Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.

**Course and Instructor Information**

**Course Title:** Educational Psychology  
**Credits:** 3  
**Format:** Online  
**Prerequisites:** PSYC 1100  
**Professor:** Anthony J. Girasoli

**Email:** anthony.girasoli@uconn.edu  
**Office Hours/Availability:** Every Wednesday in the MOO from noon-1pm. Communication via Google Hangouts is possible by appointment. E-mails to Prof. Girasoli will be responded to within 36 hours.

**Course Materials**

Required course materials should be obtained before the first day of class.

Texts are available through a local or online bookstore. The UConn Co-op carries many materials that can be shipped via its online Textbooks To Go service. For more information, see Textbooks and Materials on our Enrolled Students page.

**Required Materials:**  
ISBN: 9780133424102

The text contains assignments at the end of each cluster. These assignments are not required but will help you understand the material better if you choose to do them. Additionally, with the eText, there are videos to watch that are helpful supplements to the module texts. The videos are optional and not required.

Additional course readings and media are available within HuskyCT, through either an Internet link or Library Resources

**Course Description**

This course examines the psychology of learning and teaching and the study of the nature and development of children and adolescents. This course is completely online through HuskyCT and supporting resources.

The purpose of the course is to provide students with an understanding of the major historical and contemporary theories of human development, learning and motivation and their educational implications. In doing so, and in accord with the NSOE Conceptual Framework, this course is primarily designed to help build students’ *professional knowledge base* (PKB) and *evidence-based professional practice* (EBPP). Where applicable, these tenets are identified by their abbreviations in the broad learning objectives listed below.

**Course Objectives**

This course seeks to increase students’ knowledge and understanding of:

1. Cognitive, psychosocial, and moral development during childhood and adolescence. (PKB)  
2. Behavioral, cognitive, social cognitive, and constructivist theories of learning, particularly those of B. F. Skinner, Jean Piaget, Albert Bandura, and Lev Vygotsky. (PKB)
3. Complex cognitive processes, such as metacognition and self-regulation, concept learning and problem solving and the transfer of knowledge and learning. (PKB)
4. Classroom management systems and the characteristics of positive learning communities. (PKB)
5. Diversity (culture, learning differences, language, SES, etc.) as it impacts teaching strategies, students’ learning environments and student learning outcomes. (EBPP)
6. How the foregoing theories, processes and ideas can be applied in educational settings such as schools and classrooms. (EBPP)
7. Yourselves – your personal values, goals, strengths, limitations and aspirations as individuals and teachers in any context.

**Course Outline (and Calendar if Applicable)**

**BE SURE TO CHECK THE COURSE CALENDAR FOR CURRENT DUE DATES!**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics and Assignments</th>
<th>Readings</th>
</tr>
</thead>
</table>
| Week 1     | **Educational Psychology, Cognitive Development, and Moral Development**<br>
*Prof. G’s Note: All activities (e.g., discussions, initial thoughts, quizzes) are in HuskyCT unless otherwise specified!*<br>
June 1 (Mon): Case #1 on Cheating begins – read the case challenge.<br>
June 1 (Mon): Case #1 Initial Thoughts due by 11:59pm then read clusters!<br>
June 2 (Tue): Watch this week’s podcast in Prism.<br>
June 2 (Tue): Begin Case #1 Public Statement Group Discussions<br>
June 2 (Tue): Log into the MOO and create your home.<br>
June 3 (Wed): Prof. G’s Office Hours noon – 1pm in the MOO<br>
June 4 (Thu): Quiz on Clusters 1, 2, and 3<br>
June 7 (Sun): Case #1 Public Statement due by 11:59pm<br>
June 7 (Sun): Introduction Video in Prism due by 11:59pm | Cluster One, Two, Three Syllabus Getting Around EPSYmoo Using Prism |
| June 1     |                                                             |                                   |
| Week 2     | **Behaviorism and Cognition**<br>
*Prof. G’s Note: You should be thinking about your philosophy essay.*<br>
June 8 (Mon): Case #2 on Memory begins – read the case challenge.<br>
June 8 (Mon): Case #2 Initial Thoughts due by 11:59pm then read clusters!<br>
June 9 (Tue): Watch this week’s podcast in Prism.<br>
June 9 (Tue): Begin Case #2 Public Statement Group Discussions<br>
June 10 (Wed): Prof. G’s Office Hours noon – 1pm in the MOO<br>
June 11 (Thu): Quiz on Clusters 7, 8, and 9<br>
Jun 12 (Fri): Case #1 Final Thoughts due by 11:59pm<br>
Jun 14 (Sun): Case #2 Public Statement due by 11:59pm | Cluster Seven, Eight, Nine |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics and Assignments</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 3</strong>&lt;br&gt;June 15</td>
<td><strong>Constructivism, Social Cognitive Theory, and Motivation</strong>&lt;br&gt;Prof. G’s Note: <em>You should begin writing your draft philosophy essay this week as outlined in Appendix C!</em>&lt;br&gt;June 15 (Mon): Begin Big Issue Discussion on Information Processing&lt;br&gt;June 15 (Mon): Start reading the clusters!&lt;br&gt;June 16 (Tue): Watch this week’s podcast in Prism.&lt;br&gt;June 16 (Tue): Case #2 Final Thoughts due by 11:59pm&lt;br&gt;June 17 (Wed): Prof. G’s Office Hours noon – 1pm in the MOO&lt;br&gt;June 18 (Thu): Quiz on Clusters 10, 11, and 12&lt;br&gt;June 21 (Sun): End Big Issue Discussion by 11:59pm</td>
<td>Cluster Ten, Eleven, Twelve</td>
</tr>
<tr>
<td><strong>Week 4</strong>&lt;br&gt;June 22</td>
<td><strong>Learner Differences, Language Development, and Culture &amp; Diversity</strong>&lt;br&gt;Prof. G’s Note: <em>This weekend, you’ll need to read your peer’s essay and give them feedback as outlined in Appendix C.</em>&lt;br&gt;June 22 (Mon): Begin Big Issue Discussion on Accommodating Diversity and Differences&lt;br&gt;June 22 (Mon): Start reading the clusters!&lt;br&gt;June 23 (Tue): Watch this week’s podcast in Prism.&lt;br&gt;June 24 (Wed): Prof. G’s Office Hours noon – 1pm in the MOO&lt;br&gt;June 25 (Thu): Quiz on Clusters 4, 5, and 6&lt;br&gt;June 26 (Fri): End Big Issue Discussion by 11:59pm&lt;br&gt;June 26 (Fri): Draft Philosophy Essay due to your peer by 11:59pm</td>
<td>Cluster Four, Five, Six</td>
</tr>
<tr>
<td><strong>Week 5</strong>&lt;br&gt;June 29</td>
<td><strong>Teaching and Assessing</strong>&lt;br&gt;Prof. G’s Note: <em>I can’t wait to read your philosophy essay!</em>&lt;br&gt;June 29 (Mon): Start reading the clusters!&lt;br&gt;June 29 (Mon): Peer Feedback on Essays due to Prof. Girasoli (via HuskyCT) and your peer (via e-mail) by 11:59pm&lt;br&gt;June 30 (Mon): Begin your final edits to your philosophy essay, which is due on Thursday.&lt;br&gt;June 30 (Tue): Watch this week’s podcast in Prism.&lt;br&gt;July 1 (Wed): Prof. G’s Office Hours noon – 1pm in the MOO&lt;br&gt;July 2 (Thu): Quiz on clusters 13, 14, and 15&lt;br&gt;July 2 (Thu): Final Draft of Philosophy Essay due by 11:59pm</td>
<td>Cluster Thirteen, Fourteen, Fifteen</td>
</tr>
</tbody>
</table>
Course Requirements and Grading

Your final grade for the course is based on your engagement in and completion of four broad sets of requirements:

1. **Introduction Video in Prism**  
   1 point (Bonus!)
   You will receive one bonus point if you post a short introduction video of yourself on the Prism website. (You will need to create an account on Prism. I will send you the access code to join our discussion group on Prism.) We'll be using Prism for weekly podcasts from your instructor. Posting a video of yourself will give your colleagues an opportunity to see and hear their classmates. **This video is due during the first week of class.** Some things to discuss in your short video: 1. Your name, 2. Why you’re taking this course, and 3. A favorite hobby.

2. **Participation in Online Activities - Big Issues Discussions**  
   10 points
   You are expected to actively participate in every class Big Issue Discussion. Over the course of the semester, you will engage in writing, reflection, and discussion activities related to the Big Issues Discussions. On many occasions you will be asked to submit your individual or group thoughts or opinions online (HuskyCT). The Big Issues submissions are worth 5 points each. Please be sure you attend to the readings, podcasts, and links for the class each week. Just because this is an online course, you MUST use good self-regulation skills to stay up with the Big Issues Discussions topics. There will be 2 graded Big Issue Discussions. See Appendix B for the grading rubric used by the professor for this exercise.

3. **Theory to Practice (T2P) Case-Based Learning Cycles**  
   30 points
   The case method or case-based learning is one of the most motivating and effective ways to structure instruction and engage students in meaningful learning. In thinking though and discussing authentic cases of teaching and learning, you will come to further understand of how the theoretical concepts discussed might be applied to actual scenarios or dilemmas that teachers routinely confront. A schematic representation of the learning cycle and description of how these three cycles are organized is presented in Appendix A of this syllabus. Your grade (0 to 15 points per case) will be assessed based on the timeliness, thoroughness and quality of your participation in these cases. There are 2 cases in this course and each case runs approximately a week and a half (see syllabus for schedule). During the case period you will also be reading your text which has assigned chapters related to topics to assist you in formulating your position on the case.

4. **Quizzes**  
   35 points
   Every week, we will have an online, multiple-choice test on the current week’s readings. Each quiz has 28 items (around 9-10 items from each chapter) for a total of 7 points. Each item is worth 0.25 points in a quiz and there will be five quizzes. The quizzes are designed to assess both your understanding of the theories and concepts discussed as well as their potential educational applications. You will have a 24-hour period of time to complete each quiz. Once you begin a quiz, you will have 60 minutes to complete it. You must complete the quizzes **independently** and can use your book if needed. You will be completing the quizzes on HuskyCT. If you are unable to complete the online test based on a legitimate reason, you must inform the professor by email **at least one week in advance of the test.**

5. **How Students Learn Philosophy Essay**  
   25 points
   An essay that communicates your philosophy and understanding of how students learn and its implications for instruction will determine the remaining portion of your grade in this course. It is a summative exercise to demonstrate what you’ve learned in this course. A more detailed description of this essay and its requirements is provided in Appendix C.

   (1) **Peer Draft Exchange and Feedback**  
   5 points
   You are required to exchange your draft philosophy essay with one of your peers and to provide her or him with thoughtful and constructive feedback on her or his essay using track changes in Microsoft Word and the Peer Feedback Response Table (Appendix D). You have been assigned to a peer group for this purpose. Your instructor will grade you on the quality of your feedback to your peer (see Appendix C).

   (2) **Professor Assessment**  
   20 points
   See grading rubric in Appendix C.
Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Letter Grade</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100</td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>90-92.9</td>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>87-89.9</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>83-86.9</td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>80-82.9</td>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>77-79.9</td>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>73-76.9</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>70-72.9</td>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>67-69.9</td>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>63-66.9</td>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>60-62.9</td>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>&lt;60</td>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Due Dates and Late Policy

All course due dates are identified in the syllabus and course calendar. Deadlines are based on Eastern Standard Time; if you are in a different time zone, please adjust your submittal times accordingly. The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.

Late Submission of Initial/Final Thoughts

Initial and Final Thoughts related to the T2P Case-Based Learning Cycles must be submitted as scheduled. We will, however, accept late postings and give partial credit according to the lateness of the submission beyond the due date and time.

Late Submission of Philosophy Statement

We are pleased to grant any student a penalty-free extension to finish his or her philosophy essay. You need only ask (in writing via email) for extension 24 or more hours before the specified due date. Request for extensions should be emailed to your instructor and all requests should indicate when we should expect to receive your essay. The extended date must be within one week of the original due date unless extenuating circumstances apply and are discussed in advance with Prof. Girasoli.

If you did not request and receive an extension, and your paper is submitted late, late penalties will be applied.

Revisions of Philosophy Statement

While we believe in importance of providing students with the opportunity to revise and resubmit their work, time constraints (yours and ours) limit the extent to which this opportunity can be offered. Specifically, in accordance with the mastery model of learning, only papers earning less than “B” (16 of the 20 points possible) are subject to revision. Revision of these papers is not obligatory and the revised draft cannot earn more than 16 pts. Essays earning less than a B- due to unexcused lateness are not subject to revision.

Feedback and Grades

I will make every effort to provide feedback and grades within 36 hours. To keep track of your performance in the course, refer to My Grades in HuskyCT.
As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. This section provides a brief overview to important standards, policies and resources.

**Student Code**

You are responsible for acting in accordance with the University of Connecticut's Student Code. Review and become familiar with these expectations. In particular, make sure you have read the section that applies to you on Academic Integrity:

- [Academic Integrity in Undergraduate Education and Research](#)
- [Academic Integrity in Graduate Education and Research](#)

Cheating and plagiarism are taken very seriously at the University of Connecticut. As a student, it is your responsibility to avoid plagiarism. If you need more information about the subject of plagiarism, use the following resources:

- [Plagiarism: How to Recognize it and How to Avoid It](#)
- [University of Connecticut Libraries' Student Instruction](#) (includes research, citing and writing resources)

**Copyright**

Copyrighted materials within the course are only for the use of students enrolled in the course for purposes associated with this course and may not be retained or further disseminated.

**Netiquette and Communication**

At all times, course communication with fellow students and the instructor are to be professional and courteous. It is expected that you proofread all your written communication, including discussion posts, assignment submissions, and mail messages. If you are new to online learning or need a netiquette refresher, please look at this guide titled, [The Core Rules of Netiquette](#).

**Adding or Dropping a Course**

If you should decide to add or drop a course, there are official procedures to follow:

- Matriculated students should add or drop a course through the [Student Administration System](#).
- Non-degree students should refer to [Non-Degree Add/Drop Information](#) located on the registrar’s website.

You must officially drop a course to avoid receiving an "F" on your permanent transcript. Simply discontinuing class or informing the instructor you want to drop does not constitute an official drop of the course. For more information, refer to the:

- [Undergraduate Catalog](#)
- [Graduate Catalog](#)

**Academic Calendar**

There are important dates and deadlines for each semester and session classes are offered:

- [Fall and Spring Semester](#)
- [Summer Session](#)
- [Winter Session](#)

**Academic Support Resources**

[Technology and Academic Help](#) provides a guide to technical and academic assistance.
Students with Disabilities

Students needing special accommodations should work with the University's Center for Students with Disabilities (CSD). You may contact CSD by calling (860) 486-2020 or by emailing csd@uconn.edu. If your request for accommodation is approved, CSD will send an accommodation letter directly to your instructor(s) so that special arrangements can be made. (Note: Student requests for accommodation must be filed each semester.)

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government.” (Retrieved March 24, 2013 from Blackboard’s website)

Policy against Discrimination, Harassment and Inappropriate Romantic Relationships

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate Romantic relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Refer to the Policy against Discrimination, Harassment and Inappropriate Romantic Relationships for more information.

Sexual Assault Reporting Policy

To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the Office of Diversity & Equity under the Sexual Assault Response Policy. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. Refer to the Sexual Assault Reporting Policy for more information.
Software Requirements and Technical Help

The technical requirements for this course include:

- Word processing software
- Adobe Acrobat Reader
- Internet access

This course is completely facilitated online using the learning management platform, HuskyCT. If you have difficulty accessing HuskyCT, students have access to the in person/live person support options available during regular business hours through HuskyTech. Students also have 24x7 Course Support including access to live chat, phone, and support documents.

Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.

University students are expected to demonstrate competency in Computer Technology. Explore the Computer Technology Competencies page for more information.

Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the Office of Institutional Research and Effectiveness (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.
APPENDIX A

Schematic Representation of Case-Based Learning Cycles

You will see this graphic organizer when you open the case. It is designed such that, as you place your cursor over the phase of the cycle, you can click to access that linked information.

Typical Timeline for a Learning Cycle (See the syllabus for all specific due dates of the phases and assignments for the cycle.)

**Challenge and Initial Thoughts**
Read the case challenge and initial thoughts prompt and immediately post your initial reactions to the case in “Initial Thoughts” HuskyCT discussion for the case (responding to prompts provided). Make sure you clearly label your initial reaction accordingly (e.g. “Lindsey’s Initial Post”).

**Group Discussions (Resources & Perspectives)**
After posting your initial thoughts, read the textbook chapters and additional resources you may gather and discuss them with your assigned group in the discussion tab for your group’s page. You will formulate a group position with your discussion group.

**Go Public!**
Go Public with a group position statement on the case. The 900-1200 word statement should be a group effort and succinctly address the case (and prompts provided). Post this statement directly on your group’s HuskyCT Case Go Public discussion.

**Read and Reflect**
After your Go Public Post: As an individual, you will read through other group position statements and reflect on those as well as on your own Initial Thoughts. You will be expected to post YOUR “Final Thoughts” as a reply to your “Initial Thoughts” for the case. Remember to label your post accordingly.
The Content and Organization of the Case-Based Learning Cycles

We will engage in three case-based learning cycles this semester. Each case will focus on a broad topic; specifically, the first case on motivation, the second on learning and the third on development. During each case, you will explore a “real world” challenge facing teachers and students. Based on your reading of the case, and all assigned readings and materials associated with it, our task is two-fold. To *diagnosis* the challenge presented in the case (what theories, principles or concepts offer the best explanation of what is happening in the case?) and *prescribe* a course of action for resolving the challenge (using relevant theories, principles or concepts from the readings).

### Grading Rubric for Participation in Discussion Phase of the Case-Based Learning Cycles (15 pts.)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>NONE</th>
<th>LATE</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial Thoughts</strong></td>
<td>0 Points</td>
<td>0 Points</td>
<td>0 Points</td>
<td>1 Point</td>
<td>2 Points</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Some level of thought about the problem and idea. Discussed one issue.</td>
<td>Deep thought of the problem and idea. Discussed two or more issues.</td>
</tr>
<tr>
<td><strong>Group Posting</strong></td>
<td>0 Points</td>
<td>0 Points</td>
<td>3 Points</td>
<td>6 Points</td>
<td>8 Points</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Some level of thought about the problem. No links to theory / resources.</td>
<td>Some level of thought about the problem. Linked ideas to at least one theory with a citation. No APA formatting.</td>
<td>Deep thought about the problem. Linked ideas to at least two theories with citations. Used APA formatting.</td>
</tr>
<tr>
<td><strong>Final Thoughts</strong></td>
<td>0 Points</td>
<td>0 Points</td>
<td>0 Points</td>
<td>3 Points</td>
<td>5 Points</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Shows some level of learning. Mentions one other post.</td>
<td>Deep level of learning. Mention of two or more posts and links ideas to theory and research.</td>
</tr>
</tbody>
</table>

**IMPORTANT:** Work can get misplaced when you are trying to post. As a rule of thumb, you should create your discussion postings and/or position statement in a separate Word Doc or Google Doc and then copy/paste that onto the correct discussion thread. This way you will not lose your work and will always have a back up!!
## APPENDIX B

**Grading Rubric for Big Issue Discussions (5 pts.)**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Levels of Achievement</th>
<th>Absent</th>
<th>Minimal</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Showed Use of Resources (i.e., used citations)</td>
<td>Weight 25%</td>
<td>0%</td>
<td>50%</td>
<td>100%</td>
</tr>
<tr>
<td>Theory to Practice (i.e., demonstrated how the theories link to teaching and learning)</td>
<td>Weight 25%</td>
<td>0%</td>
<td>50%</td>
<td>100%</td>
</tr>
<tr>
<td>Integrated two or more ideas from others within own post or by replying to others’ posts</td>
<td>Weight 25%</td>
<td>0%</td>
<td>50%</td>
<td>100%</td>
</tr>
<tr>
<td>Demonstrated Reflective Learning</td>
<td>Weight 25%</td>
<td>0%</td>
<td>50%</td>
<td>100%</td>
</tr>
</tbody>
</table>
APPENDIX C

Philosophy Essay

Developing a philosophy essay on how people learn may not be the main reason you are taking this course. Yet, in many everyday interactions and activities (from sharing a story with friends to parenting a child), our philosophy of human learning is made manifest. Often, this philosophy is tacit and unarticulated; it simply exists – unexamined – in our subconscious. The purpose of this assignment is to make your philosophy of human learning (and its implications for teaching) explicit; to provide you with an opportunity to examine (consciously and critically) how people learn and, accordingly, how they should be taught. If you have an existing philosophy essay from prior courses, you may make that your starting point for this assignment.

This statement should be no more than four (4) double-spaced pages, in APA format, and should include the following elements:

1. An Introduction
2. A Definition of Learning: What is learning?
   • In defining learning, please make reference to existing definitions (e.g., behavioral, cognitive, etc.) and where your definition fits best.
3. A Description of How People Learn: How do people learn?
   • In describing your theory, please identify at least one philosopher, psychologist, or educational psychologist who holds similar viewpoints.
4. A Description of “Good Teaching”: How should teachers teach?
   • Based on your theory of learning, please describe how “teachers” should teach; depicting at least one concrete example of teaching and learning.
5. A Conclusion

The purpose of the draft feedback for peers is to use your collaborative skills as a future educator and provide constructive feedback to your partner in order to enhance the final outcome of his/her product, as well as practice providing constructive feedback.

You have been placed in a Philosophy Peer Exchange Group in which you are to exchange your draft philosophy assignment with your partner. These groups will be announced during the first week of class. You will use Track Changes in MS Word to provide comments, edits, and suggestions in a constructive professional manner to identify areas that need further development or clarification, as well as identify excellent sections in the draft. At the end of your peer’s paper, you will add the peer feedback table in Appendix D with your summative feedback.

You will return the draft with the Track Changes to your partner and also post your feedback document under the appropriate assignments tab on HuskyCT.

SUBMITTING FILES ELECTRONICALLY

When submitting an attachment via HuskyCT, you must use Word (doc or docx) and be sure to include YOUR name (last name, first initial) in the file name (e.g. “Doe J_How Students Learn”) and insert your name on the first page of the paper.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Levels of Achievement</th>
<th>Competent</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Novice</td>
<td>0 Points</td>
<td>0.5 Point</td>
</tr>
<tr>
<td>Basic Mechanics</td>
<td></td>
<td>No comments on spelling, grammar or format OR missing the opportunity to identify mechanics problems OR is negative.</td>
<td>Some mechanics feedback but missing several issues OR feedback is not specific and clear.</td>
</tr>
<tr>
<td>Organization and Clarity</td>
<td></td>
<td>0 Points</td>
<td>0.5 Point</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No comments on organization or clarity OR missing the opportunity to identify problems OR negative.</td>
<td>Statements related to the logic; transitions. Clear and positive.</td>
</tr>
<tr>
<td>Definition of Learning</td>
<td></td>
<td>0 Points</td>
<td>0.5 Point</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No comments on definition OR missing the opportunity to identify needs for clarity OR negative.</td>
<td>Vague comments about the definition; failure to correct misconceptions.</td>
</tr>
<tr>
<td>Theoretical Understanding</td>
<td></td>
<td>0 Points</td>
<td>0.5 Point</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No comments on the theoretical understanding OR negative.</td>
<td>Vague comments or feedback; failure to correct misunderstandings about the theory described.</td>
</tr>
<tr>
<td>Theory to Practice</td>
<td></td>
<td>0 Points</td>
<td>0.5 Point</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No comments on Theory to Practice OR negative.</td>
<td>Vague comments or missed opportunity to give feedback on clarity or misunderstandings.</td>
</tr>
</tbody>
</table>
## Grading Rubric for Professor Assessment of the Philosophy Essay (20 pts.)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Problematic</th>
<th>Progressing</th>
<th>Prog/Prof</th>
<th>Proficient</th>
<th>Prof/Perf</th>
<th>Perfection</th>
</tr>
</thead>
</table>
| **Basic Mechanics** | 1 Point  
Frequent spelling, grammatical, and/or punctuation errors; the errors are salient and highly distracting to the reader. | 1.2 Points  
Several spelling, grammatical, and/or punctuation errors; the errors are salient and distracting to the reader. | 1.4 Points  
One or two spelling, grammatical, or punctuation errors. Most of the paper is in APA format. | 1.6 Points  
Essay includes logical progression of ideas aided by clear transitions; topic is clear and coherent. | 1.8 Points  
No spelling, grammatical, or punctuation errors; the paper is “clean.” The paper is completely in APA format. | 2 Points  
No spelling, grammatical, or punctuation errors; the paper is “clean.” The paper is completely in APA format. |
| **Organization and Clarity** | 1 Point  
The essay lacks logical progression of ideas; topic is not clear/focused. | 1.2 Points  
The essay includes a brief skeleton (introduction, body, conclusion) but lacks clear transitions. | 1.4 Points  
The definition of learning is complete and articulated clearly. | 1.6 Points  
The definition of learning is complete and articulated clearly. | 1.8 Points  
The definition of learning is clearly stated and creatively exemplified. | 2 Points  
The definition of learning is clearly stated and creatively exemplified. |
| **Definition of Learning** | 2 Points  
The definition of learning is not explicitly stated. | 2.4 Points  
The definition of learning is partial or unclear. | 2.8 Points  
The definition of learning is partial or unclear. | 3.2 Points  
The definition of learning is complete and articulated clearly. | 3.6 Points  
The definition of learning is complete and articulated clearly. | 4 Points  
The definition of learning is complete and articulated clearly. |
| **Theoretical Understanding** | 3.5 Points  
Absence of apparent misunderstanding of relevant theories, principles, and/or concepts. | 4 Points  
Limited use and/or understanding of one or more learning theories; principles and/or concepts are vague if not erroneous. | 4.5 Points  
Sufficient use and proficient understanding of at least one theory. At least one contrasting theory of learning is demonstrated. | 5 Points  
Sufficient use and proficient understanding of at least one theory. At least one contrasting theory of learning is demonstrated. | 5.5 Points  
High level of use and understanding of one learning theory is present. Clear, concrete, and appropriate use of theoretical principles, concepts, and/or ideas are demonstrated. | 6 Points  
High level of use and understanding of one learning theory is present. Clear, concrete, and appropriate use of theoretical principles, concepts, and/or ideas are demonstrated. |
| **Theory to Practice** | 3.5 Points  
Educational applications of theoretical ideas are erroneous or altogether absent. | 4 Points  
Minimal application is present; connections of theory to practice are vague and/or tenuous. | 4.5 Points  
Educational applications of theoretical ideas are appropriate, logical, and practical. | 5 Points  
Educational applications of theoretical ideas are appropriate, logical, and practical. | 5.5 Points  
Educational applications of theoretical ideas are creative and well-developed. One can easily “see” the theory in practice. | 6 Points  
Educational applications of theoretical ideas are creative and well-developed. One can easily “see” the theory in practice. |
Appendix D

Peer Feedback Table of Summary Comments
*Attach to the bottom of the peer philosophy essay document as a table of comments.*

<table>
<thead>
<tr>
<th>Objective</th>
<th>Summary Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Mechanics</td>
<td></td>
</tr>
<tr>
<td>Organization &amp; Clarity</td>
<td></td>
</tr>
<tr>
<td>Definition of Learning</td>
<td></td>
</tr>
<tr>
<td>Theoretical Understanding</td>
<td></td>
</tr>
<tr>
<td>Theory to Practice</td>
<td></td>
</tr>
</tbody>
</table>