ABLE Workshop In-depth Review Criteria (updated 2011)

Criteria	Expected/ ideal	Issues	Comments
Content			
1. Title	succinct	Inaccurate/overly flashy	
2. Abstract	Concise, Clear, accurate	Goal not clear	Audience is fellow faculty and instructional staff
3. Biology Content	Relevant biology instructional subject, new material or new methods	Not biology content, not relevant to laboratory instruction, not original work or new material	
4. Core Theme	Appropriately identified and addressed		
5. Laboratory, Cognitive, and /or Safety Skills	Appropriately identified and addressed		
6. Organisms	If used, organisms are appropriately identified and described		
7. Experimental Design	Protocol for conducting an hypothesis testing experiment	Protocol only is a demonstration or is a method without a question to be addressed	
Process			
1. Active learning for concepts, 2. Techniques, skill development	Hands-on/minds-on	Students not engaged; Rote, prescribed activity	
3. Innovative	Presents concepts & meets objectives using new/novel ideas or methods		
4. Uses collaborative or group work (if appropriate)	Appropriate use of student-student interactions		
5. Engages student thinking beyond knowledge & comprehension	Challenges students to use higher order cognitive skills	Fosters basic understanding but not Application or extension of knowledge	
6. Reinforces written or verbal communication skills (as appropriate)	Meaningful use of writing, speech, or visual presentation		
7. Reinforces math or computational skills (as appropriate)	Meaningful application		
Instruction			
1. Learning objectives clear & valuable	High educational value; core; reasonable number	Marginal value; too many; too broad	
2. Time for prep and class time accurate & reasonable	Prep and class time given (minutes, hours, or sessions)	Omitted, vague, unrealistic	
3. Materials & equipment list; preparation info	clear, complete, readily available, cost effective	Incomplete; expensive; difficult to obtain; pose safety hazards, requires specialized equipment; disregard of life (excessive pain/sacrifice)	

4. Procedures, background for instructors clear and complete	Includes explanations or clarification to ensure activity works		
5. Prerequisite student knowledge & skills clearly stated		Unstated or unrealistic for level	
6. Possible modifications to broaden appeal, usefulness are provided (if applicable)			
7. Support materials provided: e.g., references, answer keys, sample assignments			
8. Safety issues addressed (as appropriate)	All potential issues covered: including handling organisms, flammables, corrosives, toxic		
Evaluation			
Activity will help students achieve stated learning objectives	Approach is well thought out		
Activity is field-tested.	Evidence that the lab works! Includes actual student data and projected student learning outcomes		
Assessment methods are appropriate & gradable (ideally also scalable for large classes)	Methods measure stated learning objectives and are assessable		
Student (& TA) assessment of activity are positive	If possible, assessment data demonstrating student reaction and learning		