

Part I: Rubric

CONTEXT

The **LEARNING OBJECTIVE** for the assignment

After studying the provided websites, a student will be able to synthesize a learning opportunity using MS PowerPoint that includes at least 5 points of interest for an audience of elementary school children (K-5) related to animals.

Description of the **LEARNING PRODUCT**

Using MS PowerPoint CVM students will create an educational topic presentation related to animals that includes 5 points of interest for elementary school children (K-5). Students were provided with several informational websites exposing them to a variety of animal topics to select from. Specific step by step program guidance was provided in annotated video demonstrations giving students the opportunity to practice using basic features in MS PowerPoint. The final project, requires they synthesize an educational animal related presentation using MS PowerPoint as a mindtool. Students will identify and summarize 5 important principles, concepts and facts about animals and then create an original presentation to exhibit that information to elementary school children.

INSTRUCTIONS to instructors

Login to the **ISLT 9485 Designing Online Learning** Blackboard course site. You have been set up as an instructor and sent an invite. The student submitted assignments for review will be found in the discussion board forum named: **Unit 5: CVM Open House Presentations**. A thorough example of a completed presentation can be found posted in the forum under the Thread: *SAMPLE: Open House Presentation – Bossaller*.

The following rubric has been developed to evaluate the **CVM Open House Presentation assignment**. This should be completed for each student after both reviewing the post in the discussion board and observing the student presentation during Open House. For each listed Evaluative Element select the appropriate achievement level using the descriptive criteria. Be sure to provide any comments regarding specific points of the rubric and/or the assignment as a whole for the student.

The following rubric has been developed to evaluate the **CVM Open House Presentation assignment**.

EVALUATIVE ELEMENT	UNACCEPTABLE	BASIC	COMPETENT	PROFICIENT
Demonstrate MS PowerPoint skills to present an informational animal topic.	MS PPT was NOT used to present an informational animal topic.	Demonstrated basic skill use of MS PPT to present informational animal topic.	Demonstrated intermediate skill use of MS PPT to present informational animal topic	Demonstrated advanced skill use of MS PPT to present informational animal topic.
Selected animal topic was age appropriate for K-5 students.	Selected animal topic was NOT age appropriate for K-5 students.	Selected animal topic adequately met K-5 age requirement.	Selected animal topic was appropriate and relevant for K-5 age requirement.	Selected animal topic was appropriate and relevant for K-5 age requirement. Topic selection demonstrates creativity and engagement with age group.
The informational topic was synthesized or summarized by describing <u>FIVE</u> specific points of interest.	Did NOT meet requirement of synthesizing or summarizing <u>FIVE</u> specific points of interest.	Adequately synthesized or summarized <u>FIVE</u> points of interest.	Demonstrated competence in synthesizing or summarizing <u>FIVE</u> specific points of interest in a clear manner.	Demonstrated high level of competence and thoroughness in synthesizing or summarizing <u>FIVE</u> specific points of interest in a cohesive, clear and succinct manner.
Images used appropriately to convey the topic.	No images were used.	One image for each of the specific points of interest used to convey topic.	Two images for each of the specific points of interest used to convey topic.	More than two images for each of the specific points of interest were effectively and cohesively used to convey topic.
Appropriately used citations when needed.	Insufficient or no citations were provided when needed.	Some citations were provided when needed.	All citations were appropriately provided when needed, but not all were appropriately documented.	All citations were appropriately provided and documented when needed.
THREE <u>distinct</u> MS PPT features were utilized to enhance the presentation (i.e. animation, embedded links, transitions, etc.).	NO features were utilized in the presentation.	Utilized less than THREE <u>distinct</u> MS PPT features to enhance presentation.	Effectively utilized THREE MS PPT features to enhance presentation. ALL THREE MS PPT features worked correctly, but were NOT <u>distinct</u> .	Effectively utilized THREE <u>distinct</u> MS PPT features to enhance presentation. ALL THREE MS PPT features worked correctly.
The student provided personal experiences or anecdotes during the presentation.	The student did NOT provide personal experiences or anecdotes	Provided at least one personal experience or anecdote in the presentation.	Provided at least one personal experience or anecdote enriching the presentation.	Provided several (2 or more) personal experiences or anecdotes in presentation, enriching the presentation.
Relevant vocabulary usage during presentation was age-appropriate for K-5 students.	There was NO relevant verbal presentation.	Relevant vocabulary usage was correct, but not age-appropriate. Presentation contained too advanced medical terminology throughout.	Relevant vocabulary usage was mostly age-appropriate. The presentation contained a few advanced medical terms causing some confusion.	Relevant vocabulary usage was age-appropriate, which included simple, easy-to-visualize medical terminology and descriptions.

OVERALL PROJECT COMMENTS:

Part II: Assessment Questions

QUESTIONS

INTRODUCTION to students

We've been discussing your role as an Ambassador for the MU CVM and ultimately for the veterinary profession. Most of you will be taking positions in clinical practices where you will interact with the public on a daily basis caring for their four-legged loved ones. Your recent presentation at the Annual CVM Open House is an example of why building your communication repertoire needs to be diverse. Learning to **effectively communicate** is not only a life skill, but of the utmost importance as you build a professional rapport and connect with your clients. This is why communication has been integrated into the professional curriculum within every course.

Using knowledge of the different communication skills you have been continually exposed to over the last two years of your professional educational career, please answer the following questions by selecting the single **BEST** answer.

1. Your animal patients cannot speak for themselves and as such, you have to actively listen to the client in order to obtain the information you need to care for, diagnose and treat your patient.

What type of listening is described above?

- Informational
- Empathetic
- Critical

2. Asking questions of the client is the best way to obtain additional information regarding your patient. You are about to meet with Rhyese and his Weimaraner, Emma, who is feeling ill.

Which is the MOST appropriate question to ask when communicating with your client as you determine the next steps in treating Emma?

- "Would you tell me how Emma's been acting over the last few days?"
- "Is Emma eating and drinking water normally?"
- "She appears to be thinner from her last visit, have you noticed that?"
- "Have you changed Emma's food or eating pattern?"

ANSWERS

Instructor NOTE: Ideally this would be delivered electronically and the answer choices for each question would be set to randomize. Also, students would be provided with not only the correct answer, but also *feedback* after they submitted their exam.

1. Your animal patients cannot speak for themselves and as such, you have to actively listen to the client in order to obtain the information you need to care for, diagnose and treat your patient.

What type of listening is described above?

- Informational – **INCORRECT:** *Informational listening, or “listening to learn” is intended to convey instruction and information as well as pleasure and entertainment. This is NOT ideal for evaluating patient care.*
 - Empathetic – **INCORRECT:** *Empathetic listening or “listening to understand feeling and emotion” is intended to connect with another person and understand their point of view. This is NOT ideal for evaluating patient care.*
 - Critical** - **CORRECT:** *Critical listening or “listening to evaluate and analyze” is the responsibility to engage in and evaluate what is being said and how it’s being said to obtain the needed information you can use for patient care.*
2. Asking questions of the client is the best way to obtain additional information regarding your patient. You are about to meet with Rhyese and his Weimaraner, Emma, who is feeling ill.

Which is the MOST appropriate question to ask when communicating with your client as you determine the next steps in treating Emma?

- “Would you tell me how Emma’s been acting over the last few days?”** – **CORRECT:** Open-ended
- “Is Emma eating and drinking water normally?”
- “She appears to be thinner from her last visit, have you noticed that?”
- “Have you changed Emma’s food or eating pattern?”

Feedback: Open ended questions allow you to draw additional information from your clients regarding the situation. Allowing you to critically listen. Closed-ended, Personal and Fact based questions result in short yes/no responses.