

## Rubric to determine the (gradual) extent of LOUIS adaptation

There are various ways in which teachers can use LOUIS to adapt their education. It can vary in how much they adapt and in what aspect of the teaching & learning (T&L) process they adapt.

The various aspects of the T&L process may be reflected in 4 questions that teachers might ask themselves:

1. What do I want my students to learn; what transversal knowledge, skill and/or understanding do I want them to develop through their participation in my course module? What are the transversal learning outcomes?
2. How do I inform my students of those transversal learning outcomes (TLO's)? And when?
3. How do I assess the progress of my students towards (or beyond) these learning outcomes? At the end and during the T&L activities?
4. How do I support this intended progress?

In the matrix table below, some possible answers to each of these questions are formulated, reflecting various levels of intensity. These possible answers are not exhaustive and may trigger users to add others.

|                                                    |                                                                   |                                                                                               |                                                                                                    |                                                                                                                                         |                                                                                                                                                                            |                                                                                                                                                                                                                               |
|----------------------------------------------------|-------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>What I want them to learn</b>                   | The subject expertise of my course.                               | Subject expertise and, a transversal competence for example, "problem solving" <sup>1</sup> . | Subject expertise and, for example, "problem solving: evaluate potential solutions" <sup>2</sup> . | Subject expertise and, for example, "problem solving: evaluate potential solutions" at the appropriate performance level <sup>3</sup> . | Subject expertise and, for example, "problem solving: evaluate potential solutions" at the appropriate performance level in between lower and higher levels <sup>4</sup> . | Mainly transversal competences like, for example, "problem solving: evaluate potential solutions" at the appropriate performance level in between lower and higher levels. I use the subject of my course as a tool for that. |
| <b>How I inform the students</b>                   | I tell them about the subject, the rest they find out themselves. | I inform them about the TLO's <sup>5</sup> through the official course information.           | I also tell them in one of my first classes.                                                       | I also point to the underlying TLO's whenever appropriate in T&L activities.                                                            | I also point to the TLO's specific for assignments, including group work.                                                                                                  |                                                                                                                                                                                                                               |
| <b>How I assess their progress</b>                 | It implicitly influences my grading of subject work.              | I give separate grades for the TLO's that I choose <sup>6</sup> .                             | I grade on the basis of subject content, but add remarks on their progress in the TLO's.           | I look at the TLO's when deciding on the grade                                                                                          | I consistently check the TLO's when I grade and use the performance descriptors to give feedback                                                                           | xx% of my grade is based on systematic scoring of TLO progress, e.g. through a rubric for each TLO that I chose.                                                                                                              |
| <b>How I support and facilitate their progress</b> | They need to find out for themselves – this is a university       | I make links between subject content and TLO's <sup>7</sup> when teaching subject content     | I ask the students to make such links in interactive discussions in class                          | I devote separate classes to discuss the TLO's most relevant for the subject content (e.g. the course by Florian Freitag)               | I organise separate activities, fully focused on development of the TLO's (e.g. the improv theatre of Marco Biondi).                                                       |                                                                                                                                                                                                                               |

<sup>1</sup> This example can, of course, be replaced by any other LOUIS competence.

<sup>2</sup> This example can, of course, be replaced by any other LOUIS competence / sub-competence.

<sup>3</sup> Evaluation of solutions is adequate (for example, contains thorough explanation) and includes three of the following: considers history of problem, reviews logic/ reasoning, examines feasibility of solution, and weighs impacts of solution.

<sup>4</sup> Lower level: Evaluation of solutions is brief (for example, explanation lacks depth) and includes two of the following: considers history of problem, reviews logic/ reasoning, examines feasibility of solution, and weighs impacts of solution.

Required level: Evaluation of solutions is adequate (for example, contains thorough explanation) and includes three of the following: considers history of problem, reviews logic/ reasoning, examines feasibility of solution, and weighs impacts of solution.

Higher level: Evaluation of solutions is deep and elegant (for example, contains thorough and insightful explanation) and includes, deeply and thoroughly, all of the following: considers history of problem, reviews logic/ reasoning, examines feasibility of solution, and weighs impacts of solution.

<sup>5</sup> It makes a difference if you do this at the level of the Competence, or also the Sub-competence, or also the required Performance Descriptor, or also compared to the other Performance Descriptors for the Subcompetence.

<sup>6</sup> Again, it makes a difference if you do this at the level of the Competence, or also the Sub-competence, or also the required Performance Descriptor, or also compared to the other Performance Descriptors for the Subcompetence.

<sup>7</sup> Again, it makes a difference.