

**Fall 2018: Syllabus P540 Learning and Cognition in Education  
Section 37612 (Online Version)**

**School of Education, Indiana University-Bloomington**

**Syllabus: [http://curtbonk.com/P540\\_syllabus\\_fall\\_2018.htm](http://curtbonk.com/P540_syllabus_fall_2018.htm)**

**Instructor: Dr. Curt Bonk, with Co-instructor: Meina Zhu**

IU Canvas Link: <http://canvas.iu.edu/> and [P540 Canvas](#), Meetings: [Zoom](#)  
[Bonk 8-pack of Lecture Videos](#) (YouTube option), [Weekly Supplemental Class Videos](#)  
[Article Downloads](#) and [Resources in Dropbox](#); [Cool Resource Provider List](#)



**Instructor (and Magician in Residence):**

Curtis J. Bonk, Professor  
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Bloomington, Indiana 47405-1006

Mobile: just ask; E-mail: [CJBonk@indiana.edu](mailto:CJBonk@indiana.edu)  
Zoom link: <https://IU.zoom.us/j/8123222878>  
Homepage: <http://curtbonk.com/>

**Co-Instructor (and Magician's Assistant):**

Meina Zhu, doctoral candidate: [meinzh@iu.edu](mailto:meinzh@iu.edu)

**Course Description:**

In this course, we will explore several different theoretical perspectives on learning, cognition, and cognitive development. As we will see, no single theory can account for all aspects of human learning and cognition. By looking at a variety of theories (e.g., behaviorial, cognitive, social learning, constructivistic, social constructivistic, social cultural, situated cognition, and instructional psychology), we can identify a range of principles, perspectives, and tools that may be useful in understanding learning and teaching in a variety of contexts. Keep in mind that this course is essentially a survey of the above learning and cognition theories. While this means that there is a lot of ground to cover in a relatively short period of time, there are opportunities for you to delve deeper into personal areas of interest. There will be times wherein you can explore the theories and principles that interest you. In fact, you can do so any week if you ask the instructor and later share your learnings with the class. You can be as self-directed as you like.

**Primary Course Goals**

1. To become conversant with basic assumptions, concepts, and principles of each theory.
2. To grasp possible implications of each theory for different instructional settings.
3. To compare and contrast a range of theories in a variety of settings and age groups.
4. To create, revise, and begin to use your own personal theory of learning.
5. To reflect on how learning theories impact on every aspect of your life.
6. To apply principles and concepts of different learning theories in course tasks and cases.
7. To learn from your peers and class guests as well as prior student work in P540.
8. To feel comfortable in a team discussing, evaluating, or using different learning theories.
9. To acquire valuable learning theory text and video resources as well as links to websites.
10. To be proud of one's course contributions and products and ideas generated.

## Learning Approach

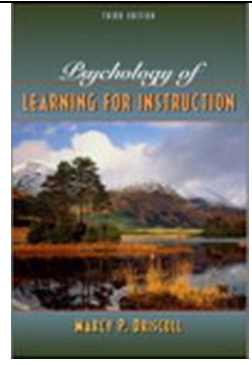
I believe that learning is a social, active, and reflective process. As such, the learning activities will include reading, writing, reflecting, and participating in group assignments. While some of our assignments are designed as individual reflection activities, many others are group activities. In addition, I want you to be engaged in hands-on and authentic learning tasks. Thus, the tasks selected here will allow for your active experimentation with learning theories in everyday life.

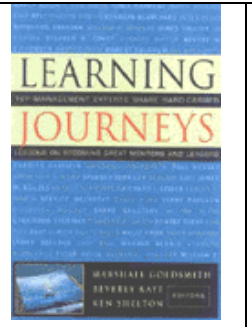
## Available Bonk Videostreams and Podcasts (Flipping the class?):

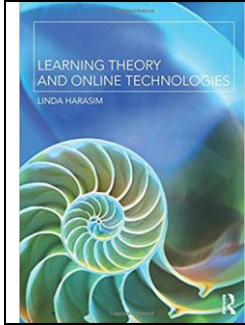
1. Bonk's Video Lectures (8-pack): <http://curtbonk.com/September102008.html> (YouTube option)
2. Weekly YouTube and other supplemental videos:  
[http://www.trainingshare.com/resources/youtube\\_videos.php](http://www.trainingshare.com/resources/youtube_videos.php)

## Course Books and Resources:

There are 2 highly recommended books for this course (almost required) and 2 optional books. The book by Marcy Driscoll, *Psychology of Learning for Instruction*, is highly recommended (pick any volume of that book, new or used). Most readings will come from there.

	<p><b>Recommended Highly (I will lecture from this book):</b> Driscoll, M. (2005). <i>Psychology of Learning for Instruction</i>, 3rd Edition. New York: Allyn &amp; Bacon.</p> <p>Order any edition:</p> <p>(Also try eBay, <a href="http://AbeBooks.com">AbeBooks.com</a>, Half-Price Books from \$0.75 to \$40.00 for used older editions) <a href="https://www.hpb.com/products/psychology-of-learning-for-instruction-9780205375196">https://www.hpb.com/products/psychology-of-learning-for-instruction-9780205375196</a></p> <p>Second Edition: <a href="http://Amazon.com">Amazon</a>: \$4.32 (used)</p>
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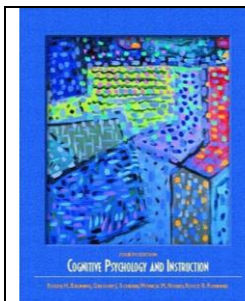
	<p><b>Optional Text: This book is highly recommended but not required (you can buy this cheaply on Amazon or Half.com as a used book!).</b></p> <p>Goldsmith, M., Kaye, B., &amp; Shelton, K. (2000). <i>Learning journeys: Top management experts share hard-earned lessons on becoming mentors and leaders</i>. Palo Alto, CA: Davies-Black Publishing.</p> <p><a href="http://Amazon.com">Amazon</a>: New: \$5.00; <b>used \$ .10</b> (Note: there are other books that you might select that are more K-12)</p>
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**Optional Text (recommend for IST majors): Learning Theory and Online Technologies**

Linda Harasim Goldsmith, M., Kaye, B., & Shelton, K. (2011). *Learning theory and online technologies*. New York, NY: Routledge.

Amazon: New: \$39.00; used **\$35.00**



**Recommended highly:** This book is highly recommended (especially for counseling, school psych, teacher education, learning sciences, or ed psych students) but not required (you can buy this cheaply used!).

Roger H. Bruning, Gregory J. Schraw, Monica M. Norby, Royce R. Ronning (2003). *Cognitive Psychology and Instruction* (4<sup>th</sup> Edition). Prentice Hall.

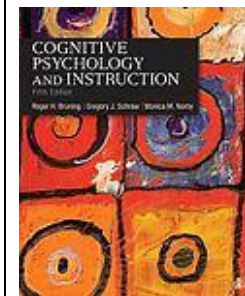
**Half.com:** <http://www.half.ebay.com/> (.01 cents)

Amazon: \$12.12

Thrift Books: \$3.79

Abe Books (\$3.51): <https://www.abebooks.com/>

Half-Price Books (\$1.18): <https://www.hpb.com/home>;  
<https://www.hpb.com/products/cognitive-psychology-and-instruction-9780132368971>



**Note:** some instructors use this book in P544 Applied Cognition and Learning Strategies. It is an excellent book for understanding cognitive psychology and its impact in school situations, including chapters on reading, writing, mathematics, science, social studies, etc.

**Reminder Note:** You can purchase these books cheaper or used online at Amazon.com or Thrift Books, eBay, AbeBooks.com, Half-Price Books. Try to avoid buying new books. Many articles will be posted to Dropbox with the Dropbox link also in Canvas.

**Other P540 Course Resources:**

1. Interactive Multimedia P540 Glossary (with many videos and articles—designed by one of my former students (Umida Khikmatillaeva): <http://learningplanet.shutterfly.com/>
2. Cool Resource Provider and Top 10 Summarizer Sign Up:  
<http://www.trainingshare.com/p540.php>

**Instructional Design and Learning Theory Databases** (from Richard Culatta):

Instructional Design: <http://www.instructionaldesign.org/index.html>

It includes ID Models: <http://www.instructionaldesign.org/models/index.html>

Mini ID Glossary: <http://www.instructionaldesign.org/glossary.html>

**Greg Kearsley's old Theory into Practice (TIP) Database:**

1. Learning theories: <http://www.instructionaldesign.org/theories/index.html>
2. Learning Domains: <http://www.instructionaldesign.org/domains/index.html>
3. Learning Concepts: <http://www.instructionaldesign.org/concepts/index.html>

(Note: this contains 50 major theories of learning and instruction).

<b>Proposed Course Activities and Schedule</b>	
<b>Unit</b>	<b>Learner-oriented Activity (Based on Driscoll 3<sup>rd</sup> edition)</b>
Week 1 Introduction (August 20)	<p><b>Read:</b> Driscoll Ch 1 Intro to Theories of Learning and Instruction Cunningham Article: May You Teach in Interesting Times (Dropbox and Canvas)</p> <p>Introduction to Course and Syllabus: Streaming Archive URL: <a href="https://youtu.be/wtCVpUEH008">https://youtu.be/wtCVpUEH008</a></p> <p><b>Note:</b> All 8 video lectures can be found at: <a href="http://mypage.iu.edu/~cjbonk/September102008.html">http://mypage.iu.edu/~cjbonk/September102008.html</a> and <a href="#">YouTube</a> option</p>
Week 2 Behaviorism (August 27)	<p><b>Read:</b> Driscoll Ch 2: Radical Behaviorism Gredler Chapter on Skinner (Posted to Dropbox and Canvas)</p> <p><b>Review:</b> Other articles posted to Dropbox and Canvas.</p> <p><b>Flip #1: Behaviorism</b> Streaming Archive URL: <a href="https://youtu.be/KefAapQdAHs">https://youtu.be/KefAapQdAHs</a></p>
Week 3 Social Learning Theory (September 3)	<p><b>Read:</b> Driscoll: Ch 9: Self-efficacy beliefs, pages 316-323 (if you have the 3<sup>rd</sup> edition); pages 310-316 (if you have the 2<sup>nd</sup> edition) <b>(Bruning 4<sup>th</sup> Ed addition: Ch 6, pages 110-117; Beliefs About Self)</b></p> <p><b>Review:</b> Explore Web links in Dropbox and Canvas related to Albert Bandura</p> <p>Social Cognitive Theory and Self-Efficacy: Archive URL: <a href="https://youtu.be/aGDUkwsxfGY">https://youtu.be/aGDUkwsxfGY</a></p>
Week 4 Cognitive Information Processing (September 10)	<p><b>Read:</b> Driscoll Ch 3: Cognitive Information Processing <b>(Bruning 4<sup>th</sup> Ed. addition: Chapters 1-5 on Info Processing Theory)</b></p> <p><b>Review:</b> How People Learn, by Bransford, Brown, and Cocking (Eds.) (2 parts): see Canvas or Dropbox.</p> <p><b>Flip #2: Cognitive Theory</b> Archive URL: <a href="https://youtu.be/xQsTUPI-Qbw">https://youtu.be/xQsTUPI-Qbw</a></p>
Week 5	<b>Read:</b>

<p>Motivation and Self-Regulated Learning (September 17)</p>	<p>Driscoll: Chapter 9 Motivation and Self-Regulated Learning Various motivation articles posted to Dropbox and Canvas. <b>(Bruning 4<sup>th</sup> Ed. add: Ch 6, pages 117-136; Ch 7 on Beliefs &amp; Cog)</b> <b>Due Sept 17th: Reflection Paper #1</b></p> <p>Motivation and Self-Regulated Learning Archive URL: <a href="https://youtu.be/g7eM_ER3Dn8">https://youtu.be/g7eM_ER3Dn8</a></p>
<p>Week 6 Meaningful Learning &amp; Schema Theory (September 24)</p>	<p><b>Read:</b> Driscoll: Chapter 4 Meaningful Learning and Schema Theory <b>(Bruning 4<sup>th</sup> Edition addition: Chapters 11-14, Learning to Read; Reading to Learn, Writing; and Cognitive Approaches to Mathematics)</b></p> <p><b>Flip #3: Meaningful Learning and Schema Theory</b> Archive URL: <a href="https://youtu.be/UAXTFfU4SvY">https://youtu.be/UAXTFfU4SvY</a></p>
<p>Week 7 Cognitivism and Piaget (October 1)</p>	<p><b>Read:</b> Driscoll: Chapter 6 Cognitive and Knowledge Development (Piaget) <b>(Bruning 4<sup>th</sup> Ed. addition: Chapter 15 Cog Approaches to Science)</b></p>
<p>Week 8 Constructivism and Situated Learning (October 8)</p>	<p><b>Read:</b> Driscoll: Chapter 5 Situation Cognition and Chapter 7 Interactional Theories of Cognitive Development (Vygotsky and Bruner) <b>(Bruning 4<sup>th</sup> Ed addition: Chapter 9 Classroom Contexts)</b></p> <p>Jean Piaget, Lev Vygotsky, Jerome Bruner, and Robert Gagne (as well as a practice test of 30+ items comparing cognitive constructivism (i.e., Piaget) and social constructivism (i.e., Lev Vygotsky)) <a href="https://youtu.be/YMoH2X_bjEw">https://youtu.be/YMoH2X_bjEw</a></p> <p><b>Due October 8th: Reflection Paper #2</b></p>
<p>Week 9 Constructivism  (October 15)</p>	<p><b>Read:</b> Driscoll: Chapter 11 Constructivism</p> <p><b>Flip #4: Constructivism, Social Constructivism, Learner-Centered Instruction, and PBL</b> Archive URL: <a href="https://youtu.be/qJKofs2PuBU">https://youtu.be/qJKofs2PuBU</a></p>
<p>Week 10 More Constructivism (October 22)</p>	<p><b>Read:</b> Constructivism Continued...</p>
<p>Week 11 Instructivism &amp; Instructional Design (October 29)</p>	<p><b>Read:</b> Articles assigned from David Merrill on ID and others (see Dropbox and Canvas) Chapter 10 Gagne's Theory of Instruction Bonk's Last Principles of Instruction</p>

	<b>Review:</b> Articles posted to Dropbox and Canvas.
Week 12 Connectivism (November 5)	<b>Read:</b> Dropbox and Canvas articles on Connectivism.  (Bruning Ed. add: Chapter 10 on Tech Contexts for Cog Growth)  <b>Reflection Paper #3 (turn in now or by December 3)</b>
Week 13 Self-Directed and Informal Online Learning (November 12)	<b>Read:</b> Bonk articles on Self-Directed and Informal Online Learning  <b>Course Catch-up Week #1:</b> Options (Critical Thinking from Bruning book or other; Other Majors: choice from Chapter 8 of Driscoll on brain bases for learning and memory, critical thinking, or anything of interest—2-4 articles or book chapters)
Week 14 Learning Engineers and Personal Learning Theory (November 26)	<b>Read:</b> <b>Course Catch-up Week #2:</b> Read Canvas articles on learning engineers or anything that helps with your final project  Driscoll: Ch 12 Toward a Personal Theory of Learning and Instruction
Week 15 Final Papers (December 3)	Present and Turn in Final Papers (Jeopardy Quiz?)  <b>Due Dec 3rd:</b> Final Wikibook Chapter, Track Theorist, YouTube video or video blog, Glossary, or Super Summary Papers, Other/Student Choice (and third reflection papers)

### Course Policies:

**Lateness and Incompletes.** I am flexible. You can turn in any paper late (you have 2 free cushion days (48 hours) on any paper). However, on the 3rd day late you will lose 5% and you lose 5 percent for every day beyond that. A grade of "I" will be given for medical emergencies, extreme situations, and unforeseen emergencies only.

**Submitting Assignments:** You can submit papers to me via email, the drop-box in Canvas, your own dropbox account, campus or home mailbox, at my house, or under my office door. Just let me know which you choose if you do not bring to class. Email often works best.

**Instructor Responsiveness:** Unless I am traveling, I try to respond to email within 48 hours; more likely, within an hour or 2 or quicker. As you will soon see, I work too many late hours.

**Statement of Intellectual Freedom:** In a July 23, 2018 blog article in *Inside Higher Ed*, John Warner, wrote about the need for "[Finding the Right Atmosphere for Learning](#)." Decades prior, Carl Rogers spoke of the need for "freedom to learn." My research on online forms of learning

also reveals that online learners, whether formal or informal, want that sense of freedom to explore. In response, in this class, you will have the ability to select from a range of possible tasks or to combine them into something unique. If not content, you can create your own task or assignment. Just run it by me first. With such freedom comes responsibility to set your standards high as well as be willing to deal with failures and mistakes along the way. You will also need to be self-directed and set appropriate deadlines for your progress and completion. Perhaps you might ask these questions below that Warner asks his students:

- Do you look forward to coming to class?
- Do you find the project you're working on interesting?
- Do you have a good sense of what you're trying to accomplish?
- Do you find the project you're working on challenging?
- Do you have enough time and support to achieve what you're trying to accomplish?

If you answer "no" to one or more of these questions, do not hesitate to contact me or my instructional assistant Meina Zhu. Freedom to explore is vital to learning growth; hence, we need to not just protect it, but to nurture and support it each day. Please take some intellectual risks when you can. Whatever you do, I hope that you find some fantastic learning avenues to pursue this semester in P540. And Meina and I will be there to support you as well as challenge you to reach for the stars.

**Academic Honesty Statement and Curtailing Plagiarism:** All policies and regulations (e.g., regarding "academic honesty and plagiarism") as stated in the Graduate Bulletin apply in this course. Any incident of academic dishonesty will be forwarded to the Dean of Students, as per IU policy, for disciplinary action. Academic dishonesty may affect both your grade in this course as well as your enrollment status in the University. If you have any questions about what constitutes academic dishonesty, you should seek clarification from the [IU Code of Student Rights, Responsibility and Conduct](#). Please use quotes when you are directly using someone else's work. If you are not sure whether you need to cite the source or use quotation marks, ask the instructor.

**Course Courtesies:** Try to make your weekly postings in the discussion forum in Canvas in a timely manner so as to have a more fluid and engaging discussion. If you are late, however, you should still go back and post. Do not stress out; it will still count. And if you attend any of the optional synchronous meetings in Zoom, feel free to use your laptops and mobile devices to take notes or look up course information. However, if you can, please try to find a place that is quiet or mute your mic so as not to distract others. If possible, try not to have too many interruptions or people walking around behind the screen. Of course, you may come and go in the synchronous sessions as your schedule permits. These synchronous sessions are optional and will be recorded.

**Accessibility:** If you need accommodations because of a disability, if you have emergency medical information to share with us, or if you need special arrangements in case the building must be evacuated, please inform me by e-mail, phone, or in person. To request academic accommodations (for example, a note taker), students must register with Student Disability Services which will review your documentation for academic accommodations. Another resource is the IU Information and Technology Services Office. For more information about the rights of people with disabilities, please visit the following [website](#).

## Grades and Due Date:

<b>Task</b>	<b>Grades</b>	<b>Due date</b>
Participation in Class Discussion	30	N/A (due each week, preferably by Saturday night)
Cool Resource Finder and Top Ten Summarizer	30	N/A
Video Lectures and Flipping the Classroom	30	N/A
Reflection Paper #1 (choice of 10 options)	30	Sept. 17 <sup>th</sup> (+2 days grace)
Reflection Paper #2 (choice of same 10 options)	30	Oct. 8 <sup>th</sup> (+2 days grace)
Reflection Paper #3 (choice of 4 options)	30	Nov. 12 <sup>th</sup> or Dec. 3 <sup>rd</sup> (+2 days grace)
Final project (Pick from 8 choices: Personal Choice and Creation, Super Summary Paper, YouTube vide or Video Blog, Wikibook Chapter, Track a Learning Theory, Personal Glossary, OCW or MOOC review, or Other.)	90	Dec. 3 <sup>rd</sup> (+2 days grace)
<b>Total Points</b>	<b>270</b>	

**Course Grading:** I reserve the right for a quiz or test at some point during the semester which will increase the point total here. We will use 90-80-70-60 scale for the course.

270 pts or more = A+  
 252 = A  
 243 = A-  
 234 = B+  
 225 = B  
 216 = B-  
 207 = C+  
 198 = C  
 189 = C-

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## **Course Requirements and Assessments**

### **I. Class Discussion, Cool Resources, and Flipping the Class**

We will typically cover a chapter or unit each week. Recordings of my class video lectures, virtual presentations, and podcasts can be found online. See: <http://curtbonk.com/September102008.html> (YouTube option). Each week, you are asked to read the chapter assigned, watch two assigned YouTube or TED videos (from several posted), and discuss the topic in Canvas. I have a list of pertinent supplemental videos by week (see [http://www.trainingshare.com/resources/youtube\\_videos.php](http://www.trainingshare.com/resources/youtube_videos.php)). If there are multiple parts to a video, you are encouraged to watch all parts.

#### **A. Participation in Class Discussion in Canvas (30 Points):**



In this Web course, regular participation in online course discussions will be essential to your content understanding and ultimate success. You should post a reaction to the assigned readings each week in Canvas as well as respond to your peers. Your comments might be highly creative and unique or logical summations of what others have stated. They might be minor extensions or subtle insights into a topic or trend. They might also be visual reflections (e.g., concept maps) of the ebbs and flows of the discussion during the week. You decide. There are 30 points allocated to participating in weekly in the online discussions in Canvas. Points will be awarded as follows: 27-30 for high participators; 24-26 for medium participators; 21-23 for low participators; and 0-20 for others.

### **B. Top Ten Summarizer and Cool Resource Provider (i.e., Moderator) (30 Points).**

**Cool Resource Provider:** Each week, we will have 1 or 2 people in charge of finding 1-2 cool online resources (i.e., the Cool Resource Providers) related to the topic of the class for the week and posting links to them in a discussion thread in Canvas. We might show them during the optional weekly synchronous session in Zoom. Such resources might include online psychology tests, simulations, animations, models, videos (e.g., YouTube or Vimeo), researcher Websites, or audio clips. Other students can also post their cool resources here. In addition, all students can post links to any papers or projects that they have completed in P540; especially final projects.

**Top Ten Summarizer:** The Cool Resource Provider(s) will also take on the role of a Top Ten Summarizer. As Top Ten Summarizers, they will also post ten key points for the chapters and articles for the week (or more than 10 if they like) to the appropriate discussion thread in Canvas. In effect, they will be the moderators for the week.

**Moderator (Cool Resource Provider and Top Ten Summarizer) Sign-Up Form:** The online sign-up sheet for these two roles can be found at: <http://www.trainingshare.com/p540.php>. Please send your Top Ten lists to Meina Zhu. She will compile them into one document for sharing at the end of the semester. Please post by Monday morning at 11 am. You will likely be a Top Ten Summarizer and Cool Resource Provider (i.e., the Moderator) just once during the semester. Some of you might volunteer to go a second time for a bonus point or two. This is a mastery assignment—you get full credit if done well.

### **C. Video Lectures (prerecorded and live in Zoom) and Flipping the Classroom (30 Points).**

As decade ago, I recorded eight video lectures for the key learning theories of this course. Since they remain available and I look much younger then, let's use them and flip the class a few times with these prerecorded video lectures (Weeks 2, 4, 6, and 10--see schedule above in green). In those weeks, students will watch a prerecorded lecture from Dr. Bonk and post 5-10 things that they learned from them in Canvas for that week by Tuesday night. Dr. Bonk will supplement them with short synchronous overviews in Zoom (Zoom link: <https://IU.zoom.us/j/8123222878>) which are *optional* to attend and will be recorded. These synchronous meetings will take place at night depending on a class vote and may rotate. I suspect that they will be around 7 or 8 pm on Monday or Tuesday nights. They will also depend on the schedules of any guest speakers. On weeks that we do not flip, I will give full lectures or have a guest in Zoom. These will be recorded and posted to Kaltura Media files in Canvas and will be optional to attend.

### **Bonk's Prepackaged "8 Pack" of Lecture Videos (Sept 2008):**

In [YouTube](http://curtbonk.com/September102008.html); Streamed: <http://curtbonk.com/September102008.html>

## **II. Reflective Writing Activity #1 is Due September 17th and Activity #2 Due October 8th (Pick 2 tasks from 10 options below)**

You have 3 total reflective writing papers to complete. Two are in this section with 10 options. The first one is due September 17th and the second one is due October 8th. Except for options F, G, H, and perhaps J, these will be 2-3 page single-spaced papers. Try to skip a space between paragraphs, however. Use 12-point Times Roman font and one inch margins or something similar that looks nice and does not make me go blind. Please include your name and option description on all papers and staple them (if you turn them in live). Each paper is worth 30 points. Note: I have designed a grading rubric for these tasks (see end of syllabus).

### **Option A. Learning Journeys or Similar book (30 Points)**

I recommended the book, "*Learning journeys: Top management experts share hard-earned lessons on becoming mentors and leaders*," for a reason. The book is filled with 37 stories and lessons in life from some of the world's best known management mentors and leaders. A used copy of this book can be bought online at Amazon.com for \$5 new and sometimes as low as .10 cents used. (If you do not want to select this particular book because you are a K-12 educator, feel free to find a similar book in your field if you can find one, or perhaps buy an autobiography that is filled with rich learning experiences. I must approve any alternative book selection, however. Please read 4-5 stories from the "Learning Journeys" book (or 4-5 chapters for an alternative book) and link aspects of them to different learning theories in a 2-3 page single-spaced paper (one of these pages might be a chart of course terms alluded to in the chapters you read and a description of how these relate to class). In your paper, please describe the learning principles, ideas, and guidelines embedded in the stories that you chose. How does the story validate or refute the theory? How might it be applied in still other ways? What is missing from the story that you might like to know more about? You might send your learning journey review to the expert who wrote it for potential feedback. If you do, a copy of your email would be worth 2 extra points and any feedback would be worth one more. These will be graded for: (1) appropriate relevant linkages to class concepts; (2) completeness of your review; and (3) coherence and organization (10 points each).

### **Option B. Learning and Cognition Trends Paper (30 Points)**

From your perspective, what trends in learning and cognition theory seem to be particularly important today? Perhaps it is forming learning apprenticeships. Maybe you are interested in active learning or constructivistic teachers and schools. Or, perhaps, creating a better overall learning environment intrigues you most. Well, in this option, you are to explore the literature on a topic of interest. You are to find, filter, and explore articles, conferences, books, professional organizations, research reports, magazines, etc. on this topic. Then tell us what the state of knowledge is in this area and why it is important to you. Where are the open research issues, the apparently important applications, and the upcoming opportunities? How might this particular class soon be impacted by this area? Your 2-3 page single-spaced paper (with appropriate appendices) will be evaluated for (1) exploration and creativity; (2) completeness, coherence, effort, and amount of digging; and (3) relevancy and timeliness for this class.

### **Option C. Job Application Paper (30 Points)**

Here, you are to write a 2-3 page single-spaced paper where you evaluate one or more theories or approaches from the perspective of an educational setting, issue, or problem of importance to you (preferably your current or past job). Since I am your audience, please do not take up much space restating the theory. In addition, be sure your paper is about something of substance, instead of a series of unrelated reflections or observations about the theory. Like all good papers, it should have a descriptive title, some kind of thesis statement, and a conclusion. Of course, we also expect it to be well organized and coherent. Since this is not a library research paper, you do not necessarily need to use any resources other than the text and class discussion. These papers will be graded for: (1) demonstration of understanding of the theory; (2) relevant application or critique of the theory in some educational setting or context; and (3) coherence and organization of the paper.

**Sample papers:** Sample titles include “*Behaviorism and coaching*,” “*Making sense of Bruner’s theory of cognitive development in college instruction*,” “*A year in a life of a constructivistic math instructor*,” and “*My grandmother was a situated cognitivist*.”

### **Option D. Personal Learning Theory—Joint Learning Theory (30 Points)**

One of the most important goals of this course is for you to form a personal sense of how these learning and instructional theories can be used in your future "educational" practices. During the first week of the course, I might ask you to write a 1-3 paragraph summary of your personal theory of learning. After talking to your peers in the course, you might find one or more people who you have something in common with and create a joint personal theory of learning. Just how does your personal learning theory merge with or relate to someone else’s? If you decide on a collaborative paper, you must turn in a 4-5 page single-spaced paper. If you write an individual paper, it should be 2-3 pages single spaced. Your personal theory of learning should include examples or ideas from your present job and anticipated work environments. It will be graded for: (1) insightful and creative ideas; (2) coherence and organization; and (3) completeness.

To complete this task, you might ask yourself a series of questions about each of the theories. However, since the goal of this task (and this course, by the way) is to construct your own unique understanding of the theories, we cannot dictate all the questions you might ask. But we can suggest some possibilities, such as:

- What aspects of learning and cognition are addressed by this theory?
- What are the main processes or mechanisms that are proposed to account for learning, according to this theory?
- What is the single most important "big idea" from this theory?
- With what other theories or viewpoints is this theory most compatible?
- Does this theory or perspective resonate with your own experiences and beliefs?
- Does this theory seem to be a good match for the kinds of learners you're interested in?
- What about for the learning tasks you intend to use?
- Where or in what ways can this theory be found in recent news?
- What is the outlook for this theory?

**Option E. Case Situations or Problems (30 Points)**

Here, you will write 3 case situations or vignettes related to your current or most recent job setting (each will be about one page long single spaced). In these cases, you will point out the situation or problem in 1-2 paragraphs as well as the key questions or issues. Next you will detail the concepts that relate to this class. Finally, you will provide a resolution based on your readings in this class. If anyone shares their cases with co-workers or peers and gets feedback on them, you will get 2 bonus points provided you attach this to your work. Your paper will be graded for (1) sound solution and overall demonstration of understanding of learning and cognition theories; (2) case richness and detail; and (3) coherence and organization of the paper.

**Option F. Library Day (30 Points)**

Here is your chance to explore your own interests. From your perspective, what trends in learning and cognition theory seem to be particularly important today? Perhaps it is forming learning apprenticeships. Maybe you are interested in active learning or constructivistic teachers and schools. Well, in this option, you are to explore the literature on a topic of interest and then use it in practice. You are to find, filter, and explore articles, conference proceedings, book chapters, professional organization reports, research reports, magazines, etc. on this topic. I want you to spend a day in a physical library or searching the Web online or both and find 15-20 articles related to your area(s) of interest, chapters, or reports and briefly summarize them in a short super summary form which I will provide for you (1 page). In the super summary form, you will note the following: (1) the article citation; (2) topic area, concepts, ideas, etc.; (3) short summary of article; and (4) your article rating. Your library day summaries will be evaluated for: (1) coherence; (2) completeness, effort, and amount of digging; and (3) relevancy and timeliness for this class. No additional paper is required for this assignment.

**Option G. Mini Personal Course Glossary (30 Points)**

In this option, you will create a 30-word glossary. Each term will have a brief textbook-like definition (in your own words) as well as a story or example related to the concept. The story or example should not be more than a few sentences long. Please arrange these in alphabetic order. They might further be sorted by chapter or theory if you so choose. Visuals of any concept are helpful but not required. No additional paper is required. However, if you select this option, you cannot select the glossary option for your final project.

**Option H. Chapter Concept Maps (30 Points)**

In this option, you will create 3 concept maps for each of 3 different chapters or learning theories. Your concept maps will each include at least 20 terms including terms that relate to one another. You will have main ideas as macropropositions and details as micropropositions. You are encouraged to use a computer software package for this. Popplet (<http://popplet.com/>) is a tool that allows you to hyperlink terms and ideas within your concept map. Inspiration (<http://www.inspiration.com/>), Glify (<http://www.glify.com/>), and Mindomo (<http://www.mindomo.com/>) are other such tools. Students can work in pairs on this project. A 2-page single-spaced paper will explain your connections and ideas as well as your learning growth from this assignment.

**Option I: Interviews of Experts on Learning Theories (30 Points)**

Those selecting this option should interview 2-3 professionals about their favored theories of learning. You might interview visiting scholar professors, Fulbright scholars, graduate students, professors, psychologists, consultants, or others. You should inquire about the principles and concepts that they rely upon when they study, teach, consult, research, or generally engage with the world. How can people study more effectively? How can instructors teach at higher levels of human engagement? You might inquire as to how their ideas, concepts, principles, and overall personal learning theory has changed over the past decade and why. In your 2-3 page single spaced paper, you are to summarize what you found out and link these findings to ideas and theories discussed in P540. You might also include an appendix of your interview transcript(s) and a glossary of terms discussed. Your review will be evaluated for: (1) coherence, (2) relevance, (3) completeness/depth, (4) originality of ideas, (5) potential impact, (6) insights.

**Option J. Combination or Extension of Above Options (Note: needs approval) (30 Points)**

In this option, you can combine 2 or more of the above options (e.g., interviews of experts and personal learning theory or the mini personal course glossary book and case situations or problems interview). Please run your combination idea by the instructor first. You might also suggest extending one of the options into a new direction (e.g., a trends paper, book review, or expert interview that you attempt to publish).

### **III. Flipping, Connectivism, Technology, and Learning Reflective Writing Task #3 (November 12th...or December 3rd)**

**Option A. Flipped Classroom Reflection (30 Points)**

We have moved from an age of information scarcity to information abundance. In this new age, learners have to take greater control of their own learning. Are you a self-directed learner? Would you like to perhaps learn information in multiple ways? In this new option, I would like for you to watch 6 of the 8 classroom prerecorded video lectures from Dr. Bonk and reflect on the key concepts learned. For a list of the videos, see: [YouTube](https://www.youtube.com/watch?v=...); or: <http://curtbonk.com/September102008.html>. For your 2-3 page single spaced reflection paper, I want you to compare your learning from the video lecture to what you read in the book chapter as well as from extra articles posted online. Which aspects of the course were the most beneficial and why? What was perhaps redundant and could be eliminated? Have you designed any new models or frameworks, gained any fresh ideas or concepts, or changed your thinking as a result of engaging in the flipped classroom activities? These will be graded for content, coherence, and originality. See rubric at end of the syllabus.

**Option B. YouTube Observations and Reflections (30 Points)**

I will post a summary sheet of YouTube and other shared online videos to watch each week (see [http://www.trainingshare.com/resources/youtube\\_videos.php](http://www.trainingshare.com/resources/youtube_videos.php)). You must watch at least 2 of these each week (Note: multiple part videos count as just 1 video in total). I want everyone to connect terms they see in the online videos to the readings. The first assignment is to take one or more of those videos and write a 2-3 page single spaced paper about the learning experience from such viewing. What terms make more sense now? How are one or more learning theories or concepts better understood from watching these videos? What is still unclear or missing? How might you use YouTube in your present or future teaching and learning situations? Before writing your

paper, be sure to read the article by Curt Bonk on using video as a macrocontext for learning (see Dropbox or Canvas). Students can suggest additional YouTube videos to me for a bonus point. For another bonus point you might rate the YouTube videos that I made available this semester. See grading rubric at the end of the syllabus.

**Option C. Reflection on Connectivism: Is it a learning theory? (30 Points)**

In this option, I want you to read at least a half dozen articles that discuss connectivism. And then decide whether it is a learning theory. If not, what is missing? I want you to reflect on the key underlying principles of connectivism. In addition, discuss how it is similar to at least one other learning theory that we are discussing in this course as well as dissimilar from another learning theory. What makes it a learning theory or not? How might it be applied in schools, universities, or training situations? Finally, should I continue to include it as a topic in P540 in the future? Why or why not? What remains unexplained in terms of connectivism? Please define key terms at the end in an appendix or glossary. Put sure to also insert your references. You are to write a 2-3 page single spaced paper on this. See rubric at the end of the syllabus.

**Option D. Web Resource Portal Explorations and Reflections (30 Points)**

In this option, I want you to explore the Web for resources related to this class (e.g., theory information sites, videos, animations, interviews of authors, conference sites, special journal issues online, other related course portals, etc.). I want you to find at least 5 of them and evaluate how they could be used in a class like P540. What are their strengths and weaknesses? How might an instructor use them? How might each one be improved? What is missing? See rubric at the end of the syllabus.

## **IV. Final Assignment Options (90 Points, Due: December 3rd)**

Your final project might be a super summary of your learning in the course that is useful for future students. It might also be a video project of your learning or a documentary of the course itself. It might be a new book or an extension of an existing wikibook. Or, as noted below, you might track the present state of a learning theory or theorist.

**Final Project Idea #1. Student Choice and Creation (90 Points)**

Using ideas from Daniel Pink's (2009) book called *Drive*, we will be trying out some new ideas in this class. I will be granting you authority to work on whatever project you want to take on. The key caveat is that you will need to share your final project during Week 15. My goal is for you to become more active and autonomous in your learning.

So, instead of one of the options below, you can create or design something of similar worth as a final product or project for this class. Your choice! You might help an organization, institution, corporation, or school in your local community using some of the ideas from this class. You must get approval from the instructor prior to commencing on such a project (preferably by November 1st). And you are required to turn in any report you have produced for that organization or institution along with a 3-5 page (single spaced) reflection paper on what you have learned from that experience. You must specify at least a dozen principles, concepts, or terms from the course that link to their final project. An appendix of such terms must be included with your paper.

### **Sample Grading Criteria for Final Project Option #1 (90 Points; 10 points each):**

1. Importance of the project;
2. Creativity, novelty, and originality;
3. Effort, involvement, commitment, and helpfulness (for/to client);
4. Content and design effects;
5. Coherence and logical sequence;
6. Completeness of the project;
7. Course linkages and relevance;
8. Client satisfaction and project appropriateness;
9. Overall quality of the project

If possible, please include a note from the client about his or her satisfaction with the product and your overall effort, commitment, and helpfulness. Such projects might involve volunteering in the community or they might be related to a current job or work setting.

### **Final Project Idea #2. Super Summary (90 Points)**

If you select this option, near the end of the semester, you are to write a 2,500-3,500 word (I will accept up to 3,500 words not counting appendices and references) super summary of what was important in this course, at least in terms of the class discussions. Here you must specifically refer to the comments of at least four cool resource providers or top ten summarizers from four different weeks in the semester. In your paper, you should point out what you learned from the course, how learning theories be used in your own job setting or educational practices, what concepts are important from this class, what would you do differently, and how you can now use course material when you leave this class? In addition, what aspects of learning and cognition are addressed by this theory? What is the single most important "big idea" from this theory? Does this theory or perspective resonate with your own experiences and beliefs? Does this theory seem to be a good match for the kinds of learners you're interested in? How might your learning theory be used in your current job or in an educational setting, issue, or problem of importance to you (preferably your current or past job). At the end, you might also include a glossary of terms learned with personal definitions or examples or something else which creatively demonstrates your learning in this course.

### **Final Project Idea #3. Wikibook Chapter or Extension (90 Points)**

Bonk, C. J., & Lee, M.-Y., with Kim N. (2007, fall). *The Practice of Learning Theories (The POLT)*. Wikibooks. Available: [http://en.wikiversity.org/wiki/Learning\\_theories\\_in\\_practice](http://en.wikiversity.org/wiki/Learning_theories_in_practice)

I am a firm believer in learning by doing. This task is one of doing! Here, you are to write a chapter for a book—a wikibook—which is available for free to the whole community. You pick the topic, the title, and the content to include. Anyone in the world with an Internet connection can modify it or extend it. The focus is taking the theory that you have learned in this class and putting it into practice. Ten years ago, Dr. Mimi Lee's class at the University of Houston and my P540 class in Bloomington built a wikibook on "The Practice of Learning Theories" (The POLT). The focus of The POLT is on implementation, pragmatic use, or realization of a learning theory in the field. In this option, you can significantly modify an existing chapter or write a new one. Just create your own username and password and you are ready to make changes to the POLT.

You can write these documents in Word as well as place them in the wikibook. In this assignment, you will get something to add to your resumes.

#### **Final Project Idea #4. Track the Present State of a Learning Theory (90 Points)**

In this option, I want you to track a theory or theorist. If this person is still alive, I want you to write to this person, follow his/her Twitter feed or podcast posts, read his/her articles (at least 10-12 such articles), read articles from others on this theory, watch one or more conference presentations from him/her, and interview 1-2 others about the theory (e.g., IU Professor Richard Shiffrin on cognitive information processing theory, or George Siemens or Stephen Downes on Connectivism). I want you to dig in deep and summarize the state of their theory today. You might also analyze how it is being applied in educational settings (e.g., schools, businesses, military training, etc.). Who is applying it? And why? What works and what does not? Is there anything replacing it? You will turn in a report on the state of that theory. Your paper will be a maximum of 4,000 words, excluding appendices, references, interview transcripts, etc.

#### **Grading Criteria for Final Project Option 2, 3, and 4 (90 Points; 10 points each):**

1. Insightful/Originality: novel, creative, takes risks, relationships drawn, unique.
2. Interesting: engaging, unique perspective
3. Completeness: thorough, detailed, dig deep, effort
4. Relevance: appropriate, effort, related to class.
5. Content: learning displayed, connections to class, informative reflection.
6. Exploratory and Reflective: pushing out, metacognitive, self-confidence.
7. Critical thinking displayed: sound analysis and evaluation, logical, backs up claims.
8. Logical Flow and Well Written: easily read, transitions, conclusions, unity, coherence.
9. Overall Chapter: breadth/depth of thought, knowledge growth, understands theories.

#### **Final Project Idea #5. Create a YouTube Video or Video Blog (Vlog) of Your Personal Learning Theory (90 Points)**

Instead of a final paper, chapter, or test, you can post a 5-10 minute video reflection of your personal learning philosophy or approach. This video can be public or private. In it, you might explain how you are going to use the content of this course. You might address issues such as how learners are viewed from this approach, key principles, concepts, or ideas, what it attempts to explain, the ages or types of learners it is best suited for, and what led you to these beliefs.

#### **Prior Examples:**

Anthony Schmidt P540 (personal theory): [http://www.youtube.com/watch?v=x3FJyi4Pn\\_E](http://www.youtube.com/watch?v=x3FJyi4Pn_E)

Tonya Clark P540 (making connections) <http://www.youtube.com/watch?v=eD1awpaSuP0>

Dan Halluka (dan 178 singing): <http://www.youtube.com/watch?v=tOL7lrGsqnw>

Yue (Ma) in Teachingland: [http://v.youku.com/v\\_show/id\\_XMzM1MzE2Njk2.html](http://v.youku.com/v_show/id_XMzM1MzE2Njk2.html)

Shu-Yi Wang (Lrng Theories/Psychotherapy): <https://www.youtube.com/watch?v=PNMpGjnXAjM>

If ambitious, you might create a video for your school, organization, or institution (e.g., Hannah Kimberly Omar, Lorma International School): <http://www.youtube.com/watch?v=1C435Ut-GzA>

#### **Grading Criteria for Final Project Option #5 (90 Points; 10 points each):**

1. Insightfulness into P540 class content: Does he/she understand the course content?



2. Creativity and originality in style and content of video: Snappy, exciting, cool, etc.?
3. Effort and commitment to this project: What is the sense of effort in the product?
4. Design and visual effects: What is the cool and wow factor?
5. Coherence and logical sequence of the video: Can one understand it?
6. Completeness: Sufficient coverage of content?
7. Relevance: Does this relate to P540 content?
8. Audio: Is any sound used and is it in synch with the visuals?
9. Overall content quality: The multimedia, depth, interesting, etc.?

### **Final Project Idea #6. Personal Course Glossary (90 Points)**

In this option, you will create minimum 90 word glossary. Each term will have a brief text-book like definition (in your own words) as well as a story or example related to the concept. The story or example should not be more than a few sentences long. Please arrange these in alphabetic order. They might further be sorted by chapter or theory if you so choose. Visuals of any concept are helpful but not required. Note: submitting a slight extension to this assignment (e.g., 10-15 extra words) or doing something creative or original as part of this task is helpful.

**Grading:** This will be based on terms that are correctly, creatively, and interestingly explained. If you have 90 good ones filled with rich, unique, lively, and accurate examples, you will likely perform very well on this assignment. You can submit up to 20 extra terms for a couple of potential bonus points. I will grade according to the following criteria:

#### **Sample Grading Criteria for Final Project Option #6 (90 Points; 10 points each):**

1. Coherence and logic,
2. Easy to follow format and design (engaging),
3. Comprehensive, effort, digging,
4. Course linkages and relevance,
5. Creative and insightful examples,
6. Interesting, unique, novel examples
7. Accurate examples,
8. Overall completeness,
9. Overall quality.

### **Final Product Idea #7. Usable Class Product (90 Points)**

Students might design their own final project or combine ideas together into something truly unique (i.e., a mash-up). As part of this effort, they might create or perform a meaningful activity for the class. For example, you might summarize the learning principles embedded in different articles or readings for each week of the course. Or, you might create a unique categorization scheme for the learning theories and principles discussed this semester. An ambitious student might create an interactive multimedia glossary or comprehensive Website for the course as an individual or as part of a team. Still others might create an online database of articles on a particular theory or perspective.

There are still more options. Among them, you might create a mobile application or mobile book related to a learning theory. Others might organize a class mini-conference or real conference symposium on an idea related to this class for your school, company, or organization and then

reflect on it. Such tools might have relevance in K-12, military, corporate, or higher education settings or perhaps in more informal settings such as a museum, zoo, or computer club.

You might also engage in a major problem-based learning project related to this class with a school, company, organization, or institution. In this option, you make the contact and find out what needs to be resolved and then get it approved by the instructor. The final product might be a distance learning evaluation project. It might involve the design of e-learning tools and resources. It might entail the creation of a strategic plan, white paper, or vision statement. Whatever the problem or task, it must be authentic. Anyone selecting this option should include a 2-4 page single-spaced reflection paper on what you learned (Note: any final project report to an organization or institution can substitute for that final reflection paper). The grading scheme will be project specific.

### **Grading Criteria for Final Project Option #7 (10 points each):**

1. **Insightful/Originality and Interesting:** innovative ideas, insightful relationships drawn, unique, aesthetics, perspective, engaging writing, unique perspective, interesting work.
2. **Completeness:** thorough, detailed, dig deep, effort, fulfills spirit of the assignment.
3. **Relevance and Course Linkages:** concepts and ideas from experience appropriate and related to class, perhaps includes a recap list or summary table of what learned, real world implications.
4. **Impact on Practice:** Audience stated, purpose, goals, intent, extendable, long-term possibilities, short-term impact.
5. **Content Reviewed/Included:** Course appropriateness, made several key connections to class, highly informative reflection (helps the reader form new understandings).
6. **Exploratory and Reflective:** pushing out, metacognitive, reflecting on oneself as a learner or on how fellow learners benefit from this project or idea; shows that one was reflecting on the experience both as a learner as well as in light of the content of this class.
7. **Coherent, Logical Flow, and Well Organized:** easily read or to learn from, transitions, conclusions, logical flow to project, critique, review, or experience, well organized project, sequence of ideas makes sense.
8. **Accuracy and Understanding:** Terms used in the right context, information provided appropriate to the context, shows understanding of learning theories.
9. **Overall Scope and Quality of the Project:** Well designed and much effort expended, learning on display, growth, depth, connections to class, informative reflection.

### **Final Product Idea #8. MOOC, OER, or OCW Review Option (90 Points)**

Recently, there has been a huge explosion of open educational contents. Among these new learning resources are open educational resources (OER), OpenCourseWare (OCW), and massive open online courses (MOOCs). OCW and OER typically are freely available contents without direct contact with instructors. MOOCs are instructor-driven courses which are usually free and open to the world community, thereby involving large enrollments. An optional assignment idea for this class is to explore or enroll in one or two massive open online courses (MOOCs) related to learning, cognition, and instruction. Some possibilities related to our course can be found in Class Central or. Even if you do not select this task, you might explore a few of these MOOCs and observe how they are conducted. And then reflect, reflect, reflect!

Your final assignment might entail enrolling in one or more MOOCs and writing a 3-5 page single spaced reflection paper on what you learned as it relates to various topics from this course (Note: you might include a recap table or chart at the end summarizing key concepts or ideas mentioned in your paper). You would NOT have to complete the course; just sit in and lurk if you want. Your MOOC review paper should include your insights about the learning

environment and learning theories relied upon as well as a few specific examples of instructional tasks and ideas from the course. It will be graded for: (1) connections to course content; (2) coherence and organization; and (3) overall insights and conceptual understandings.

If you complete the course or get a certificate (Coursera calls these “Signature” courses), you might get some bonus points. Even if you do not complete a MOOC, you could get bonus points by extending the assignment in some way (e.g., interviewing the MOOC instructor(s) about their instructional approaches and beliefs about learning; interviewing other participants/students taking this course about their learning experiences; interviewing a member of the MOOC design team, etc.). As part of these efforts, you might also explore some of the open educational portals and MOOC contents that you find online.

### **Portals to MOOC courses (vendors and providers):**

1. Canvas: <https://www.canvas.net/>
2. Coursera list of courses: <https://www.coursera.org/courses?orderby=upcoming>
3. CourseSites: <https://www.coursesites.com/webapps/Bb-sites-course-creation-BBLEARN/pages/mooccatalog.html>
4. edX courses: <https://www.edx.org/course-list>
5. FutureLearn: <https://www.futurelearn.com/courses/upcoming>
6. iversity: <https://iversity.org/>
7. NovoEd: <https://novoed.com/>
8. Open2Study: <https://www.open2study.com/>
9. Udemy: <https://www.udemy.com/>
10. Udacity: <https://www.udacity.com/courses#!/all>

### **MOOC Lists:**

1. Class Central: <https://www.class-central.com/subject/education>
2. The MOOC List: <http://www.mooc-list.com/>
3. Open Culture: [http://www.openculture.com/free\\_certificate\\_courses](http://www.openculture.com/free_certificate_courses)
4. Techno Duet: <http://www.technoduet.com/a-comprehensive-list-of-mooc-massive-open-online-courses-providers/>

### **Some questions you might ask before writing your paper:**

- What is the overall feel of this learning environment? Is there any particular learning approach or philosophy that you feel or experience?
- What aspects of learning and instruction are addressed in this MOOC or by this open educational resource? Stated another way, what theory of learning and instruction does the instructor or the course design tend to rely upon?
- What learning theory or perspective might be used to improve the course? How might you improve this course if asked?
- Are there any specific learning concepts and principles embedded in any module or in multiple modules of the course?
- How does the MOOC utilize existing OER content? How might it better take advantage of such resources?
- Which tasks or activities seem most effective and why? What are the most creative?
- What is the least effective aspect of this course and why?

- What aspects of learning and instruction or theoretical perspective do you understand better now? And why?

**MOOC Review Grading Criteria if a Final Project Option #8 (90 Points; 10 points each):**

1. **Insightful/Originality:** innovative ideas, insightful relationships drawn about MOOCs and open education, helps the reader form new understandings about MOOCs.
2. **Interesting:** engaging writing, unique perspective on MOOCs and open education.
3. **Completeness:** thorough, detailed, dig deep, effort, fulfills spirit of the assignment.
4. **Relevance:** concepts and ideas from MOOC experience appropriate and related to class, perhaps includes a recap list or summary table of what learned.
5. **Content:** learning displayed, made several key connections to class from MOOC experience, highly informative reflection (helps the reader form new understandings).
6. **Exploratory and Reflective:** pushing out, metacognitive, reflecting on oneself as a learner or on how fellow learners benefit from MOOCs, shows that one was reflecting on the experience both as a learner as well as in light of the content of this class.
7. **Coherent, Logical Flow, and Well Organized:** easily read, transitions, conclusions, logical flow to the critique or review of MOOCs or MOOC experience, well organized review, sequence of ideas makes sense.
8. I will also look for: **breadth/depth of thought, knowledge growth displays, understands theories, concepts, and principles in relation to the MOOC experience.**
9. And I will want to see some **critical thinking displayed** including sound analysis and evaluation of instructional approach taken in MOOC, logical, backs up claims.

**Grading Note:** Extra consideration (and the potential for bonus points) given for those who cite references on MOOCs or open education, create a summary or recap table of terms or concepts mentioned in their reflection paper, participate in more than one MOOC, and those who actually complete the course. Summary or recap tables or a listing of the concepts and principles of learning embedded in their MOOC are especially welcome.

## Option #8 MOOC Reflection Rubric

Criteria	Superior ( 5 )	Good (4)	Acceptable ( 2-3 )	Poor (0-1)
<b>1. Depth of Reflection</b> —	Response demonstrates an in-depth reflection on, and personalization of the MOOC experience. Viewpoints and interpretations are insightful and well-articulated. Clear, detailed examples are provided, as applicable.	Response demonstrates a general reflection on, and personalization of the MOOC experience. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	Response demonstrates a minimal reflection on, and personalization of the MOOC experience. Viewpoints are unsupported or supported with flawed arguments. Examples are not provided or are irrelevant to the assignment.	Response demonstrates a lack of reflection on, or personalization of, the MOOC experience. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.
<b>2. Required Components</b> —	Response includes all components and meets or exceeds all requirements indicated in the instructions. Each question is addressed thoroughly.	Response includes all components and meets all requirements indicated in the instructions. Each question is addressed.	Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions are not addressed.	Response excludes essential components or does not address the requirements indicated in the instructions. Many assignment questions are addressed minimally, inadequately, and/or not at all.
<b>3. Learning Growth</b> —	Response makes extensive connections to course content, shows breadth/depth of thought, shows understanding of one or more theories, makes connections from MOOC to learning and instruction theory, many key concepts or principles mentioned.	Response makes modest connections to course content, shows some breadth/depth of thought, shows understanding of one or more theories, makes connections from MOOC to learning and instruction theory, some key concepts or principles mentioned.	Response makes limited connections to course content, vaguely touches upon learning or instructional theories without much breadth or depth, connections made in passing to from MOOC to learning and instruction theory, not many concepts or principles mentioned.	Response lacking connections to course content, fails to mention learning or instructional theories, no connections made from MOOC to learning and instruction theory, no concepts or principles mentioned.
<b>4. Evidence of Synthesis and Practice</b> —	Response shows strong evidence of synthesis of ideas presented and insights gained throughout the MOOC experience. The implications of these insights for the respondent's overall teaching or learning practice are thoroughly detailed.	Response shows evidence of synthesis of ideas presented and insights gained throughout the MOOC experience. The implications of these insights for the respondent's overall teaching or learning practice are presented, as applicable.	Response shows little evidence of synthesis of ideas presented and insights gained throughout the MOOC experience. Few implications of these insights for the respondent's overall teaching practice are presented, as applicable.	Response shows no evidence of synthesis of ideas presented and insights gained throughout the MOOC experience. No implications for the respondent's overall teaching and learning practice are presented, as applicable.

## P540 Reflection Paper I, II, and III Grading Rubric

Dr. Curt Bonk, Indiana University

Note: This rubric may not apply to all tasks and options

Rubric Dimension	Very good to excellent	Good or sufficient	Somewhat weak	Poor
<b>1. Coherent and Logical:</b> <ul style="list-style-type: none"> <li>• Well organized and logically formed ideas</li> <li>• Solid flow and sequence in the paper or project</li> <li>• Substantial evidence is used to support claims</li> </ul>				
<b>2. Relevant, Timely, and Appropriate Concepts and Ideas:</b> <ul style="list-style-type: none"> <li>• Effort made to apply the terms and ideas from lectures, videos, readings, and class discussions</li> <li>• Displays understanding of terms/ideas from this class</li> <li>• Classifications and terms used are applicable to this class and make sense in the context of this paper</li> <li>• Appropriateness, currency and timelessness of ideas</li> </ul>				
<b>3. Creative, Original, and Insightful:</b> <ul style="list-style-type: none"> <li>• Presentation of complete project demonstrates outstanding creativity</li> <li>• Some unique thoughts and ideas expressed</li> <li>• Some innovativeness displayed</li> </ul>				
<b>4. Potential Impact and Application of Project or Paper:</b> <ul style="list-style-type: none"> <li>• Will be useful on the job or in one's career</li> <li>• Thoughts and ideas are extendable and reusable—can build on it later</li> <li>• At least some of the ideas are implementable or practical</li> </ul>				
<b>5. Effort, Completeness, and Learning Growth Displayed:</b> <ul style="list-style-type: none"> <li>• Project submitted as expected or detailed in the syllabus</li> <li>• Learning and knowledge growth is displayed</li> <li>• Digging in deep to go beyond the scope of the project and create an original product</li> <li>• Demonstrates understanding of learning theories</li> <li>• Breadth and depth of thought</li> </ul>				
<b>6. Overall Appearance (including spelling and grammar):</b> <ul style="list-style-type: none"> <li>• Paper or project is shareable as is, aesthetically pleasing, and something to be proud of</li> <li>• Well-formed ideas with few grammatical or spelling issues or other writing-related problems (i.e., looks like someone proofed this paper carefully)</li> <li>• Follows writing standards and APA guidelines where applicable</li> </ul>				

**Other Comments:** \_\_\_\_\_

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