

Rubric for Teaching and Learning (TL) in the Round Submission

	0 <i>Cannot be scored</i>	1 <i>Poor/ Definitely Not Accept</i>	2 <i>Below Average/ Not Accepted</i>	3 <i>Average/ Potential Non-Acceptance</i>	4 <i>Above Average/ Accept</i>	5 <i>Excellent/ Clear Accept</i>
Relevance to Interior Design Teaching and Learning	No relevance, the topic is not stated	The topic is incomplete/inadequate, poorly articulated	Elemental topic identified, not clearly articulated	Topic fairly relevant to the discipline lacks some clarity	Topic relevant to the discipline, adequately articulated	Topic significantly relevant to the discipline, clearly articulated
Pedagogical Approach/ Instructional Methods	The pedagogical approach is missing	Pedagogical approach is incomplete/inappropriate and poorly articulated	Elemental pedagogical approach identified, not clearly articulated	An appropriate and developing pedagogical approach is identified but lacks the needed clarity	An appropriate pedagogical approach is identified, adequately articulated, and somewhat innovative	The pedagogical approach is well-stated, clearly articulated, and innovative
Adoptability / Transferability	No evidence that the activity can be adopted or adapted by another educator	Adoptability is mentioned but not developed	Basic materials are present but would require significant effort to implement	Activity could be adopted with moderate effort; supporting materials are included but adaptability guidance is limited	Activity is clearly structured for adoption; supporting materials are provided and adaptability across course levels or formats is addressed	Activity is immediately transferable; a complete, well-organized resource kit is provided with clear guidance for adaptation across course levels, delivery formats, and institutional contexts
Outcomes (Students and other)	Student learning outcomes are missing	Outcomes are inadequate and poorly articulated.	Elemental levels of student learning outcomes	Standard student learning outcomes; typical level of skill is required and achieved	Above-average student learning outcomes; course is appropriately	Exceptional student learning outcomes; quality of learning supports success in other contexts (e.g., subsequent

					challenging and high levels of student learning are generally achieved	courses, curriculum, discipline etc.)
Interactive Approach	The interactive approach has not been described	The interactive approach is inappropriate and poorly articulated	The interactive approach is identified but not clearly articulated	The interactive approach is identified but lacks the needed clarity	The interactive approach is creative and fits within the interior design framework	The interactive approach is original, bold, with transformative ideas that seem to leave the lasting impression
Significance of Appendix	There is no appendix	The appendix is inadequate and does not support the submitted submission	The appendix has an elemental contribution but does not fully support the submission	The appendix is appropriate and developing, but lacks a contributed meaning; further support is needed	The appendix is contextually adequate and supports the submission	The appendix is appropriate and contextually relevant, clearly contributes, and is highly engaged in supporting the submission