Annual UFS Learning and Teaching awards: Rubric								INNOVATIVE METHODS IN TECHNOLOGY AND/OR ONLINE TOOLS
Applicant name/Team name:								
0 - Not included	1 - Development and/or evidence needed		2 – Developing		3 - Acceptable	4 - Noteworthy		5 - Exceptional
1. Use of technology in design is innovative								
	0	**1**	**2**	**3**	**4**	**5**		**Comment**
1.1. The use of innovative technology or online tools is based on **an evidence-based approach** (using data before changes are made, using data to test if changes are effective).								
1.2. The innovation related to the texhnology or online tool(s) is **substantiated by relevant learning and teaching literature.**								
1.3. The use of innovative technology or online tools **challenges the current beliefs/trends** about technology/online tools in the disciplinary/LT field (thus, does something new, or is innovative).								
Total for section /15								**0**
2. Use of technology is structured logically and delivery well formulated								
2.1. The use of technology/online tool considers insight into learner diversity and universal design for learning by catering for the diverse needs of the students and the learning environment.								
2.2. There is evidence that the technology-based or online activities created to impact learning are integrated with and aligned to rest of the module LT activities (thus, part of a well-designed blend).								
2.3. The assessment/evaluation data suggests that learning has been meaningful and successful (e.g. evaluations, student results/attendance or participation improved, includes qualitative or quantitative data).								
Total for section /15								**0**
3. Presentation								
3.1. There is evidence of continuous growth or development as a teacher/educator and reflection to facilitate changes or improvements in this project.								
3.2. The presentation/project is related to the theme of the conference								
3.3. Presentation is professional, according to academic conference standards.								
Total for section /15								**0**
TOTAL: /45								**0**
TOTAL: %100								**0**