AIAI Grant UDL Example ~ Towson University

Title: Learning Theory Group Project

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Course/Program or Department: Educational Technology & Literacy ISTC 663

Notes: 1 File

CLASS PROJECT RATIONALE AND EXPLANATION

PURPOSE:

The purpose of this class project is three fold.

1. To research and present several learning theories in various formats.
2. To collaborate with fellow classmates in learning theory, producing outcomes, and presenting material.
3. To investigate and experience each learning theory reviewed throughout the semester.

BACKGROUND:

According to many learning theories, learners "take in" and process information in different ways. Some argue that learning is as unique to each individual as his or her own fingerprints. Factors for these differences stem from brain connections i.e. wiring, genetics, environment, pedagogy, and more.   In addition, tools which are meant to demonstrate learning are not often accurate measures of learning. For example, multiple choice tests may be measuring the student's ability to "guess" or deduce, rather than his content expertise.

Options and variety are often useful to learners in learning and producing. Lectures with a multi-media presentation or read-a-long, which pairs the written text with the audio book are common examples for enhancing and varying learning. An assignment, with student choice, such as a multi-media presentation versus an essay, is a common option for measuring learner outcomes.

RATIONALE:

Given the background above, it is likely that you and your classmates "take in", process, and produce in different ways. With that assumption, this project allows you, the learner, to "take in" and process learning theories in multiple ways, and then produce outcomes in multiple ways.

TAKE IN AND PROCESS:

As described in the rationale, classmates take turns "processing information" in different ways and producing in different formats i.e. each classmate has the task of reading, skimming, and/or researching with a different focus for outcomes.

PRODUCE:

Each week, you will have a different focus with regard to the reading, as well as demonstrate learning in various formats.

ROLES:

Each week roles are rotated and assigned: Lead Reader I, Lead Reader II, Decoder, Current Event Specialist I, Current Event Specialist II, Recorder, and Editor.

ASSIGNMENT:

1. At the start of each week, the roles are assigned for the week's reading, which is one chapter of the text per week. Duplicate roles can be assigned, depending upon the number of students in the class.
2. Initially, two students read the textbook chapter to write a summary in essay format; another reads for key vocabulary to compile and present in a Power Point. A fourth student reads a current article for the theory's current practice or criticism and reports to the class. A fifth student finds useful links and so forth (see job descriptions with rubrics on separate documents). Each student brings his completed part of the project, saved in a Microsoft format, to class.
3. Class time is provided to review the project, before presenting. During this time, the editor reviews work and uploads materials into the group wiki.
4. A presentation of the chapter is made with a supplemental discussion in class.
5. During the presentation and discussion, the Recorder takes notes of the session, which he then uploads to the group wiki, by Monday, midnight.
6. The editor tweaks the wiki page one last time, by Tuesday, midnight.

ASSESSMENT:

Assessment of student learning and participation is ongoing and recorded through teacher evaluations, rubrics, and student evaluations.

Assessment of the project, for redesign, management, and role change, is done weekly through reflection, student evaluation, and with rubrics that are included.

ADDITIONAL COMMENTS:

Time is provided in class to compile the information for presentation and evaluate team members and the project.

663 CLASS PROJECT: Learning Theory Portfolio

In a true UDL environment, students would choose the project format for demonstrating learning. In ISTC663, each student had a different role assigned each week, to gain the experience with UDL and different means of presentation/demonstration of learning. Besides learning about the various theories covered in the textbook and engaging in collaborative work with peers, these graduate students gained an appreciation for their learning and assessing preferences as practiced by UDL. Because most of the graduate students in ISTC are educators, the hope is that this appreciation carries into their personal classrooms, where they would practice UDL principles in their instruction and assessments of students.

The following are seven roles for students in each group and rubrics to evaluate their participation.

Lead Reader I & II: Study Guide

1. Read this week's chapter.
2. Briefly describe the "gist" of this week's reading assignment (Three to four sentences).

3. Regarding the main theory discussed (2 -5 sentences, each bullet point):
   - How does learning occur, according to the theory?
   - How does the theory describe thinking?
   - Where is the "locus of control" with respect to teaching and learning?
   - During one of the first Reflections, you described your personal beliefs about learning. How does your personal theory agree (or not agree) with the theories described this week?

4. Briefly describe a learning scenario where this week's psychological beliefs would be appropriate.

   - ***Store the Study Guide responses to a USB stick and bring to class for the presentation.***
   - ***Prior to presenting to the class, combine your findings with the other Lead Reader.***
   - ***Incorporate responses into one document.***
   - ***Present to the editor to upload to group wiki for that week.***

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Lead Reader I & II (Follow Study Guide and Respond)			
Task	Exemplary (2-3)	Satisfactory (1-2)	Poor or Incomplete (0-1)
Gist	Summarized chapter and explained the theory well. Three to four sentences.	Unclear in spots re the theory. Three to four sentences.	Skipped key points of the theory. Less than three sentences.
Task	Exemplary (2)	Satisfactory (1)	Poor or Incomplete (0)
How Learning Occurs	Explained how learning occurs according to the theory well. Two to five sentences.	Unclear in spots re how learning occurs according to the theory. Two to five sentences.	Inaccurate information re how learning occurs according to the learning theory. Less than two sentences.
How Thinking is Described	Described how thinking occurs well. Two to five sentences.	Unclear in spots when describing how thinking occurs according to the theory. Two to five sentences.	Inaccurate information when describing how thinking occurs according to the learning theory. Less than two sentences.
Locus of Control	Described the locus of control according to the theory. Two to five sentences.	Unclear in spots, when describing the locus of control according to the theory. Two to five sentences.	Inaccurate information regarding the locus of control according to the theory. Less than two sentences.
Personal Belief	Provided personal beliefs or pedagogy in defense or refute of the theory. Two to five sentences.	Unclear in presenting personal beliefs or pedagogy in defense or refute of the theory. Two to five sentences.	Did not proved personal beliefs or pedagogy in defense or refute of the theory. Less than two sentences.
Learning Scenario	Provided a learning example as it would occur according to the theory. Used the theory's terminology.	Learning example according to the theory is unclear.	No learning example according to the theory is given.
Grammar & Mechanics	Attention paid to subject verb agreement, subject pronoun agreement, spelling, no contractions, graduate level writing, etc. Few to no errors.	Moderate attention paid to subject verb agreement, subject pronoun agreement, spelling, no contractions, graduate level writing, etc. Several errors.	Little attention paid to subject verb agreement, subject pronoun agreement, spelling, no contractions, graduate level writing, etc. Many errors.
Notes:			

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Decoder: Key Theoretical Terms

1. Read this week's chapter.
2. Identify the key terms or lingo for the particular theory.
3. Provide definitions and examples
4. Create a 5-7 slide Microsoft PowerPoint (including a title slide and references slide), to present the terms.
5. Include an appropriate graphic on each slide.
6. Adhere to instructional design principles in creating the power point (color, font, font size, page layout, background, clutter-free, and readability).

- ***Store the PowerPoint to a USB stick and bring to class for the presentation.***
- ***Present to the editor to upload to group wiki for that week.***

Decoder (Key Terms Presented in a Power Point)			
Task	Exemplary (3)	Satisfactory (1-2)	Poor or Incomplete (0)
Key Terms	Key terms and lingo for the theory are covered in the Ppt. Correct grammar.	Some key terms and lingo for the theory are missing. Few grammar mistakes.	Many key terms and lingo are missing. Incomplete. Poor grammar.
Definitions and Examples	Definitions and examples for the key terms are presented well.	Some definitions and examples of the key terms are inaccurate or unclear	Definitions and examples of the key terms are inaccurate. Incomplete.
5 – 7 slides	The Ppt contains 5 – 7 slides, including a title page and references page	The title slide or references page are missing. 5-7 slides.	Less than five slides.
Task	Exemplary (2)	Satisfactory (1)	Poor or Incomplete (0)
Graphics	At least one appropriate graphic is on each screen	Appropriate graphics are not on each slide.	No graphics
Instructional Design	Instructional design principles are followed, such as: appropriate color, font, font size, page layout, background. The Ppt is readable and cutter free.	Instructional design principles are mostly followed	Instructional design principles are not followed.
Grammar & Mechanics	Attention paid to subject verb agreement, subject pronoun agreement, spelling, no contractions, graduate level writing, etc. Few to no errors.	Moderate attention paid to subject verb agreement, subject pronoun agreement, spelling, no contractions, graduate level writing, etc. Several errors.	Little attention paid to subject verb agreement, subject pronoun agreement, spelling, no contractions, graduate level writing, etc. Many errors.
Notes:			

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Current Event Specialist I & II: A Review

1. Skim this week's chapter.
2. In addition, read the supplemental article.
3. Summarize the article in terms of the learning theory (8 – 10 sentences).
4. Include an example of its practice: positive or negative/ good or bad (3-5 sentences).
5. Conclude with your opinion (3-5 sentences).

- ***Store the summary to a USB stick and bring to class for the presentation.***
- ***Present to the editor to upload to group wiki for that week.***

Current Event Specialist I & II (Supplemental Article Summary)			
Task	Exemplary (5-6)	Satisfactory (2-4)	Poor or Incomplete (0-1)
Summary	The supplemental article is summarized well and reflects the learning theory well. 8-10 sentences.	The supplemental article summary is vague in spots. 8-10 sentences.	The supplemental article summary is unclear. Less than 8 sentences.
Task	Exemplary (3)	Satisfactory (1-2)	Poor or Incomplete (0)
Example	An example of the practice according to the theory and the article is provided and presented well. 3-5 sentences.	The example of the practice according to the theory and the article is somewhat unclear or vague. 3-5 sentences.	The example of the practice according to the theory and the article is unclear or missing. Less than 3 sentences
Task	Exemplary (3-4)	Satisfactory (1-2)	Poor or Incomplete (0)
Opinion	Your opinion of the theory in light of the article (defend or refute the author's view) is presented well. 3-5 sentences.	Your opinion of the theory in light of the article (defend or refute the author's view) is somewhat vague or unclear. 3-5 sentences	Your opinion of the theory in light of the article (defend or refute the author's view) is vague or unclear. Less than 3 sentences.
Task	Exemplary (2)	Satisfactory (1)	Poor or Incomplete (0)
Grammar & Mechanics	Attention paid to subject verb agreement, subject pronoun agreement, spelling, no contractions, graduate level writing, etc. Few to no errors.	Moderate attention paid to subject verb agreement, subject pronoun agreement, spelling, no contractions, graduate level writing, etc. Several errors.	Little attention paid to subject verb agreement, subject pronoun agreement, spelling, no contractions, graduate level writing, etc. Many errors.
Notes:			

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Recorder: An Investigation

Prior to Class

1. Read this week's chapter.
2. Find three credible online links associated with the theory and/or theorist(s) associated with the chapter.
3. Find one or two graphics associated with the theory and/or theorist(s) associated with the chapter. Store them to a USB stick (right click on the image and select save image as…then name it).
4. Be prepared to upload the links and graphics to the group wiki

During Class

1. Take notes from the presentation and discussion.
2. Store or scan the notes to the USB stick.
- ***Upload to group wiki for that week by Monday, at midnight***

Recorder			
Prior to class task	Exemplary (2)	Satisfactory (1)	Poor or Incomplete (0)
Three Credible Links	The links reflect the learning theory well. 3 links.	The links are vague in spots with regards to the theory. 3 links.	The links are unclear. Less than 3 links.
Prior to class task	Exemplary (1)		Poor or Incomplete (0)
Graphic(s)	The graphic(s) represent the theory well.		The graphic(s) do not represent the theory or none were selected.
During Class Task	Exemplary (4)	Satisfactory (2-3)	Poor or Incomplete (0-1)
Notes	The notes reflect the theory presentation and class discussion well.	The notes are somewhat unclear or weak in spots.	The notes are vague, unclear. The notes appear incomplete.
Task	Exemplary (2)	Satisfactory (1)	Poor or Incomplete (0)
Grammar, Mechanics, & Organization	Attention paid to subject verb agreement, subject pronoun agreement, spelling, no contractions, graduate level writing, etc. Few to no errors.	Moderate attention paid to subject verb agreement, subject pronoun agreement, spelling, no contractions, graduate level writing, etc. Several errors.	Little attention paid to subject verb agreement, subject pronoun agreement, spelling, no contractions, graduate level writing, etc. Many errors.
Task	Exemplary (1)		Poor or Incomplete (0)
Upload to Group Wiki	By Monday, midnight		After Monday, midnight
Notes:			

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Editor

1. Read this week's chapter.
2. Review the assignments of your classmates for that week's chapter during the preparation time.
3. Upload each piece of the assignment to that week's page in the group wiki: Study Guide, Graphics, Links, Current Event Summaries, and PowerPoint.

- *After Monday, verify that the Recorder uploaded his notes to the page.*
- *Do any finishing touches to the page by Tuesday midnight.*
- *Follow sound instructional design (consistency with other pages, color, font, font size, page layout, background, clutter-free, and readability).*

Editor			
During Class Task	Exemplary (2)		Poor or Incomplete (0)
Review & Edit classmate's materials	Adhered to grammar rules and the rubrics, while reviewing.		Ignored grammar and rubrics, while reviewing.
Upload classmate's materials to group wiki	Each piece of the assignment is uploaded well.		Pieces of the assignment are not uploaded (no point loss when a classmate fails to submit his piece).
After Class Task	Exemplary (4-5)	Satisfactory (2-3)	Poor or Incomplete (0-1)
Finishing Touches to Wiki Page	Follow sound instructional design: consistency with other pages, color, font, font size, page layout, background, clutter-free, and readability.	Lacks sound instructional design in spots: consistency with other pages, color, font, font size, page layout, background, clutter-free, and readability.	Little to no attention paid to sound instructional design: consistency with other pages, color, font, font size, page layout, background, clutter-free, and readability.
After Class Task	Done (1)		Incomplete (0)
Wiki page completed	By Tuesday, midnight		After Tuesday, midnight
Notes:			

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