George Mason University
College of Education and Human Development
Educational Psychology

EDEP 550 DL1– Theories of Learning and Cognition
3 Credits, Fall 2020
Wednesday 4:30-7:10pm, Online

Faculty

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Pre-requisites/Co-requisites
None.
https://writingcommons.org/the-writers-guide-to-writing-commons/

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.

Course Delivery Method
This course will be delivered online using a synchronous format via 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 (everything before @masonlive.gmu.edu) 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 [#] 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:
  Online 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:
The EDEP 550 (Learning and Cognition) midterm assessment addresses
Program Standard 1: *Knowledge of Cognition, Motivation, and Development* and
Program Standard 2: *Application of Cognition, Motivation, and Development Knowledge*.
Candidates demonstrate their understanding of the key principles, generalizations and content knowledge involved in domains of cognition, motivation, and development and apply this knowledge to critically analyze and evaluate the case studies presented in the midterm. These program standards also strongly connect to the CEHD Core Value 4, Research-based practice and Program Disposition IV: Commitment to APA Learner-Centered Principles and the 20 Top Principles from Psychology for PreK-12 Teaching and Learning.

The Mid-Point Case Analysis is a written analysis of the cases and thus also addresses
Program Standard 6: *Communication and Dissemination of Educational Research* in that students must demonstrate appropriate writing skills and use of the Publication Manual of the American Psychological Association (APA).

Required text
How People Learn II
https://www.nap.edu/catalog/24783/how-people-learn-ii-learners-contexts-and-cultures

Recommended Texts

Woolfolk, A. (2019). *Educational psychology*. New York: Pearson.
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.* Cambridge: Harvard University Press.
Strunk, W., & White, E. B. (2009). *The Elements of Style* (5th ed.). Boston: Allyn and Bacon. p. 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://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*: http://psycnet.apa.org/index.cfm?fa=search.defaultSearchForm
- *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/
- 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://stemforall2019.videohall.com/presentations
- http://stemforall2018.videohall.com/presentations
- http://stemforall2018.videohall.com/presentations/1141
- http://stemforall2017.videohall.com/
- http://stemforall2016.videohall.com/presentations#/winners/id=winners
- http://resourcecenters2015.videohall.com/presentations#/winners/id=winners

Open Educational Resources (OER) Repositories

1. Galileo Open Learning Materials - https://oer.galileo.usg.edu/
    a. Galileo is a repository of open learning materials submitted from across 29 institutions of higher education and is administered by the University of Georgia. Materials available include assessment tools, homework, lecture slides, courses, open textbooks, photographs/images, and video.
2. MERLOT - https://www.merlot.org/
    a. MERLOT is a program of the California State University and allows users to search the MERLOT reviewed collection of over 40,000 materials categorized into 20 material types, such as assignments, case studies, open textbooks, quizzes, and tutorials.
3. MERLOT - Psychology Portal - https://www.merlot.org/merlot/Psychology.htm
    a. The Psychology Portal takes you directly to the psychology collection housed in MERLOT. The psychology collection is managed by a board that oversees the peer review process for every object submitted for inclusion in the collection. Search results can be filtered to locate only materials with a CC license.

4. OER Commons - http://www.oercommons.org
    a. OER Commons is considered an *open repository* because it allows anyone to contribute to the catalog of OER. OER Commons provides access to search, browse, and evaluate resources within the OER Commons collections. The collection includes full university courses, mini-lessons and simulations, adaptations of existing open work, and open textbooks. Unless otherwise noted, all content on the OER Commons site is licensed under CC BY-NC-SA 4.0.
5. OpenStax CNX - https://openstax.org/
    a. The OpenStax CNX Library (formerly known as Connexions) includes a collection of learning objects (called pages), which are organized into textbook-style books from a variety of different disciplines.
    b. Sample: Psychology https://openstax.org/details/books/psychology

OpenCourseWare

JHSPH Open - http://ocw.jhsph.edu (public health).
Coursera courseware: https://www.coursera.org/lecture/learning-knowledge-human-development/foundations-of-educational-psychology-conditioned-reflex-behaviorism-and-human-KxR2D
EdX courses: https://www.edx.org/course/the-science-of-learning-what-every-teacher-should-know

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

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 log into the video link on time and 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 (10%)

Each student will complete a library science assignment, see syllabus and rubric (below). This assignment will reinforce important skills that will apply throughout the semester and in other courses.

C. Journal article critiques (20%)
Twice during the semester, you will be asked to critique an article of your choice using one of the theories discussed in the course. This will allow you to move deeper into the theories and their applications. One critique should be of a qualitative study, and one of a peer-reviewed quantitative or mixed methods study, which you will find via PsycInfo or similar search engine. If you have any questions about the suitability of a study for review, please contact me via email.

D. Discussion board postings and responses for each of ten course topics (20%)

Students are expected to view the instructional video sequence described in class, and: (a) post an analysis of the video segment using each of the 10 course topics; and (b) read and respond to the posting of at least one student for each of the topics. The topics will be described during the semester: 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.

E. Individual paper (20%)

Each student will submit a paper (8 pages double spaced) 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 task you did and your main arguments.
- *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 and (b) ways the instructional methods could be **extended** to a different learning context or topic.

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.

G. Case analysis (15%)

EDEP 550 Midpoint Case Analysis (15%)

The EDEP 550 (Learning and Cognition) midpoint case analysis is a mid-semester take-home that serves as a performance-based assessment for students in the Educational Psychology master's degree program. The assignment requires candidates to analyze provided cases using theoretical perspectives and content covered in the class lectures and readings. You will be assessed on how you apply your knowledge to make sense of different aspects of the cases. Cases and details on the assignment will be handed out in class, see rubric for details on performance criteria. **This is a Performance-Based Assessment. You must upload your analyses of the case studies to TK20 via Blackboard in the Assessment Section in a timely fashion.**

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:

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/polices-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.		
Date	Class Topics/ Activities	Readings/Assignments Due
Week 1 Aug 26	Introduction and Overview	Review of syllabus and resources for educational psychology. Review of students' goals for the course. Review of **resources:** 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); https://stearnscenter.gmu.edu/knowledge-center/ Introduction to a classroom video for discussions and reflection during the semester: http://www.timssvideo.com/us87-from-timss-1995-video-study#tabs-2
Week 2 Sept 2	Introduction to theories of	Introduction to finding scholarly resources. **Library science assignment**.

	learning and instruction Library orientation; Finding resources	**How people learn II (HPL2).** https://www.nap.edu/read/24783/chapter/3#14 (introduction, chapter 1) Key Affordances of Learning Technologies **https://www.nap.edu/read/24783/chapter/10 (chapter 8)** Mayer's Principles to Guide Multimedia Learning **https://www.nap.edu/read/24783/chapter/10#187 (chapter 8)**
Week 3 Sept 9	1. Behaviorism Role of the environment Classical	**Library science assignment due on Blackboard**. **Discussion board assignment 1 (part 1)** https://www.nap.edu/read/24783/chapter/5#38. Section on "basic types of learning" (chapter 3). Implications for learning in schools https://www.nap.edu/read/24783/chapter/9 Chapter 7
Week 4 Sept 16	Behaviorism Role of the environment Operant/ Gagne	**Discussion board assignment 1 (part 2).** **Article critique assignment 1.** https://www.nap.edu/read/24783/chapter/9 Chapter 7 Direct instruction Gagne's theory of instruction http://www.instructionaldesign.org/theories/conditions-learning/
Week 5 Sept 23	2. Cognitive information processing I encoding, storage	**Discussion board assignment 2 (part 1)** **Discussion board assignment 1 (both parts) due on Blackboard.** https://www.nap.edu/read/24783/chapter/5#41 (chapter 3) https://www.nap.edu/read/24783/chapter/9 Chapter 7 https://courses.lumenlearning.com/boundless-psychology/chapter/introduction-to-memory/
Week 6 Sep 30	Cognitive information processing II retrieval and forgetting	**Discussion board assignment 2 (part 2).** https://www.nap.edu/read/24783/chapter/6 (chapter 4) https://courses.lumenlearning.com/boundless-psychology/chapter/step-3-memory-retrieval/
Week 7 Oct 7	3. Biological bases of learning and development	**Discussion board assignment 2 (both parts) due on Blackboard.** **Discussion board assignment 3.** https://www.nap.edu/read/24783/chapter/9 Chapter 7 First article critique **due on Blackboard by midnight.** **Article critique assignment 2.**
Week 8 Oct 14	4. Schema theory and	**Discussion board assignment 3 due on Blackboard.** **Discussion board assignment 4.**

	meaningful learning	https://www.nap.edu/read/24783/chapter/7 (chapter 5) Mid-term assigned (applying behaviorism, cognitive information processing and biological basis for learning and development)
Week 9 Oct 21	5.Cognitive and knowledge development and **6**. self-regulation	**Discussion board assignment 4 due on Blackboard.** **Discussion board assignments 5 and 6.** https://www.nap.edu/read/24783/chapter/6 (chapter 4) https://www.nap.edu/read/24783/chapter/9 Chapter 7 Mid-point analysis (applying behaviorism, cognitive information processing and biological basis for learning and development) due **on Blackboard by midnight October 25**
Week 10 Oct 28	7. Situated learning	**Discussion board assignments 5 and 6 due on Blackboard.** **Discussion board assignment 7.** https://www.nap.edu/read/24783/chapter/4#33, Cultural and contextual variables (chapter 2) https://www.nap.edu/read/24783/chapter/9 Chapter 7
Week 11 Nov 4	8. Interactional theories of cognitive development	**Discussion board assignment 7 due on Blackboard.** **Discussion board assignment 8.** https://www.nap.edu/read/24783/chapter/9 Chapter 7 Group project outline **to be discussed in class** Second article review **assignment due on Blackboard by midnight.**
Week 12 Nov 11	9. Constructivism Discuss paper outlines	**Discussion board assignment 8 due on Blackboard.** **Discussion board assignment 9.** https://www.nap.edu/read/24783/chapter/9 Chapter 7 Paper **outline due tonight in class**. Final slides due **on Blackboard by midnight December 4**
Week 13 Nov 18	10. Motivation	**Discussion board assignment 9 due on Blackboard.** **Discussion board assignment 10.** https://www.nap.edu/read/24783/chapter/8. Chapter 6. https://www.nap.edu/read/24783/chapter/9 Chapter 7 http://www.instructionaldesign.org/theories/conditions-learning/
Week 14 Nov 25	Thanksgiving Break	
Week 15 Dec 2	Individual project presentations	**Discussion board assignment 10 due on Blackboard.** Final slides and papers are due on Blackboard by midnight **December 6.**

Exam Week Dec 9	No class meeting	No class meeting

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 Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.
- 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, interpersonal violence, and stalking:

As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, 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 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 (10 points)

	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. [2]
PsycInfo	No evidence of use of PsycInfo. [0]	Use of PsycInfo award search as directed. [4]
Professional email communication	No evidence of email communication [0]	Evidence of email communication. [2]

Journal Articles Critique Rubric [2*10 = 20 points]

	Unsatisfactory	**Needs Improvement**	**Satisfactory**
Engagement with Chosen Article Writer refers to specific concepts and arguments in the article	Writer does not refer to specific arguments or concepts in the article. Writer never quotes or paraphrases the article. [0-2]	Writer refers to specific arguments and concepts in the article, but sometimes veers from the topic. Writer quotes or paraphrases the article at least once. [3]	Writer refers cogently to specific arguments and concepts in the article throughout the piece. Writer quotes or paraphrases the article 2-3 times. [4]
Connections to practice Writer connects the article's conclusions with some aspect of practice	Writer does not connect the article's conclusions to practice. [0-2]	Writer connects the article's conclusions broadly to practice without specific examples. [3]	Writer clearly connects the article's conclusions with specific aspects of practice. [4]
Writes clearly and effectively	Writing is fraught with typos or errors in grammar, punctuation, spelling and word usage that make the writing too unclear [0]	Writing is sometimes unclear and may contain typos or errors in grammar, punctuation, spelling and word usage [1]	Writing is clear with no typos or errors in grammar, punctuation, spelling and word usage [2]

Rubric for Blackboard Group Discussion Project (20% = 40 points on the assignment)

Topics 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

	Unsatisfactory	**Needs Improvement**	**Satisfactory**

<u>Posting</u> to each of 10 discussion threads.	Make no original posting to a topic thread [0 for each topic omission]	Makes only a perfunctory posting to a topic thread that fails to show engagement, thought or reflection. [1 per topic thread]	Provides a thoughtful posting that shows engagement with the assignment, and application of the theoretical lens for each topic thread [2 per topic posting] **--20 points possible**
<u>Response</u> to a topic posting by another student (for each of the 10 discussion threads)	Makes no response to a topic thread posted by at least one other student [0 for each topic omission]	Makes only a perfunctory response to another student's posting that provides little information or value, such as, "I agree"; "Interesting", etc. [1 for each topic up to 10 points]	Provides a thoughtful response that shows meaningful engagement with at least one other student's posting per topic thread [2 per topic posting] **--20 points possible**

Rubric for Oral Presentation [5]

	Unsatisfactory	**Needs Improvement**	**Satisfactory**
Description of instructional event	Incomplete description of the event [0-.74]	General description of the event was presented but enough detail to understand the event [.75]	Complete and detailed description of the event was presented [1]
Critique of the event's incorporation of theories	Critique of the event's incorporation of theories not presented [0-.74]	Critique of the event's incorporation of theories presented without sufficient detail to understand the connections of the event to theories [1.75]	Critique of the event's incorporation of theories presented with sufficient detail to understand the connections of the event to theories [2]
Extension of instructional methods to other contexts	Other contexts not communicated [0-.74]	Suggestions for extensions were communicated, but not based in the theory [.75]	Suggestions for extensions were communicated and connected to the appropriate theory [1]
Discussion of the process of collaboration	Process of collaboration not discussed [0-.74]	Process of collaboration discussed generally; did not mention each member's role and contribution [.75]	Process of collaboration discussed in detail; each member's role and contribution was presented [1]

Rubric for Case Analyses (Mid-Point is a Performance-Based Assessment)

	1 Does Not Meet Standards	2 Approaching Standards	3 Meets Standards	4 Exceeds Standards
Demonstrates clear knowledge of key concepts in learning theories related to the cases	For the majority of concepts, inaccurately and unclearly explains them	In most cases, accurately describes key concepts but may be unclear or inaccurate at times	Accurately describes all or almost all key concepts in his or her own words	Describes key concepts deeply and relates them accurately to key principles
Demonstrates ability to apply key concepts in the cases	Shows extremely limited grasp of key concepts and their relation to cases	Is inaccurate or unclear about some of the key concepts	Accurately and clearly explains how all key concepts relate to particular cases	Provides in-depth applications of all key concepts and their relationships to particular cases
Analyzes the cases using appropriate concepts, principles, or theories	Shows little or no analysis of key concepts, principles, or theories	Explanations are sometimes superficial or inaccurate	Accurately and clearly relates key concepts, principles, or theories to particular cases	Goes well beyond clear analyses and provides in-depth explanations
Writes clearly and effectively	Writing is fraught with typos or errors in grammar, punctuation, spelling and word usage that make the writing too unclear	Writing is sometimes unclear and may contain typos or errors in grammar, punctuation, spelling and word usage	Writing is clear and focused with minimal minor typos or errors in grammar, punctuation, spelling and word usage	Writing is clear with no typos or errors in grammar, punctuation, spelling and word usage

Assessment rubric for library science activity (10 points)
Tool use: Word, Zotero, NSF award search, PsycInfo, email communication.
Reference management tool: From your browser, download the Zotero desktop program, and add the browser add-on.

- In Zotero, once downloaded, open a "New Collection" (under the File tab or the manila folder icon).
- Title the new collection: EDEP 550.

Result from a search tool (for funded projects): Use the NSF award search (https://www.nsf.gov/awardsearch/).

- Search and locate a funded project on a topic of interest (and within the remit of the funding agency).
- For this project, identify one of the PIs, and record his/her email and institutional address. Identify the program officer and record of his/her email and institutional address. The email will not be on the project abstract. Find it using Google.
- Compose a three-line summary of the identified project (from the NSF abstract) – copy to a Word document (see below).

Publication search tool: Use of PsycInfo
Open PsycInfo in your browser (http://infowiz.gmu.edu/dbs/subjects/index.php, search for PsycInfo).
Enter the name of the author who was one of the PIs on the identified project (from above).
Use PsycInfo to list recent publications by the PI.
Use the PsycInfo side-bar categories (tabs) answer the following questions, and document them in a Word document (see below).
Result from PsycInfo:
Under Filter Results, Publication Type, choose Peer Reviewed Journal. Put the answers to these questions in a Word document (see below).

- During which three years was the author most active (under the Year tab)?
- List three index terms that describe their work (under the Index tab).
- List three institutional affiliations for this author (under the Author Affiliation tab).
- List two journals in which they have published (under the Source tab).
- List three co-authors (under the Author tab).
- With which age group is the author's work most identified (under the Age Group tab).
- Identify the primary population group (under the Population Group tab).
- Describe two methodologies used by the author (under the Methodology tab).
- List two tests or measures they have used (under the Tests and Measure tab).
- List two ways in which the author's work is classified (under the Classification tab).

Word processing tool: Open a Word document.
Title the file: "Article Critique 1 (revised); <your name>"
Title the paper: "Understanding an author and his or her work"
From using the above tools, respond under the following headings:

- Results from using the NSF award search tool.
- Result from using the PsycInfo search tool.

Reference management tool: Prepare a reference list from PsychInfo and add to Zotero.

- Use the PsycInfo tool to find a list of the author's publications.
- Click on an article to open it.
- Within PsycInfo, be sure **to follow a link to the full text article from the publisher** (i.e., go to the source journal). Do not copy the citation **within PsycInfo**, it may not contain all the pertinent information.
- On the journal's page, save the citation to the EDIT 550 collection in Zotero (use the Zotero icon on your browser).
- Return to the PsycInfo list.
- Repeat these steps twice more.

In Zotero:

- Identify the three articles in the EDIT 550 collection. Select and right-click (if you are on a Windows computer; for a more complete guide, see https://zotero-manual.github.io/citations/).
- Select "Create bibliography from items…"
- Select the APA 7th edition from the list of Citation Styles.
- Select "Copy to Clipboard."
- Return to your Word document, add a new page. and title it, References.
- Paste the three citations. Check that they are actually in APA 7 format. [https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html]

Assignment 1, component 1: Upload your Word document following the above guidelines via **Blackboard by September 16 at midnight.**

Assignment 1, component 2: Submit via **Blackboard by September 23 at midnight:**

If you do not receive any reply by the deadline, please let me know, and we will choose a different PI to contact. In that case, the deadline will be extended for two weeks.

Email communication A:

Write a short polite note to the author you identified (who works in an area of interest to you), ask for preprints of current work.

"Dear ___,

I am a graduate student at George Mason University, currently taking a course on Theories of Learning. I am very interested in your work on _____. If you have a preprint of a publication you are willing to share, I would appreciate it if you would send me a copy.

Sincerely,

_____"

Email communication B:: Please forward a copy of the email you sent, and the reply if you receive one. You may CC or BCC me on the email you send, or just copy and paste the email directly to me.

When you receive a reply (with or without a preprint), be sure to send a professional and brief Thank You note. Send a copy of the Thank You note to me, also.

Please submit a copy of this email correspondence to me no later than **September 23 at midnight**.