

TEACHING AS RESEARCH PROJECT RUBRIC-MICHIGAN STATE UNIVERSITY-FAST FELLOWSHIP PROGRAM*					
	<i>Introduction and Research Question</i>	<i>Literature Background and Support</i>	<i>Project Objectives</i>	<i>Evidence/Assessments</i>	<i>Project Approach</i>
<i>Comprehensive</i> <i>Score: 5 or 6</i>	Question provokes deep investigation of teaching and learning issues and is relevant to the educational setting. Question is based on observations in the classroom and/or evidence in the literature that reveal student misconceptions, a specific teaching and learning challenge, or a barrier to student persistence and success. Question frames a testable hypothesis and targets a specific teaching and learning challenge that can be explored successfully in the given time frame.	Provides a strong synthesis of relevant education-based research literature to support the selection and framing of the research question and the selection of the project approach. It is clear the research project builds upon existing studies described in the literature.	Stated objectives provide a clear set of expected outcomes of the research. It is known what new information will be gathered and how that information addresses the research question. It is clear how the successful completion of the project objectives will contribute to the scholarship of teaching and learning.	Evidence or assessments provide useful feedback about student learning. Quantitative and qualitative data are combined to draw conclusions about the effects of the project. Formative and summative assessments are designed to drive student learning toward learning goals. Criteria for evaluation and grading are clear and rubrics are used when appropriate. The type of data collected is appropriate and effectively addresses the research question. Project must be approved by an Institutional Review Board prior to initiation.	For projects involving classroom or curricular interventions, it is clear the instructional framework is based on backward design. Activities and assessments are aligned with learning goals. Active learning methods shown to improve student learning such as cooperative learning and inquiry-based learning are used. Alternatively for projects without classroom interventions, approach employs methods of data collection or models accepted among education researchers. Project objectives and type of evidence collected are clearly aligned.
<i>Developing</i> <i>Score: 3 or 4</i>	Question seeks to address an issue relevant to teaching and learning in higher education and is relevant to educational setting. Question does not clearly frame a testable hypothesis, but does begin to address the teaching and learning challenge. Alternatively, question is not grounded in observation or evidence from the literature. Requires some refocus, perhaps some narrowing.	Some relevant literature is cited to support selection and framing of the research question and hypothesis, but the literature survey is incomplete.	Objectives are somewhat clear, but the specific outcomes are not completely articulated. Alternatively, the relationship between the research question and project objectives is not well defined.	Assessments do not provide sufficient feedback to instructor or students. Alternatively, students need more opportunities to evaluate their learning. Rubrics could provide clearer descriptions of expected performances. Evidence does not appropriately address research question. Statistical analysis is inappropriate or incomplete. IRB approval has been sought.	Activities should be more clearly tied to learning goals and/or project objectives. There are not enough student-centered activities. There is not sufficient use of pedagogies shown to improve student learning. Approach is not entirely grounded in accepted models or methods of data collection. More appropriate or efficient methods have been reported.
<i>Cursory/Unacceptable:</i> <i>Score: 1 or 2</i>	Question is unanswerable, too broad, cannot be used to frame a testable hypothesis, or cannot be investigated in a meaningful way. Question does not address a relevant issue in teaching and learning and will not inform our current understanding.	The education-based research literature provided lacks relevance and/or does not support the selection and framing of research question or selection of the project approach. Literature is absent.	Objectives are inadequate. They may be too vague, ambiguous, broad, ambitious, detailed or focused. There are no descriptions of expected output.	There are no formative and/or summative assessments. Assessments do not adequately measure or provide feedback on progress toward learning goals or do not provide useful feedback about student learning. No empirical evidence is provided to evaluate the research project. Approval from the Institutional Review Board was not obtained.	Procedure is unclear or incomplete. Approach does not specifically address the research question.

* Portions of this rubric were developed based on the "Review Rubric for Teachable Units" from *Scientific Teaching* by Jo Handelsman, Sarah Miller, and Christine Pfund.