

George Mason University
College of Education and Human Development
Educational Psychology

EDEP 550 001/P01– Theories of Learning and Cognition
 3 Credits, Fall 2023
 Wednesday 4:30-7:10pm,
 Angel Cabrera Global Center 1302A

Faculty

Name: Anthony E Kelly, PhD
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 Email Address: akelly1@gmu.edu

A Zoom video link will be provided in class if the need arises during the semester.

Pre-requisites/Co-requisites

None.

University Catalog Course Description:

Explores theoretical perspectives on learning and cognition, and relation of these theories to construction of learning environments, student motivation, classroom management, assessment, and technology to support teaching and learning.

Course Overview

Each week, this course explores different theoretical perspectives in psychology on learning for instruction. Students will be reading an overview of the history, orientation and aspects of each theory and discussing key components in class. Students will demonstrate their understanding of these learning theories by reading case studies and analyzing them for appropriate and complete application in the learning context. Further, students will demonstrate the synthesis of their knowledge by applying these learning theories to classroom events, not limited to an actual classroom situation, written guides (such as instruction manuals), instructional videos, or other presentational formats and learning opportunities.

The set of theoretical perspectives will be drawn from: 1) behaviorism, 2) cognitive information processing, 3) biological basis for learning, 4) schema theory and meaningful learning, 5) cognitive and knowledge development, 6) self-regulated learning, 7) situated learning, 8) interactional theories of learning, 9) constructivism, and 10) motivation. The topics will be described during the semester.

Course Delivery Method

This course will be delivered face-to-face and using the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (BB) course site using your Mason email name and email password. The course is structured around readings, reflections on readings, class projects, technology activities, and writing assignments. This course will be taught using lectures, discussions, and, as technology allows, small group activities. Discussions will be held using BB.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at

least 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.

- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
Learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

- Demonstrate an understanding of principles and theories of learning and cognition related to biological, behavioral, cognitive, social learning, and information processing models of learning and memory.
- Develop an increased awareness of the ways in which theories of learning and cognition can be applied to instruction.

- Become familiar with aspects of contemporary issues in education related to the science of learning.
- Understand the relationship between a range of technologies and learning, critical thinking, and problem-solving processes.
- Develop an appreciation for and understanding of the variance of developmental and learning needs of culturally diverse and exceptional learners.
- Demonstrate an understanding of how theoretical approaches to learning and cognition relate to classroom management, instruction, and assessment.
- Design instruction that is consistent with the developmental and learning needs of today's students.
- Develop and reinforce critical thinking, oral presentation, technological, and writing skills.

Professional Standards (American Psychological Association)

Upon completion of this course, students will have met the following professional standards:

Principle 1: The Nature of Learning Process

Principle 2: Goals of the Learning Process

Principle 3: Construction of Knowledge

Principle 4: Strategic Thinking

Principle 5: Thinking about Thinking

Principle 6: Context of Learning

Principle 7: Motivational and Emotional Influences on Learning

Principle 8: Intrinsic Motivation to Learn

Principle 9: Effects of Motivation on Effort

Principle 11: Social Influences on Learning

Principle 13: Learning and Diversity

For more information please see:

American Psychological Association (2015). *Top 20 Principles from Psychology for PreK-12 Teaching and Learning*. (<http://www.apa.org/ed/schools/cpse/top-twenty-principles.pdf>)

American Psychological Association (1997). *Learner-Centered Psychological Principles: Guidelines for the Teaching of Educational Psychology in Teacher Education Programs*. (<https://www.apa.org/ed/governance/bea/learner-centered.pdf>)

Alignment with Program Standards:

Standard 1. Candidates will use their knowledge and skills to apply concepts, principles, and theories of learning, cognition, motivation, and development to analyze and design innovative educational activities in diverse applied settings.

Standard 4. Candidates will demonstrate oral and written communication relevant to educational psychology, including knowledge and use of APA style and professional formats (e.g., oral presentations, poster presentations, article abstracts, literature reviews, research proposals, reports).

Standard 5. Candidates will demonstrate professional dispositions relevant to educational psychology such as critical thinking, collaboration, interpersonal communication, intercultural competence, ethical leadership, professionalism, and technological skills.

Required text

How People Learn II

<https://www.nap.edu/catalog/24783/how-people-learn-ii-learners-contexts-and-cultures>. This book is available as a free download.

Recommended Texts

Woolfolk, A. (2019). *Educational psychology*.

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Author.

Brown, P. C., Roediger III, H. L., & McDaniel, M. A. (2014). *Make it stick: The science of successful learning*.

Strunk, W., & White, E. B. (2009). *The Elements of Style* (5th ed.). xiii. ISBN 978-0-205-31342-6.

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Top 20 Principles from Psychology for PreK-12 Teaching and Learning

<https://www.apa.org/ed/schools/teaching-learning/principles/>

Online writing guide, including pointers on avoiding plagiarism

<https://coursedev.umuc.edu/WRTG999A/chapter5/ch5-06.html>

Blackboard resources and SafeAssign:

https://help.blackboard.com/SafeAssign/Student/Avoid_Plagiarism

Supporting readings:

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. (M. Cole, V. John-Steiner, S. Scribner, & E. Souberman, (Eds.). Cambridge: Harvard University Press.

A list of additional readings will be provided on Blackboard (<https://mymasonportal.gmu.edu>).

Additional Sources:

In preparation for class meetings, you may find these resources useful:

<https://writingcommons.org/the-writers-guide-to-writing-commons/>

- <https://www.apa.org/ed/schools/>

- *American Psychological Association* (e.g., <https://www.apa.org/education/k12/curricular-materials>; <http://www.apa.org/education/undergrad/diversity.aspx>)
- *International Society of the Learning Sciences* (webinars for different takes on some of the topics we will discuss in class): <http://isls-naples.psy.lmu.de/intro/all-webinars/index.html>
- *GMU Library Info Guides for Education*: http://infoguides.gmu.edu/sb.php?subject_id=27294
- *PsycNet*: <https://psycnet.apa.org/search>
- *National Resource Council*: <https://www.pnas.org/content/by/section/Social%20Sciences>
- *What Works Clearinghouse* (reviews of studies with judgments of quality): <http://ies.ed.gov/ncee/wwc/ReviewedStudies.aspx>
- *NSF Award Abstracts* (nice source of research activity that's in process but not yet published): <http://www.nsf.gov/awardsearch/>
- Presentations and webinars on education at GRAILE.ai.
- <https://edarxiv.org/>. A Preprint Server For The Education Research Community
- <https://silverliningforlearning.org/> (blogs and videos on education and learning)

Other resources:

- <https://stearnscenter.gmu.edu/knowledge-center/>
- <http://www.timssvideo.com/us87-from-timss-1995-video-study#tabs-2>

STEM videos on learning

<https://multiplex.videohall.com/>

- <https://stemforall20212.videohall.com/>

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard).

Assignments and/or Examinations (see end of syllabus for rubrics)

A. Attendance and participation (10%)

Because of the importance of lecture and classroom discussions to students' total learning experience, each student is expected to actively participate in class discussions and activities. Additionally, assigned readings are to be completed before class. Attendance, punctuality, preparation, and active contribution to small group activities are essential. These elements of behavior reflect the professional attitude implied in the course goals and will account for 10% of the course grade. In the event a student misses a class, the instructor should be notified, preferably in advance, and the student is responsible for any assignments and materials assigned or discussed that day.

B. Library science assignment (5%)

Each student will complete a library science assignment. This assignment will reinforce important skills that will apply throughout the semester and in other courses. The assignment will be described in class.

Thematic case analyses (4 cases*15 = 60%)

The course will cover three major influences on learning: 1) environmental factors, 2) individual growth and development, and 3) socio-cultural factors. Under environmental factors, we will discuss classical and operant conditioning and behavioral perspectives. Under individual growth and development, we will discuss information processing, biological bases for learning and tools (cognitive amplifiers). We will also discuss cognitive stage theories and life-span models. Under socio-cultural factors, we will discuss social learning theories, and cultural models of learning (including use of tools and signs). Throughout, implications for motivations for learning will be explored.

Students are expected to review the cases described in class. Students will use a specified theoretical framework to describe, analyze or critiques aspects of the cases and suggest extensions of the case that may be expected to improve learning.

Written case analysis (10 points). See rubric below.

Discussion board (1 point): Each student will:

- post an analysis of Case 1 [environmental factors] on the Blackboard Discussion board, and
- read and respond to the posting of at least one other student for this case. These postings will be drawn upon during class discussions.

Class discussion: students will (4 points):

- break into small groups and share insights on how they analyzed Case 1
- report out to the full class.

Upload to BB Case Report (2 pages): After the class discussions, each student will update their analysis of Case 1 and post the reanalysis to Blackboard **as an assignment**.

This process will be **repeated** for Case 2 [cognitive information process] and Case 3 [individual growth and development] and Case 4 [socio-cultural factors] with requisite postings to the discussion board and feedback to at least one other student each time. Also, for each of Cases 2, 3, and 4 upload the two-page report to BB as an **assignment**.

E. Individual case analysis paper (20%)

Each student will submit a paper for a **learning context of their choosing** (12 pages double spaced, not counting references) that applies two of the theories of learning to **an applied context of interest to the student** (e.g., classroom, workplace). Each paper should include the following elements:

- *Statement of purpose:* A clear and complete explanation of **why** you chose the area of application and **how** the context you chose allows you to explore it.

- *Description of an instructional event*: A complete and detailed description of the event you are analyzing.
- *Application of specific theories from the course*: An analysis of the instructional event using two theoretical lenses from the course materials, with (a) suggestions for improvement **within** the current context; and (b) ways the instructional methods could be **extended** to a **different** learning context or topic.
- **Motivation**: Specify how learners in the current context (not the extension to a different context) are motivated to learn.

F. Oral presentation of the individual paper (5%)

Each student will be asked to use audio-visual aids (e.g., PowerPoint slides) over a shared video link to:

- describe the instructional event you analyzed,
- show how you analyzed it using two theories of learning
- show how your analysis may be applied to a different learning context or topic.

Other Expectations

It is expected that each student will:

1. Read all assigned materials for the course
2. Attend each class session
3. Participate in classroom activities that reflect critical reading of materials
4. Critique and/or discuss assigned articles
5. Not record peer discussions in this class unless approved in advance by the instructor (as in the case necessitated by a learning disability). If you have any questions, please ask the instructor.

Format for written work:

- 1-inch margins on all sides, double-spaced, 12-point Times New Roman font.
- Include the following information: your name, title of the paper, date, instructor's name, course number.
- Fully proofread for spelling, grammar, and clarity errors and citation and references in APA (7th edition) format. Be sure to include page numbers.

Late Assignments

Late assignments will be marked down by half a letter grade for each day the assignment is late. If there are questions or concerns about a particular situation, please contact me via email in advance of the deadline.

Grading

Your final grade for this class will be based on the following percentages:

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|---------------|--------------|
| A+ = 98 – 100 | B = 83 – 87 |
| A = 93 – 97 | B- = 80 – 82 |
| A- = 90 – 92 | C = 70 – 79 |
| B+ = 88 – 89 | F < 70 |

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

Class Schedule*

| *This is a tentative course schedule and is subject to change. The most current schedule will be available on the Blackboard site. | | |
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| Date | Class Topics/ Activities | Readings/Assignments Due |
| Week 1 August 23 | Introduction and Overview | <p>Review of syllabus and course requirements. Student introductions. Review of students' goals for the course. Introduction to finding scholarly resources. https://library.gmu.edu/ -> Subject Guides https://infoguides.gmu.edu/ _> Education and Higher Education https://infoguides.gmu.edu/education/write</p> <p>Download How People Learn II (HPL2) or read online: https://www.nap.edu/catalog/24783/how-people-learn-ii-learners-contexts-and-cultures</p> <p>Discussion and analysis: "In your view, what is learning?" Post your thoughts to the Discussion board during this week and post a comment on at least one other student's opinions (not graded).</p> <p>English as a second language support: https://intomason.gmu.edu/current-students/learning-resource-center</p> |
| Week 2 August 30 | Introduction to theories of learning | <p>Review of the discussion of "What is learning?" How may we analyze learning contexts?</p> <p>American Psychological Association (2015). <i>Top 20 Principles from Psychology for PreK-12 Teaching and Learning</i>. (http://www.apa.org/ed/schools/cpse/top-twenty-principles.pdf) American Psychological Association (1997). <i>Learner-Centered Psychological Principles: Guidelines for the Teaching of Educational Psychology in Teacher Education Programs</i>. (https://www.apa.org/ed/governance/bea/learner-centered.pdf); https://stearnscenter.gmu.edu/knowledge-center/</p> <p>Overview of theories and how they frame learning. How people learn II (HPL). https://www.nap.edu/read/24783/chapter/3#14 (introduction, chapter 1) Library assignment. Zotero/finding funded research; PsycInfo; email communication</p> |

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| | | <p>Individual paper assignment. Stats for education [the <u>why</u> of a paper] https://infoguides.gmu.edu/earlychildhood/stats Education videos: https://infoguides.gmu.edu/earlychildhood/videos See <i>STEMforAll</i> videos for ideas (in this syllabus) Readings on BB.</p> |
| Week 3 September 6 | The role of self-regulated learning ; theories of motivation. | <p>“You as a case study: managing your learning this semester.” Post your thoughts to the Discussion board during this week (not graded). Applying self-regulated learning [HPL2 149-151] Applying theories of motivation HPL2 70-74, 109-117, 131-133; 163-178 (role of technology) Readings on BB.</p> |
| Week 4 Sept 13 | Role of the environmental contingencies. Behaviorism | <p>Classical conditioning, and HPL2 38-41; 163-178 (role of technology) Readings on BB. Library science assignment due on Blackboard midnight tonight.</p> |
| Week 5 Sept 20 | Operant Conditioning Discuss practice cases Assign Case 1 | <p>Operant conditioning HPL2 38-41; 163-178 (role of technology) Readings on BB. Library science assignment due on Blackboard midnight tonight. Case 1 assigned. By next class: post your analysis on BB discussion board Comment on at least one student’s posting. Be ready to discuss your analysis next week.</p> |
| Week 6 Sept 27 | Behaviorism and environmental contingencies | <p>Student discussion of Case 1, behaviorism in the classroom Form small groups to discuss Case 1. Report out to full class. Upload your revised case analysis on BB (2 page report) by October 7</p> |

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| <p>Week 7 Oct 4</p> | <p>Instructional Design</p> <p>Cognitive information processing: encoding, storage, retrieval and forgetting;</p> <p>Schema theory</p> <p>Case 2: Classroom learning</p> | <p>Cognitive information processing</p> <p>HPL2 50-55, 74-83, 93-94, 86-89; 97-107 (principles), 151-152 (PBL); 163-178 (role of technology) Readings on BB.</p> <p>Gagne’s events of instruction http://www.instructionaldesign.org/theories/conditions-learning</p> <p>Mayer’s Principles to Guide Multimedia Learning https://ctl.wiley.com/principles-of-multimedia-learning/</p> <p>https://courses.lumenlearning.com/boundless-psychology/chapter/introduction-to-memory/ review and read to https://courses.lumenlearning.com/boundless-psychology/chapter/memory-distortions/</p> <p>Case 2 assigned. By next class: post your analysis on BB discussion board Comment on at least one student’s posting. Be ready to discuss your analysis next week. Case 1 (2 pages) due on Blackboard by October 7 at midnight.</p> |
| <p>Week 8 Oct 11</p> | <p>Maturation, biological bases of learning; and developmental perspectives</p> <p>Case 3: maturational and developmental learning context</p> | <p>Student discussion of Case 2. Form small groups to discuss Case 2. Report out to full class Case 2 (2 pages) due on Blackboard by October 14 at midnight. HPL2 30-33, 42-49, 55-68, 94-95, 199-203, 208-209, 220-223; 163-178 (role of technology) Readings on BB.</p> <p>Neuroscience and learning</p> <p>Piaget Life-span models</p> <p>Case 3 assigned. By next class: post your analysis on BB discussion board Comment on at least one student’s posting. Be ready to discuss your analysis next week.</p> |
| <p>Week 9 Oct 18</p> | <p>Discuss Case 3</p> | <p>Student discussion of Case 3. Form small groups to discuss Case 3. Report out to full class. Begin discussion of student papers/presentations. By October 30: Upload your revised case analysis on BB (2 pages)</p> |

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| Week 10 Oct 25 | Social and cultural factors Case 4: Learning in social settings | Case 3 (2 pages plus appendix) due on Blackboard by October 30 at midnight. Vygotsky , social learning theories Culture and learning Situated learning HPL2 41-42, 96-97, 124-131 (stereotype threat), 136-143, 152-153 (collaborative learning); 163-178 (role of technology) Readings on BB. Case 4 assigned By next class: post your analysis on BB discussion board Comment on at least one student's posting. Be ready to discuss your analysis next week. |
| Week 11 Nov 1 | Discuss Case 4 biological basis for learning; ACEs research | Form small groups to discuss Case 4. Report out to full class. Review of ACEs research https://www.cdc.gov/violenceprevention/aces/index.html Review of the biological basis for learning |
| Week 12 Nov 8 | Learning disabilities, universal design for learning, and assistive technologies | Case 4 (2 pages + annotation) due on Blackboard by November 12 at midnight. HPL2 203-208, 209-213; 163-178 (role of technology) Readings on BB. |
| Week 13 Nov 15 | Constructivism Disciplinary knowledge Assessment and Feedback | HPL2 143-148, 153-161; 163-178 (role of technology) Readings on BB. Constructivism Models for assessing learning Feedback |
| Week 14 Nov 22 | Thanksgiving Break | No Class Meeting |
| Week 15 Nov 29 | Individual project presentations | Student presentations |
| Exam Week Dec 6-13 | Individual project presentations | Student presentations Individual papers due on December 11 midnight on BB. |

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).

Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason’s Title IX Coordinator per [University Policy 1202](#). If you wish to speak with someone

confidentially, please contact one of Mason’s confidential resources, such as [Student Support and Advocacy Center](#) (SSAC) at 703-380-1434 or [Counseling and Psychological Services](#) (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.

Attendance and Participation Rubric

Student participation is imperative to student learning and a successful class. The following rubric outlines how student participation scores will be determined in this course. All students are expected to demonstrate specific characteristics and actions throughout the semester. The quality and quantity of these actions will determine the points assigned for participation.

Students are expected to:

- a. Be punctual, present and attentive, and well prepared for class.
- b. Participate fully in class activities and assignments—take an active part in small and large group discussions (without dominating conversations) and pay attention to class lectures.
- c. Make insightful comments, which are informed by required readings, and demonstrate reflection on those readings. Specifically, students should come to class with questions, comments, and thoughts on the current readings.
- d. Treat class activities, group discussions, and class discussions as important components of the course, showing respect for fellow classmates and the course material.
- e. Avoid using electronic devices for personal communication or other non-class-oriented purposes during class time.

Each of these criteria will be assessed on a 5-point scale:

- 5 = Student *consistently* demonstrated the criterion throughout the semester.
- 4 = Student *frequently* demonstrated the criterion throughout the semester.
- 3 = Student *intermittently* demonstrated the criterion throughout the semester.
- 2 = Student *rarely* demonstrated the criterion throughout the semester.
- 1 = Student *did not* demonstrate the criterion throughout the semester.

Library science and professional communication assignment (5 points)

Note that Zotero will NOT automatically use the correct capitalization for APA style.

You will need to choose “sentence case” in your citation before choosing the APA style option. Please see note below. If you have questions, ask the instructor.

Titles

Titles are typically either **Title Case** or **Sentence Case**. Zotero will automatically convert titles to Title Case formatting as required by AGLC.

You can manually change the case by right-clicking on the title, and choose to 'Transform Text' to either 'Title Case' or 'Sentence case'.

Zotero does not recognise proper nouns, and transformed titles should always be checked for capitalization errors.



| | Unsatisfactory | Satisfactory |
|--|--|---|
| Use of Zotero | No evidence of use of Zotero.[0] | Use of Zotero as directed [2] |
| NSF award search | No evidence of use of NSF award search. [0] | Use of NSF award search as directed. [1] |
| PsycInfo and Google Scholar | No evidence of use of PsycInfo or Google Scholar. [0] | Use of PsycInfo and Google Scholar search as directed. [1] |
| Compare PsycInfo to Perplexity.ai, Google Bard or Microsoft Bing | No evidence of comparison of PsycInfo/Google Scholar to Perplexity.ai, Google Bard or Microsoft Bing [0] | Analysis of PsycInfo/Google Scholar vs Perplexity.ai, Google Bard or Microsoft Bing [1] |

Rubric for two-page case analysis (for Cases 1-4) [10 assignment points]

| | Does Not Meet Standards | Approaching Standards | Meets Standards |
|---|---|---|---|
| Demonstrates clear knowledge of key concepts in learning theories related to the case, including aspects of motivation | Fails to specify the concepts from the learning theory in the majority of concepts, or inaccurately and unclearly explains them [0-2] | In most cases, accurately describes the majority of key concepts but some concepts from the learning theory are unclear or inaccurate [2] | Identifies and accurately describes all of the key concepts from the learning theory clearly and accurately, and ties the work to learner motivation [3] |
| Demonstrates ability to apply key concepts in the cases, including aspects of motivation | Specifies key concepts or principles from the learning theory but does not apply concepts to the case [0-1] | Applies key concepts or principles of the learning theory to the case, but how the concepts illuminate critical aspects of the case is underspecified [2-3] | Accurately and clearly explains how the learning theory concepts or principles relate to and explain key elements of the case, and ties the work to learner motivation. [4] |
| Writes clearly and effectively | Writing is fraught with typos or errors in grammar, punctuation, spelling and word usage that make the argument unclear [0-1] | It is difficult to see how the argument unfolds; typos or errors in grammar, punctuation, spelling and word usage suggest lack of attention to the assignment [2] | Writing is clear and focused, the argument flows with minimal minor typos or errors in grammar, punctuation, spelling and word usage [3] |

Note: A full score of 10 for the two-page report counts as **ten** assignment points. Students are expected to **post** on **BB** an analysis of each case and commenting on other students' work (**one** additional assignment point), and **class discussions** (**four** assignment points) = 15 points for each case.

Rubric for individual paper 20%.

| <u>Sections</u> | Does Not Meet Standards | Approaching Standards | Meets Standards |
|--|---|--|---|
| Statement of purpose: A clear and complete explanation of <u>why</u> you chose the topic and its <u>value</u>. | The reason that motivates the paper is not described. References cited to justify the importance of the topic are missing or not relevant. [0-1] | The case for the importance of the topic is presented, but is underdeveloped and lacks specificity. References cited lack relevance for the topic or are overly general. [2] | Topic is clearly described and value/importance is clear. Cites references that clearly support the importance of the topic. [3-4] |
| Description of instructional event. Elements of the scenario that relate to both theories are clear and compelling. | Vague or overly brief description of the instructional event. Lacks detail and cannot be plausibly tied to either of the two theories. [0-1] | Instructional event is adequately described, but provides details that would be relevant to only one of the two theories. [2] | Instructional event clearly and fully described with specification of key scenario elements that relate to both theories . [3-4] |
| An analysis of the instructional event using two theoretical lenses. In addition, how one of the theories serve to motivate learners should be described. | The instructional event is described, but the learning theories are vaguely specified and how they help understand the event is unclear. Few or unrelated citations are provided. Motivation is not covered [0-1] | Describes two theories, but only one is well developed and applied to the context; the other is superficially treated. The citations support only one of the theories. Motivation is not covered [2] | Key elements in the scenario are persuasively tied to central concepts for both theories. The citations support the application of each of the two theories. How one of the theories grounds learners motivation is specified [3-4] |
| <u>Improvements</u> to the scenario <u>practices</u> and <u>transfer</u> to a new context are well described. | Theory-driven improvements to the scenario are poorly described for the current context ; and poorly described for transfer to a different context[1-2]. | The analysis shows how the theories apply to only one of: (a) the current context or (b) to transfer context, <u>but not both</u> [2] | How both theories apply to improving the scenario is compelling, and the analysis for a transfer context is clear and persuasive. [3-4] |

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| Writes clearly and effectively and follows APA style | Writing is fraught with typos or errors in grammar, punctuation, spelling and word usage that make the writing unclear [0-2]. APA style not followed. | Writing is sometimes unclear and may contain typos or errors in grammar, punctuation, spelling and word usage. APA style poorly followed. [3] | Writing is clear; argument is and focused with minimal minor typos or errors in grammar, punctuation, spelling and word usage. APA style followed. [4] |
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Rubric for oral presentation: 5 %

| Content and Presentation | Unsatisfactory | Needs Improvement | Satisfactory |
|---|---|---|--|
| Description of instructional event | Incomplete description of the event [0-.74] | General description of the event was presented but with insufficient detail to understand the event [.75] | Complete and detailed description of the event was presented [1] |
| Application of two theories of learning to the event | Application of two theories to the event not presented [0-.74] | Application of two theories to the event were presented, but without sufficient detail to understand the connections of the event to the theories [.75] | Application of two theories to the event were presented, with sufficient detail to understand the connections of the event to the theories [1] |
| Improvement and extension to another context | Improvement suggestions and application to another context not communicated [0-.74] | Improvement suggestions and application to another context were communicated, but not based in theories [.75] | Improvement suggestions and application to another context were connected to the appropriate theories [1] |
| Presentation | Disorganized and ran over time; poor presentation skills [0] | Organized and stayed within time guidelines; good presentation skills [1] | Professional performance in all respects [2] |