George Mason University
College of Education and Human Development
Educational Psychology

EDEP 550 DL2– 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 site will be available on [Aug 21, 2020. 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 small and large group activities.

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 operating 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 Wednesday, 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 two 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 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 Texts

How People Learn II
Available in the Bookstore
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:

Center for Psychology in Schools and Education (APA)
- *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

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 onto Blackboard Collaborate Ultra within the course BB page on time and participate in class discussions and activities. Additionally, assigned readings are to be completed before class. Attendance, punctuality, preparation, and active contribution to small and large 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. Journal article critiques (30%)

Four times over the course of the semester, you will be asked to critique an article of your choice using the theories discussed in the course. This will allow you to move deeper into the theories and their applications. You may choose from the suggested articles posted on Blackboard, or you may also bring articles to me for approval. Three journal critiques will be formally graded at the end of the semester— two the student selects, one that I will randomly select (graded 10% each = 30%). The evaluation criteria will be depth of thinking, attention to detail, and creativity. You will be expected to bring to bear ideas generated during class discussions.

C. Group project (25%)

Early in the semester, students will introduce themselves and describe their interests. They will form small working groups based on similarities in interest and professional goals. Each group will develop a project that will consist of an analysis of an instructional event from the perspectives of several learning theories. There are two products for this assignment: a group paper and a group presentation (details below). The instructional event may be of several different types:
- an actual classroom situation,
- written guides (such as instruction manuals),
- instructional videos,
- or other presentational formats and learning opportunities

We will discuss the project after we have covered a good portion of the materials for the course.

Your group paper (8-12 pages double spaced) 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.

- *Presentation of instructional event*: A complete and detailed description of the event you are analyzing.
- *Application of specific theories from class*: An analysis of the instructional event through at least three theoretical lenses, with (a) suggestions for improvement and (b) ways the instructional methods could be extended to other contexts.

D. Oral presentation of group project (5%)

Each group will be asked to use audio-visual aids (e.g., power point slides) to:

a) describe the instructional event you analyzed,
b) critique the event's incorporation of theories,
c) suggest ways the event could be used in other contexts (such as a workplace setting, or a non-profit organization), and
d) discuss the process of collaboration

E. Case analysis (30%)

EDEP 550 Midpoint Case Analysis (30%)

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.
Week 2 Sept 2	Introduction to theories of 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	Behaviorism Role of the environment Classical	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	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	Cognitive information processing I encoding, storage	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/ First article review (on behaviorism) **due on Blackboard by midnight**
Week 6 Sep 30	Cognitive information processing II retrieval and forgetting	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	Biological bases of learning and development	https://www.nap.edu/read/24783/chapter/9 Chapter 7 Second article review (on cognitive information processing) **due on Blackboard by midnight**
Week 8 Oct 14	Schema theory and 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	Cognitive and knowledge development and self-regulation	https://www.nap.edu/read/24783/chapter/6 (chapter 4) https://www.nap.edu/read/24783/chapter/9 Chapter 7 <mark>Mid-point analysis (applying behaviorism, cognitive information processing and biological basis for learning and development)</mark> due **on Blackboard by midnight October 25**
Week 10 Oct 28	Situated learning	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	Interactional theories of cognitive development	https://www.nap.edu/read/24783/chapter/9 Chapter 7 Group project outline **to be discussed in class** Third article review (on schema theory or cognitive knowledge development/self regulation or situated learning) **due on Blackboard by Friday (11/8) at midnight**
Week 12 Nov 11	Constructivism Discuss project outlines	https://www.nap.edu/read/24783/chapter/9 Chapter 7 Group project **outline due tonight in class**. Final slides due **on Blackboard by midnight December 4**
Week 13 Nov 18	Motivation	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	Group project presentations	Fourth article review (on interactional theories or constructivism or motivation) **due on Blackboard by <mark>midnight</mark> December 6** Final group project slides are due on Blackboard by midnight **December 6**. Final project papers due 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.

Journal Articles Critique Rubric [3*10= 30]

	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 Group Project (25)

	Unsatisfactory	Needs Improvement	Satisfactory
Statement of purpose	Incomplete and unclear explanation of rationale for the task and main arguments [0-2]	Clear explanation of rationale for the task and main arguments but some minor details were missing [3-4]	Clear and complete explanation of rationale for the task and main arguments [5]
Presentation of instructional event	Incomplete description of the event [0-2]	General description of the event was presented but enough detail to understand the event [3-4]	Complete and detailed description of the event was presented [5]
Application of theories from class	Zero or one theoretical lens were clear and completely described [0-2]	2 theoretical lenses were clear and completely described [3-4]	3 theoretical lenses were clear and completely described [5]
Suggestions for improvement	No suggestions communicated [0-2]	Suggestions were communicated, but not based in the theory [3-4]	Suggestions were communicated and connected to the appropriate theory [5]
Extension of instructional methods to other contexts	Other contexts not communicated [0-2]	Suggestions for extensions were communicated, but not based in the theory [3-4]	Suggestions for extensions were communicated and connected to the appropriate theory [5]

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