

# Performance-Based Blended Instruction for Faculty Development

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## Abstract

Teacher training is an essential aspect of program development. However, due to the nature of higher education institutions, it can be difficult for some faculty to gather for on-campus training sessions. This study investigated whether performance-based blended instruction, an approach developed by the researchers, is perceived by instructors as a useful method of faculty development in support and supplementation of face-to-face training sessions. The research methodology involved developing a module on making both analytic and holistic rubrics for assessment as that was identified as an area in need of improvement by faculty leadership and the faculty development committee. To deliver this module, a video lesson was created and sent to 38 instructors. At the end of the video, instructors were asked to submit a rubric of their own design. These rubrics were assessed by the researchers as evidence of competency in this area of assessment. Furthermore, instructors completed a survey in which they were asked to evaluate the effectiveness of this blended instruction training method. Finally, six participants were interviewed to provide more feedback and confirm the responses given. Based on the results, this form of training was perceived to be a useful means of supporting and supplementing conventional faculty development.

## 1. Introduction

21st century pedagogical approaches in higher education require ample faculty development (FD) opportunities and trainings. The Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT), mandates that universities hold these trainings for faculty members, both full-time and part-time. The approach to FD, performance-based blended instruction (PBBI), as described in this paper seeks to support and supplement the conventional FD lecture format to give faculty members more opportunities to develop professionally through independent study and then by receiving feedback from an assessment team. This approach, while potentially beneficial to all faculty, was developed specifically to address the needs of two types of faculty: (a) part-time teachers who cannot attend conventional FDs due to scheduling issues, and (b) foreign nationals who have both scheduling issues and language barriers.

This study investigated the perceived usefulness of a performance-based blended instruction

approach to faculty development at a private university in Japan. This paper describes in detail the approach developed, performance-based blended instruction (PBBI), a modular format synthesis of leading-edge pedagogies in higher education as applied to supplementing and supporting conventional faculty development trainings; and the research methodology initiated to evaluate the perceived usefulness of this approach by language instructors.

Thus, the primary research question of this study was to what extent is performance-based blended instruction perceived as useful by instructors. Another question is whether this approach could be a viable method for future FD trainings.

The results of this study are indicative that PBBI is perceived as a useful approach for faculty development by instructors who underwent the training. Further research is needed to explore fully the potential of this FD instructional tool.

## 2. Background and Rationale

### 2.1. Context

This research was conducted at a private university in Japan, with the faculty involved in English language education for both English and non-English majors. Faculty members were both Japanese and foreign nationals, as shown in Table 1.

Table 1. Participants, Their Nationalities, and Terms of Employment

	Foreign nationals	Japanese nationals
Full-time	6	15
Part-time	7	10

As stated above, part-time teachers are, like all faculty, strongly encouraged to take part in FD activities, but due to time constraints arising from busy schedules at other universities, often cannot attend the periodic lectures offered. Furthermore, in the case of foreign faculty, both part-time and full-time, besides scheduling there can be an additional difficulty in completely understanding the content of conventional FDs presented in Japanese. An FD training that teachers can engage with remotely and at a time that suits them was deemed to be a novel approach to solving these problems.

As one of the latest FD events offered by the university in Japanese was focused on rubric development and implementation in the classroom, the decision was made to align the PBBI module in this study with that FD event focused on rubrics. Rubric implementation has not only been shown to be very effective in helping teachers to assess students (Stevens & Levi, 2003; Tierney & Simon, 2004), but also in encouraging critical thinking and autonomy in students, as well as aiding them to concentrate their efforts on what is important in a given assignment or task, and to receive more useful feedback from teachers (Andrade, 2000; Osana & Seymour,

2004; Reddy & Andrade, 2010; Schneider, 2006; Song, 2006).

## **2.2. Performanced-Based Blended Instruction**

This paper will refer to the approach to faculty development employed in this study as performanced-based blended instruction (PBBI). Taking advantage of available technologies and online resources, this approach is a modular format synthesis of (a) video-based lectures (VBLs), (b) elements of Flipped Classroom lessons and blended instruction, and (c), performance-based (authentic) assessment. Each component part of the PBBI approach is briefly outlined below.

### **2.2.1. Video-Based Lectures**

The approach taken utilized a modular lesson format delivered through an online video-based lecture (VBL) which focused on assessment through the use of analytic and holistic rubrics as this was identified as an area in need of training by faculty leadership and the FD committee. As Hassanien and Abou-Kamer (2018) relate, VBLs are a common component of online training formats such as the Flipped Classroom (FC) and the massive open online course (MOOC). The advantages of the VBLs in FD training and instruction are numerous: for example, the elimination of the problem of physical distance and the increase of potential training participants without an increase in time or money needed to spend on the FD (Hassanien & Abou-Kamer, 2018). More advantages of the utilization of VBLs for FD in combination with a Flipped Classroom approach are discussed in the next section.

### **2.2.2. Flipped Classroom Lessons and Blended Instruction**

The university curriculum for English majors features a Flipped Classroom approach to homework set for students, as described by Morris (2018), which also influenced the decision to adopt a blended learning approach for FD. Although the PBBI approach as outlined in this paper is separate and distinct from FC lessons, PBBI was decided upon partly due to the successful implementation of the FC approach in many student classes.

Flipped Classroom lessons, which are video-based and preparatory in design, offer students a chance to work on what Nation (1996, p. 7) describes as “deliberate attention” to the forms and functions of the language, freeing up time in the classroom for more output-based activities. Research on FCs is growing (Bergmann & Sams, 2013; Herreid & Schuller, 2013; Moore, 2017), and their integration in the classrooms of the university where this research took place has been largely “an effective way to capture a student's interest, which can lead to more learning outside the classroom” (Morris, 2018, p. 45). Although the approach of PBBI outlined here is different in many ways, the concept of a Flipped Classroom has many parallels with the blended approach to FD instruction described in this paper: educators and students both benefit from the ability to engage with the lesson in their own time, pausing or re-watching in a non-linear fashion as necessary; also, application of learned material is subsequently tested and checked in classrooms as homework, and in the FD as a performance-based task integrated into the VBL,

which is then assessed and returned with constructive feedback provided. Hassanien and Abou-Lamer, in a recent paper describing an online FD project for medical practitioners, highlight many advantages of an online approach, including removing barriers of distance and scheduling issues (Hassanien & Abou-Kamer, 2018, p. 12).

There are differences between the style adopted in the PBBI and the Flipped Classroom approach, as well. For example, in a traditional classroom setting, generally, students are streamed into different levels of classes which roughly match their content knowledge; on the other hand, educators involved in FD trainings come from a variety of backgrounds and levels of experience in their fields. Consequently, participants were expected to benefit from the content of the VBL to different degrees and there was the possibility that some instructors might not watch the entire video before completing the performance task if they were already familiar with using rubrics in the classroom. Moreover, the FC approach is designed around focused instruction followed by application; although fundamentally this was mirrored by requiring a submission of an example rubric and following up with interviews where necessary, these were of course not part of a “classroom” structure, with chances to interact with peers and teachers in order to gain extra insight or confirmation of learned content.

### **2.2.3. Performance-Based (authentic) Assessment.**

The faculty development training approach discussed herein took VBL delivery format and FC lesson approaches one step further by requiring faculty members to provide performance-based evidence that the learning outcomes of the module had been achieved. Banta and Palomba (2015, p. 95), explain that “performance assessment is the process of using student activities or products, as opposed to tests or surveys, to evaluate students’ knowledge, skills, and development.” According to Banta and Palomba, performance assessments include methods like essays, presentations, and demonstrations. When a performance task is of a very high standard and truly reflects the nature of the discipline students are learning, it may be called authentic. For the purposes of this study, the interpretation of authentic assessment is that it involves translating the learning outcomes of a performance task into real-world skills or application of those skills resulting in a performance or product. Hassanien and Abou-Kamer (2018) also hypothesize that interactive techniques such as discussion questions or quizzes, which are absent in the VBLs used in their study, might lead to better engagement.

Thus, in the approach employed in this study, authenticity resulted from faculty members not only viewing the modular format VBL on analytic and holistic rubrics, but then also developing and submitting a rubric based on the concepts demonstrated in the VBL. The parameters of the performance task were designed so that participating faculty members would either make a rubric for an assignment that they had given in class recently or an upcoming assignment for their students. Faculty had the alternative option of submitting a rubric they had made previously with the condition that they were already using rubrics in the classroom. The VBL provided the conceptual frameworks and information for study and required a performance product by the learners, evidence of understanding with real-world applications.

The modular assessment team, the researchers themselves, then acted to provide timely feedback to the participating faculty members.

### **3. Method**

#### **3.1. Participants**

38 faculty members involved in English language education were asked to participate in this performance-based blended instruction, which involved watching a VBL on rubrics, creating and submitting a rubric of their own design, and completing an online survey about the training. In return, they would receive feedback on their performance from an assessment team (the researchers). Of this group, 21 instructors were considered full-time, and the remaining 17 part-time.

#### **3.2. Instruments**

The primary instruments implemented in the study were an eleven minute long YouTube video made by the researchers, an email with instructions, an online survey form, a blank rubric, and the rubric example which would also be used to assess submitted rubrics.

The video was recorded on a screencasting program, and featured a PowerPoint presentation with commentary provided by the three researchers. The first part outlined supporting research regarding the importance of rubric use, and the second half was a step-by-step tutorial in rubric design, informed by Stevens and Levi (2013).

All participants in the study received an email, which explained the purpose of the study, asked for everyone's cooperation and participation, and included links to the VBL which was hosted on a private YouTube channel, and to an online survey created through Google Forms (Appendix A). The VBL provided information on the number of views and other metadata such as viewer retention and average percentage of the video watched per viewing.

The remaining questions dealt with learner perceptions of the training and were also measured on a 5-point Likert scale. One question asked about the usefulness of the video training module on rubrics. The next question asked about the usefulness of video module training for faculty development. Finally, participants were offered the opportunity to add any further comments.

The rubric assignment came at the end of viewing the VBL. Instructors were given wide latitude as to the content of the rubric. In the assignment, instructors were requested to create a 3-scale analytic rubric for an assignment that they had taught recently or were about to teach. A Word template, which was a blank grid with the labels of the rubric included, was provided and space for instructors to include the task description at the top of the grid (Appendix B). Instructors could type their sample rubric in the template and return it via email within a two week timeframe. In the case that an instructor was already using rubrics in the classroom, either analytic and/or holistic, they were told they could submit one they had already made instead of creating the 3-scale analytic rubric described in the assignment. Instructors were also informed that they would receive feedback on their submitted rubrics.

### 3.3. Data Collection

Four types of data were collected during this study. First, the number of viewings of the video along with other metadata were recorded via YouTube. According to YouTube's analytics, the video was viewed 63 times, with three of the five highest views per day recorded on the second, third, and fourth days. Second, participants were requested to fill out an online survey. 22 online surveys were completed. While each individual survey response can be viewed, instructors were not asked to identify themselves, so the data in the survey is anonymous. Third, in addition to the online survey, each participant was asked to submit a rubric as a form of evidence that the learning outcomes had been achieved. In total, 23 rubrics were received. Instructors submitted the rubrics via email. The rubrics were evaluated by the researchers vis-a-vis a rubric designed to assess the submissions. Fourth, follow-up interviews were conducted with 6 participants to confirm and clarify information gathered through the survey and rubric submissions.

### 3.4. Data Analysis

The viewership data was collected through YouTube analytics that captured the number of times an individual watched the video. All responses to the online survey were dropped automatically into a Google Forms spreadsheet and graphed. Results were updated automatically with each new response. Lastly, six of the survey respondents were contacted and interviewed. These interviews were approximately 10 minutes each and all were recorded. The interview subjects were chosen randomly, the purpose of which was to get further insight into the following four observations: (a) Should instructors be required to submit performance-based evidence of having achieved the learning outcomes of the FD? (b) Would the VBL encourage instructors who had not used rubrics much to use them more often? (c) Is faculty training held through video modules is better than face-to-face meetings for your situation? And, (d) Should the VBL include more examples than explanations?

## 4. Results

Out of the 38 faculty members, 22 submitted rubrics and completed the online survey, while one participant submitted a rubric without completing the online survey. In the online survey, participants were asked how often they currently used rubrics in their classes and they could choose on a five point Likert scale (1=never, 2=rarely, 3=sometimes, 4=often, 5=always). As can be seen below in Figure 1, nearly half of the respondents sometimes used rubrics in their classrooms, while about one third rarely to never employed rubrics.

### Prior to this video lesson training module, how often did you use rubrics in your class?

22 responses

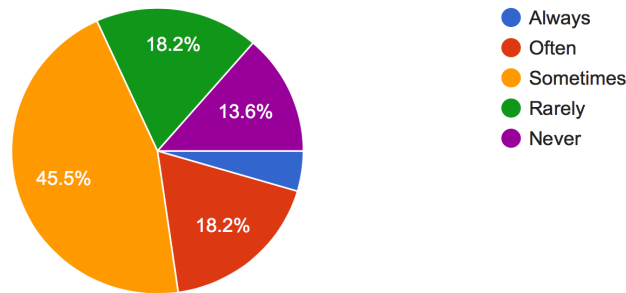


Figure 1. Usage of Rubrics Prior to the Training

The video module received 63 views, with 22 instructors submitting the online survey as shown in Table 2 below.

Table 2. Ratio of Requested Participants to Actual Submissions

	Foreign nationals	Japanese nationals
Full-time	6/6	8/15
Part-time	4/7	5/10

Regarding the viewings, it is reasonable to assume that since the video was privately listed and only accessible via direct link, that the views were made by members of the 38 participants. Each participant averaged between 1.65 and 2.86 views of the video, based on the number of online survey responses and depending on whether all participants watched it at least once even if they did not ultimately submit a rubric. Unfortunately, the true number of individual viewers is impossible to verify due to the anonymous nature of YouTube view counts. Also, the average percentage viewed is tallied daily by YouTube analytics, averaging a 56% viewing rate across the 63 views. In other words, each time the video was accessed, just over half of the content was watched on average.

Table 3 below is a screenshot of the metadata from the YouTube analytics. As can be seen, the first three views of the video were on October 18th, before the email including the link to the video was sent. It is likely that one of these views was the researchers checking that the video worked, and therefore has not been included in the calculations. Other participants did gain access to the video before the email notification, leading to the other views. Numbers of views on

October 19th, the day after the email regarding the video was sent, were highest, followed by 6 and 7 views, respectively, on the following days. This high interaction early on was also reflected in the early submissions of the rubrics, which could indicate a positive reaction to the process. Additionally, there are spikes in views on October 23rd, 25th, 26th, and 27th, the latter three dates constituting a weekend. This could indicate a lack of time during the working week, a problem identified informally by the researchers prior to beginning the research. Average view time during the first spike (60%, 72%, 49%) was higher than in the later spike (53%, 29%, 48%), which could instead indicate that this later spike was mostly repeat viewing to confirm content. The possible implications of this are further developed in the discussion section which follows.

Table 3. Metadata from YouTube analytics

Date ↓	Watch time (minutes) ↻	Views ↻	Average view duration ↻	Average percentage viewed ↻
Oct 30, 2018	35 (9.0%)	4 (6.3%)	8:37	79%
Oct 29, 2018	24 (6.3%)	4 (6.3%)	6:04	55%
Oct 28, 2018	25 (6.5%)	3 (4.8%)	8:19	76%
Oct 27, 2018	37 (9.6%)	7 (11%)	5:17	48%
Oct 26, 2018	16 (4.2%)	5 (7.9%)	3:12	29%
Oct 25, 2018	41 (11%)	7 (11%)	5:48	53%
Oct 24, 2018	2 (0.4%)	1 (1.6%)	1:31	14%
Oct 23, 2018	31 (8.1%)	5 (7.9%)	6:15	57%
Oct 22, 2018	12 (3.1%)	1 (1.6%)	11:50	108%
Oct 21, 2018	38 (9.8%)	7 (11%)	5:22	49%
Oct 20, 2018	47 (12%)	6 (9.5%)	7:52	72%
Oct 19, 2018	66 (17%)	10 (16%)	6:38	60%
Oct 18, 2018	11 (2.8%)	3 (4.8%)	3:37	33%

With respect to the online surveys, only 22 responses were received, which is a 53.6% response rate. The survey allowed the researchers to gauge the perceived usefulness of the rubric training as well as the VBL delivery method for faculty development. The graphs below are listed in order as they appeared in the online survey and provide a visual image of participants' perceptions to the questions below.

Assessment, in the form of rubric construction, provided the focus of this particular performance-based blended instruction. It was of interest to the researchers to determine whether instructors perceived the topic of instruction to be of value. As can be seen in Figure 2 below, nearly 86% of the respondents considered the focus of the VBL to be useful. No one who replied to the survey graded the training with a less than neutral value.



On a scale of 1 to 5, with 5 being extremely useful and 1 being not useful, how useful did you find this video training module on rubrics?

22 responses

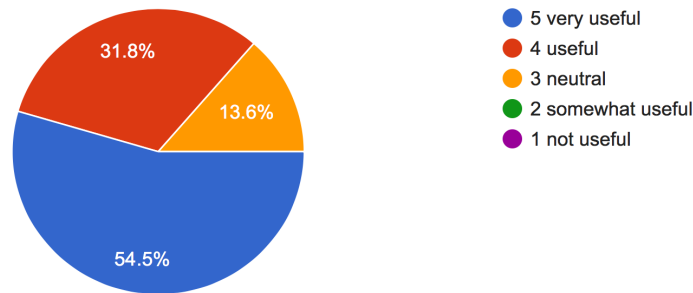


Figure 2. Perceived Usefulness of the Video Training Module on Rubrics

The survey question that formed the basis of this study, and is of primary importance, is presented in Figure 3 below. The question posed at the start of this study was whether PBBi is perceived as a useful support and supplementation of conventional in-house, face-to-face FD trainings. With results totalling 95%, it is evident that this PBBi approach is perceived as useful to instructors, both full-time and part-time. Further, the answers to questions 3 and 4 are strikingly similar, indicating that the participants who did submit did so not only because they found the topic useful, but also because they found the medium beneficial. This result is promising in terms of continuing to use a PBBi approach to FD in the future.

On a scale of 1 to 5, with 5 being extremely useful and 1 being not useful, do you think video training modules are a useful way to receive teacher training?

22 responses

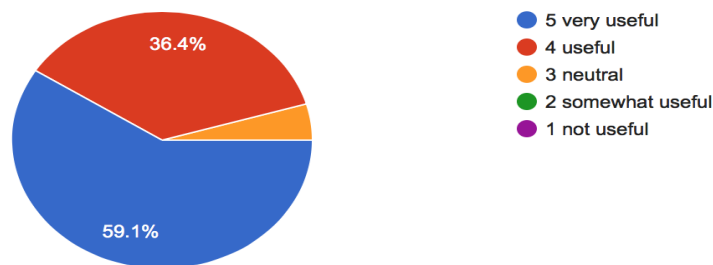


Figure 3. Perceived Usefulness of the Video Training Module on Faculty Development

Only 6 out of the 22 online survey respondents added a comment to their response. All were favorable towards the VBL on rubrics, pointing to its usefulness as a tool for improving classroom assessment. One person stated, “Thank you for offering this informative video training module as a faculty development option for those of us who have very busy schedules. It is greatly appreciated.” (Appendix C)

Although 22 participants filled out the online survey, 23 rubrics were submitted. This was due to one instructor sending in a rubric without watching the video module. While the majority of the rubrics were written in English, several of the submitted rubrics were in Japanese. The researchers used a feedback rubric (Appendix D) to evaluate each of the submitted rubrics. The three researchers evaluated each rubric together. As a result, every instructor who sent in a rubric received one feedback rubric with a comment from the three researchers. The results of this rubric assignment showed that the majority of instructors understood the assignment. All of the instructors who submitted rubrics were able to achieve a score of "competent" or higher. One common error found among the submitted rubrics was that while the dimensions of the task were generally clearly described, many instructors neglected to include the task description at the top of the rubric.

Answers to the questions in the interviews with six randomly selected participants were overwhelmingly positive, with all interviewees assenting that it was a good idea to require a performance component to the FD. One interviewee mentioned that it “...encourages them to do that, especially if you haven’t done it before, I think it’s really important that you not just be scared of the unknown, but just plunge right in and try.” Further, all interviewees, regardless of nationality or terms of employment, strongly favored this method of delivery as it allowed them to access the material at their own pace and according to their own schedules. This mirrors the viewing metadata from YouTube which implied participants were accessing the video non-linearly and at their own leisure. For foreign nationals there was the added advantage that the material was entirely presented in English. When asked about the use of a video module as the method of delivery vs. a conventional face-to-face FD, the majority of part-time and full-time teachers preferred the PBBI method. One teacher pointed to the benefits of a conventional FD, but acknowledged that given the constraints that prevent many of the part-time and foreign national teachers from participating, it was better to provide alternative forms of FD to meet the needs of these faculty members. Finally, with regards to the balance of examples to explanations about the rubrics in the video, the results were mixed, as half of the interviewees stated that the balance of examples to explanations as recorded in the video was fine, while the remaining half desired a greater variety of examples. It should be noted that when the interviewees were asked an additional follow-up question about the ideal length of a VBL, they all mentioned that about fifteen minutes was an appropriate length, with a maximum time of twenty minutes. This information will be useful for the development of future PBBI video modules.

## 5. Discussion

The results of this study provide several areas for discussion. The small sample size makes it difficult to conduct analysis to show the significance of the results. However, valuable qualitative analysis can be surmised from the results and provide directions for further study.

First, the data in Figure 1, in which 77.3% of participants stated they only sometimes, rarely, or never used rubrics, are reflective of the concerns of faculty leadership and the FD committee that assessment through rubrics was an area in need of training. While rubrics are common place in primary and secondary schools, they are still being newly adapted by faculty in many higher education institutions, due to most teaching staff having little access to new trends in education (Hafner & Hafner, 2003). Assessment is an area which has potential for further performance-based blended instruction for FD as it is an essential part of curriculum at the program level.

Second, it can be inferred from the metadata provided by YouTube analytics in Table 3 that participants interacted with the video module as expected; that is, they engaged with it in a non-linear fashion over several viewings, re-watching or partially watching and using the video in a way that exemplifies the individual nature of the learning process. Although ultimately only 23 participants submitted a rubric as evidence of having achieved the learning outcomes of the VBL, the relatively high view count could imply that non-submissions were due to factors such as a lack of time rather than a lack of engagement with the process or topic. Time as a factor is a possibility already mentioned in the results section of this paper, as hinted at by the high number of views on the weekend, but ideally the research would benefit from follow-up interviews with non-participants as well. Alternatively, if the assumption is that the number of participants who interacted with the VBL is closer to the number of participants who ultimately submitted a rubric, the implication could be that the video was more intensively used, with participants interacting more often with the video. Steps to clear up this ambiguity in future studies could include having teachers sign in to YouTube to watch the video, or including a self-reporting question space on the survey to report how many times they watched or partially watched.

Finally, and most important in terms of the research question presented in this study, the data in Figure 3 as well as the interviewees' responses are indicative of a large number of instructors perceiving the PBBI approach to FD as useful. PBBI gave autonomy to faculty in regards to when and where they chose to complete the training within a certain time frame. However, accountability was also an issue, as the faculty leadership and FD committee want to impart trainings that will translate into classroom practice. The performance-based submission of evidence in the form of a product that demonstrates that learning-outcomes have been achieved by the instructors and evaluated by an assessment team, was designed to create accountability for the training and feedback to the faculty.

61% of the faculty members targeted for this FD training and corresponding research submitted a rubric. Again it would be worthwhile in the future to conduct follow-up interviews with non-participants to determine whether the submission of performance-based evidence

inhibits the likelihood of their participation in the PBBI approach to FD. Additionally, if other reasons for non-submission, such as time constraints made it difficult to submit by the deadline, one way to test for this would be to lengthen the time limit for submissions in future studies.

Nonetheless, the participants who did submit were overwhelmingly positive about the process, with interviewees also stressing that it was valuable and practical for participants to practice what they had just learned and receive feedback for their work. In this way, it is clear that the PBBI approach has definitely helped the groups of teachers initially identified as in need of assistance.

## 6. Limitations of the Study and Future Research

More research into the effectiveness of the PBBI approach for FD is needed. In particular, future research could examine ways to increase participation, as well as other means of establishing accountability. Some such ways already mentioned in this paper include lengthening the time limit for submission and de-anonymising YouTube views by requiring participants to log on to their Google accounts when viewing.

Although this research used a mixed methods approach with several kinds of data supporting one another, it is an important point to note that views, average viewer interaction rate, and other data are not linked individually to participants, but instead displayed anonymously. Future research might include this link in order to further investigate participants' interactions with the input; however, this would require staff to overcome another technical hurdle in order to participate, a risk the researchers deemed too detrimental for this study. A reasonable compromise might be to ask several participants at random to have their interactions with the material tracked, and infer from those data about the larger group.

Another constraint of this research is that it targeted teachers at only one institution. Other research, for example by Hassanien and Abou-Lamer (2018), featured videos in an open environment, with professionals from all over the world watching.

Finally, it would be of value to pursue a further longitudinal study to see if the content imparted in the PBBI translates to classroom practice in the future.

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## Appendix A: Faculty Development Feedback Survey on Assessment Training Module

### Faculty Development Feedback Survey on Assessment Training Module

\* Required

1. Please indicate if you are a full-time Meikai University instructor or a part-time instructor. \*

Mark only one oval.

- Full time  
 Part time

2. Please indicate which department you are affiliated with. \*

Check all that apply.

- P&P Education Center  
 English Department  
 METTS  
 Other: \_\_\_\_\_

3. Prior to this video lesson training module, how often did you use rubrics in your class? \*

Mark only one oval.

- Always  
 Often  
 Sometimes  
 Rarely  
 Never

4. If you use rubrics, are they teacher-created or student-centered, collaborative creations? \*

Mark only one oval.

- Teacher created  
 Student-centered, collaborative creation  
 A combination of the two

5. **On a scale of 1 to 5, with 5 being extremely useful and 1 being not useful, how useful did you find this video training module on rubrics? \***

*Mark only one oval.*

- 5 very useful
- 4 useful
- 3 neutral
- 2 somewhat useful
- 1 not useful

6. **On a scale of 1 to 5, with 5 being extremely useful and 1 being not useful, do you think video training modules are a useful way to receive teacher training? \***

*Mark only one oval.*

- 5 very useful
- 4 useful
- 3 neutral
- 2 somewhat useful
- 1 not useful

7. **Please use the space below to offer further feedback on the video lesson training module.**

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Appendix B: 3 Scale Analytic Rubric Template

### 3 Scale Analytic Rubric Template

Title

Task Description

	Scale Level 1	Scale Level 2	Scale Level 3
Dimension 1	Description	Description	Description
Dimension 2	Description	Description	Description
Dimension 3	Description	Description	Description
Dimension 4	Description	Description	Description



## Appendix C: Feedback and Comments from the FD Video Module Training Participants

Please use the space below to offer further feedback on the video lesson training module.

6 responses

I like the idea of presenting new ideas to instructors via training modules. I don't think submissions, in this case creating a rubric, should be required.

Presenting evaluation in the form of rubrics beats paragraph form hands down. My students already know how they are being evaluated and what I am looking for in terms of performance.

Thank you for all your hard work!

This is a great way to get teachers who are not using rubrics to start to use them in the future. And is a much better way than a face-to-face meeting.

Thank you for such an informative and useful video lesson!

Thank you for offering this informative video training module as a faculty development option for those of us who have very busy schedules. It is greatly appreciated.

appreciated if there are more examples rather than explanations

Rubrics are essential to teaching. They help the teacher think about what their goals are in class, while letting the students know what is expected of them on the assignment, and assisting them on the goals of the lesson and the class.

## Appendix D: Feedback Rubric for Video Module Faculty Development Training

### Feedback Rubric for Faculty Development Training

Please create a 3 scale analytic rubric for an assignment that you have taught recently or are about to teach\*. A template has been provided in an attached Word document. Please type your sample rubric in the template and return via email to [phayashi@meikai.ac.jp](mailto:phayashi@meikai.ac.jp) by **October 31<sup>st</sup>**. We appreciate your time and cooperation to complete the rubric assignment. Your completion of the attached feedback survey is also greatly appreciated as we continually strive to improve our programs and faculty development opportunities.

Note\* If you are already using rubrics in your classes, either analytic and/or holistic, please feel free to submit one that you have made instead of creating the 3 scale analytic rubric described above.

	Excellent	Competent	Needs Work
Task Description	The task description is concise, but at the same time by reading the description, students will have a clear understanding of what they should do.	The task description is concise, but could describe more clearly what the students must do to complete the task.	The task description is concise, but students will likely have questions about what they have to do to complete the task.
Dimensions and Descriptions of the Dimensions	The dimensions and their descriptions <b>accurately assess</b> the assigned work in the task description relevant to each of the scale levels.	The dimensions and their descriptions <b>mostly accurately assess</b> the assigned work in the task description relevant to each of the scale levels.	The dimensions and their descriptions <b>somewhat accurately assess</b> the assigned work in the task description relevant to each of the scale level.
Understanding of the Contents of the Video Training Module	The instructor has successfully mastered <b>all</b> of the rubric design concepts in the video.	The instructor has successfully mastered <b>most</b> of the rubric design concepts in the video.	The instructor has successfully mastered <b>some</b> of the concepts the rubric design concepts in the video.

**Comments:**