facts, and/or statistics, which do not adequately support the subject; includes very thin data or evidence</li> </ul> | <ul style="list-style-type: none"> <li>• Does not have grasp of information and cannot answer questions about subject</li> <li>• Does not clearly define subject and purpose; provides weak or no support of subject; gives insufficient support for ideas or conclusions</li> </ul> |
| Enthusiasm/<br>Audience<br>Awareness | <ul style="list-style-type: none"> <li>• Demonstrates strong enthusiasm about topic during entire presentation</li> <li>• Significantly increases audience understanding and knowledge of topic; convinces an audience to recognize the validity and importance of the subject</li> </ul> | <ul style="list-style-type: none"> <li>• Shows some enthusiastic feelings about topic</li> <li>• Raises audience understanding and awareness of most points</li> </ul>   | <ul style="list-style-type: none"> <li>• Shows little or mixed feelings about the topic being presented</li> <li>• Raises audience understanding and knowledge of some points</li> </ul>   | <ul style="list-style-type: none"> <li>• Shows no interest in topic presented</li> <li>• Fails to increase audience understanding of knowledge of topic</li> </ul>   |
| Comments                             |   |  |  |  |

*Big Idea #5*

**Simple is better. But, simple does not mean vague.**

So...

*Big Idea #6*

# **Language matters!**

So...

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03

Community of Practice

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# Breakout Rooms - “Open Discussion”

1. Discuss: What connected for you this week?
2. Bring a question back to the group! Pick a spokesperson.

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04

**Conclusion**

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# Final Words

- Reach out: [nicki.rehn@yahoo.ca](mailto:nicki.rehn@yahoo.ca)
  - #hashag this
  - Course survey and upcoming FLO - Helena Prins
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