



Columbia College

Approaches to Learning (EAPR151)

Course Outline

Semester Dates: March 17, 2025, to April 19, 2025

Please note that when a holiday falls during the week, your class will be rescheduled for the Friday of that week. Students are required to decide to be present at the rescheduled class.

Facilitator: Caitlin Watters R. Psych

Email: caitlin.watters@columbia.ca

Class Time: Tuesdays 5:30PM – 9:30PM; Saturdays 8:30AM to 12:30PM)

Room: EAPR151 Microsoft Teams Invites and EAPR151 Moodle Page

Credit: 3

Prerequisite: None

Note: It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

Course Description:

This course is designed to help students gain an understanding of the learning process. The course will focus on helping students to understand how children learn. Emphasis will be placed upon learning modalities and styles. There will also be an examination of theories of child development, behavioural, cognitive, and social approaches, teaching and learning, intelligence, socio-cultural diversity, exceptionalities, and motivating students to learn. Prerequisite: None

Learning Outcomes:

As a result of active participation in these sessions, a student can expect to:

- Identify and discuss different ways that students learn.
- Develop an understanding of how individuals develop cognitively, physically, emotionally, and socially and how these aspects work together to impact behavior and learning.
- Identify how educators can accommodate for the diversity of students in an educational setting.
- Describe how educational research in the areas of behavioral, cognitive, and constructivist perspectives of learning and motivation can enhance educational practice.
- Understand and evaluate various learner centered approaches to planning and instruction.
- Define student motivation and identify factors that influence it.
- Begin to develop an understanding of assessment instruments and their interpretations.
- Identify the attitudes and skills of effective instruction.
- Understand, compare, and evaluate various cooperative learning approaches.
- Identify the stages of cognitive development and adjust approaches to learning accordingly.
- Identify strategies to improve learner's social skills and prosocial behaviours.
- Describe, analyze, and compare learning and thinking styles.
- Understand and explain the concepts and theories of intelligence.

Course Format

This 45-hour remote course uses a variety of online teaching/learning methods including discussion, personal reflection, student presentations, role-plays, group activities and especially case studies. Our faculty aims to create a learning environment where the learner is actively engaged in inquiry, critical thinking and problem solving. The online classroom provides you with a space where you can learn with and from others in a cooperative and collaborative manner.

You are expected to take a very active part in online class discussions and asynchronous activities in addition to taking responsibility for your own learning while being a positive and co-operative team member. Columbia College uses a facilitation model of instruction where the facilitator's role is to facilitate your learning. The expectation is that you will come to the online class prepared with pre-class homework completed. Your facilitator will engage you in activities that are based on your completed homework and readings. Your enthusiastic and positive approach in the online classroom will create an atmosphere that will help every student develop the knowledge, skills and attitudes that are needed for success.

How you conduct yourself in our classes will largely mirror your conduct in society and your future work site. For example, if you tend to ask questions, challenge the ideas of others in a respectful manner, draw out the best from your colleagues, and encourage both group development and task accomplishment in this class, it is likely you will do the same at work. A high level of student involvement and developing professionalism is expected in the classroom as you work towards your goal.

Required Textbooks and Equipment:

Santrock, J.W. (2021). *Educational Psychology: theory and application to fitness and performance, seventh Canadian edition*. New York, NY: McGraw-Hill Education.

Also, use other academic sources like Google Scholar.

Further Recommended Readings and Resources:

To be assigned by facilitator

Homework Assignment Due for the First Class:

1. Read this course outline and be prepared to discuss it in class.
2. Read Chapter 1 (*Educational Psychology*) and Chapter 1 (*Making A Difference*).
3. As a result of your reading assignment, write down at least three (3) questions that you would find beneficial to discuss in class.
4. Prepare for a test on the assigned readings.

Evaluation - Assessment of Student Performance:

The final grade in the course will be based on the following elements. Wherever possible facilitators will use rubrics to assess your performance and offer feedback.

| Title of Assignment | Due Date | Weight |
|---|----------------------|--------|
| Daily Tests | Classes 1 through 10 | 20% |
| Asynchronous Activities | Classes 4, 6 & 8 | 15% |
| Assignment 1 Forums | Class 3 & 5 | 10% |
| Assignment 2 Reflection on Educational Theory | Class 7 | 25% |
| Assignment 3 Final Project – Case Study 20% Reflection on Case Study- 10% | Class 10 | 30% |

Please note that all homework and assignments are due at 11:59PM on the due date unless otherwise noted.

Grading:

Grades for each component will be added together at the end of the semester. The final total will be translated to the Columbia College's 4.0 grading scale as follows:

Marking and Grading Conversion:

| Description | Letter Grade | Grade Points | Percentage Scale | |
|--------------|--------------|--------------|------------------|----|
| Excellent | A+ | 4.0 | 100 | 95 |
| | A | 4.0 | 94 | 90 |
| | A- | 3.7 | 89 | 85 |
| Good | B+ | 3.3 | 84 | 80 |
| | B | 3.0 | 79 | 75 |
| | B- | 2.7 | 74 | 70 |
| Satisfactory | C+ | 2.3 | 69 | 65 |
| | C | 2.0 | 64 | 60 |
| | C- | 1.7 | 59 | 55 |
| Poor | D | 1.0 | 54 | 50 |
| Failure | F | 0.0 | 49 | 0 |

Please note that to pass this course you must earn at least a "D" (a minimal pass).

Submission and Completion of Assignments:

You are expected to submit assignments by the due date. Any late assignments will be assessed with a marking penalty of 5% per working day. If you are unable to submit an assignment on the due date, you must request an extension **before** the due date by filling out an *Application for Assignment Extension form (SSPP-F012)* that is to be submitted to the Department Chair for approval. This form is available on Microsoft Teams General Channel and from Department Chair.

Attendance Requirements:

Columbia College believes that students are committed to their program and learning experiences. However, it is understood that there are times when students may be absent. Any absences can be viewed as a potentially serious disruption of the learning process and necessary achievement of the learning objectives. Being late is also considered unacceptable as it interferes with the learning opportunities of others. Unavoidable absences or lateness must be reported to the course facilitator in advance. Please refer to Columbia College's *Attendance Policy and Regulations (ADM-P151)* for detailed information on Attendance Requirements.

Academic Integrity:

Academic dishonesty is a serious offence and can result in suspension or expulsion from Columbia College.

There is no tolerance for academic dishonesty and any student caught plagiarizing is subject to serious sanctions as outlined in the *Student Code of Conduct Policy (ADM-P229)*. Students are encouraged to familiarize themselves with this policy and avoid any behavior that could possibly be seen as cheating, plagiarizing, misrepresenting, or putting into question the integrity of one's academic work.

Student Conduct:

It is the responsibility of each student to uphold the expectations and responsibilities outlined in the *Student Code of Conduct Policy (ADM-P229)* and any additional requirements established by your program.

Generally, each student will:

- be respectful and courteous toward others.
- demonstrate appropriate and supportive communication skills, and coach, assist, advise and otherwise support other students in their studies.
- manage any personal stress and conflict in a positive and resourceful manner and assist others to do the same.
- be dressed in a manner appropriate for their workplace or learning environment, as established by the program.
- conduct themselves in a professional manner about their communication with others and their behavior in class.
- conduct themselves with academic integrity in all their learning activities, tests, exams, and assignments.
- Keep up with day-to-day classroom and course expectations.

Important Dates:

| Description | Date |
|---|---|
| Last to add/drop courses | 5 school operating days from the start of the semester OR before the third scheduled class, whichever is greater |
| Last day to withdraw without academic penalty | 50% or less of the semester has been completed |

Appeals:

Please refer to the *Student Appeal Policy (ADM-P177)*.

Students with Temporary or Permanent Disabilities or Medical Conditions:

Students with temporary or permanent disabilities or Medical Conditions may apply for accommodations. To be considered for an accommodation, a student must register with Columbia College's Accessibility Services by making an appointment with an Accessibility Services Advisor – Main Office – Bldg. 802 or emailing accessibilityservices@columbia.ca. The Department Chair or facilitator is not able to provide you with any accommodations without you taking this step. Please refer to Columbia College's website to review *the Student Accommodation Policy (ADM-P188)* and *Student Guide to Accessibility Services (SSCM-001)*.

Student Support:

Students should be aware that Life Coaching, Career and Accessibility Services, and Student Support Services (i.e. tutoring, academic strategists, etc.) are provided by Columbia College. Inquire how to request these services at the Main Office in building 802. It is the student's responsibility to discuss their specific learning needs with the appropriate service provider.

Class Schedule/Overview:

Please note that this schedule is subject to change. Any changes or cancellations will be emailed to you. It is your responsibility to check your Columbia College email daily for any messages from the Department Chair/designate, facilitator or College Administration. It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

| Class | Topics | Pre-Class Readings |
|-------|--|---|
| 1 | <ul style="list-style-type: none">• Course Outline• Tool for Effective Teaching | <ul style="list-style-type: none">• Course Outline• Chapter 1 |
| 2 | <ul style="list-style-type: none">• Cognitive and Language Development• Social Contexts and Socioemotional Development | <ul style="list-style-type: none">• Chapter 2• Chapter 3 |
| 3 | <ul style="list-style-type: none">• Individual Variations• Learners who are exceptional | <ul style="list-style-type: none">• Chapter 4• Chapter 6• Moodle Forum #1 Due |
| 4 | <ul style="list-style-type: none">• Sociocultural Variations | <ul style="list-style-type: none">• Chapter 5• Asynchronous Activity #1 |
| 5 | <ul style="list-style-type: none">• Behavioral and Social Cognitive Approaches• The Information-Processing Approach | <ul style="list-style-type: none">• Chapter 7• Chapter 8• Forum #2 Due |
| 6 | <ul style="list-style-type: none">• Complex Cognitive Processes• Social Constructivism | <ul style="list-style-type: none">• Chapter 9• Chapter 10• Asynchronous Activity #2 |
| 7 | <ul style="list-style-type: none">• Learning and Cognition in the Content Areas• Planning, Instruction, and Technology | <ul style="list-style-type: none">• Chapter 11• Chapter 12 (NOTE: Learning Objective 4 only)• Assignment 2 Due |
| 8 | <ul style="list-style-type: none">• Motivation, Teaching, and Learning | <ul style="list-style-type: none">• Chapter 13• Asynchronous Activity #3 |
| 9 | <ul style="list-style-type: none">• Managing the Classroom | <ul style="list-style-type: none">• Assignment 2 Sharing• Chapter 14 |
| 10 | <ul style="list-style-type: none">• Standardized Tests• Course Evaluation• Course Overview/Recap of learning• Final Project Support | <ul style="list-style-type: none">• Chapter 15• Final Project Due• Part A & B Due |

Appendix 1 Assignment Outlines

Please note: Students must complete all assessments to pass this course.

Daily Tests

Due Date: Each class from classes 1 through 10.

Weight: 20%

Students will be expected to read the assigned chapters in the text and other assigned readings and be prepared to write a graded test based on these reading assignments.

All tests are:

- Available on Moodle from 8:30 AM on the day of the class to 11:59 PM the following day.
- There will only be one attempt on all Daily Tests.
- There will be a 30-minute time-limit (unless otherwise noted in Moodle).

Asynchronous Activities

Due Date: Classes 4, 6 & 8

Weight: 15%

Asynchronous activities are those that take place outside of the live lecture/class time. They are intended to build upon critical thinking skills based on material connected to or assigned for that day. Activities are assigned at the conclusion of a live lecture with explicit directions and completion dates. Facilitator support is available should there be any queries. All Asynchronous Activities will be marked using the **Asynchronous Activity Rubric- attached in Appendix**

| Asynchronous activities may include but are not limited to: | |
|---|--------------------|
| - Completion of Worksheet/problems-independent and/or collaborative | - Video responses |
| - Case study review and assessment | - Microsoft Forms |
| | - Microsoft Padlet |

Assignment #1 Forum Responses

Due Dates: Classes 3 & 5

Weight: 10%

Forum #1- See Moodle/Portal Class 3 for Forum for details.

Forum #2- See Moodle Portal Class 5 for Forum for details.

Each student will be required to participate in online discussion forum questions throughout the course. These discussion forums questions can be accessed from the Course Moodle website or Teams. The facilitator will post questions relating to the class topic for discussion.

In addition, each student should *respond thoughtfully to one of their classmates* in their discussion. Responses must be at least **250 words** to receive a grade. The post must also adhere to APA7 standards. Students will be evaluated according to the **"Discussion Forum Rubric attached.**

Assignment 2: Reflect on an Educational Theory

Due Date: Class 7

Weight: 25%

Students will be required to create a visually appealing presentation summarizing the theory of one of the educational theorists below:

| | | |
|----------------|----------------|-------------------------------------|
| Jean Piaget | Lev Vygotsky | B.F. Skinner |
| Howard Gardner | Albert Bandura | Alternative approved by facilitator |

Students will be evaluated according to the attached rubric: **Reflection on an Educational Theory Rubric**

In addition to the handout, students will also complete a reflection based on the following ideas in Class 8:

- Submit your document to appropriate Teams assignment.
- Present your sharing in your assigned breakout space.
- Explain why you picked this theory and theorist.
- Detail the importance of learning about these educational theories in connection with your role as an EA.
- Reflect on your experience of this assignment: this will be a shared exercise in Class 8.

How to avoid plagiarism

- The simplest way to avoid plagiarism is to reference any sources properly using both in-text, parenthetical citations in the body of your assignment and a 'References' page on a separate page at the end of your document. While it is commonplace to build upon the knowledge of others, it is necessary to clearly state the sources and foundations of that knowledge. Please refer to your ENGL110 Textbook or appropriate APA7 resource.

Assignment 3: Analysis of a Case Study

Due Date: Class 10 Weight: 30%

Part A: Case Study Analysis – 20%

Part B: Personal Reflection on Case Study 10%

Part A:

Students will read over the following case study and will then be required to complete a case study analysis using the following questions as a guide:

- Identify the main issue/problem/key ideas.
- Provide an analysis and interpretation of the issue.
- Draw a clear conclusion and identify implications.
- Demonstrate problem solving skills by showing what your responsibility as an EA could be in this situation.
- Show a strong working knowledge and understanding of Educational Psychology.
- Case Study: To be distributed in class by facilitator**

Students will be assessed using the attached Analysis of a **Case Study Rubric** and are required to support their analysis with evidence from both class texts.

Writing Assignment Expectations:

- **Objective:** The objective of this writing assignment is to critically apply concepts, ideas, and procedures to facilitate higher level learning. The assignments are designed so students can demonstrate the depth of knowledge related to the course content.
- **Focus:** This assignment is designed to apply knowledge from the chapters and class discussions.
- **Format:** This assignment will be double-spaced. Do not include title pages. Include your name, course name/number and facilitator's name at the top left of the first page. Place a title, center-aligned on the first page. 12-point Calibri font is preferred. Each assignment should have a minimum length of 500 words but should not exceed 750 words. Students will be evaluated according to the attached rubric: **Case Study Writing Rubric**

How to avoid plagiarism

- The simplest way to avoid plagiarism is to reference any sources properly using both in-text, parenthetical citations in the body of your assignment and a 'References' page on a separate page at the end of your document. While it is commonplace to build upon the knowledge of others, it is necessary to clearly state the sources and foundations of that knowledge. Please refer to your ENGL110 Textbook or appropriate APA7 resource.

Part B: To be submitted separately from Case Study

Record a personal reflection using your Flip App on Microsoft Teams Assignment based on your learning process though the case study while considering:

- EAPR151 text
- classroom learning/discussions/activities
- personal/professional experiences
- research you have completed thus far.

Assignment Expectations:

- **Objective:** The objective of this assignment is to critically apply concepts, ideas, and procedures to facilitate higher level learning. The assignments are designed so students can demonstrate the depth of knowledge related to the course content.
- **Focus:** This assignment is designed to apply knowledge from the chapters and class discussions.
- **Format:** This student will create a 3 to 5-minute video and submit it to the appropriate submission box. Students will be evaluated according to the attached rubric: **Reflective Video Response Marking Rubric.**

Columbia College
Moodle Discussion Forum Rubric

| Area | 3 | 2 | 1 | 0 |
|----------------------------|--|---|--|--|
| Critical Thinking | <ul style="list-style-type: none"> Rich in content, thoughtful, reflective, insightful; shows careful analysis | <ul style="list-style-type: none"> Substantial information, thoughtful, insightful; analysis has taken place. | <ul style="list-style-type: none"> Information is thin and covers the surface of the topic. Lacks enough evidence of critical thinking. | <ul style="list-style-type: none"> Basic information, no analysis or insight demonstrated. |
| Connections | <ul style="list-style-type: none"> Clear connections made to previous or current information create relevancy in the discussion. | <ul style="list-style-type: none"> Some connections are made to previous or current information; generally, it needs more depth and/or detail. | <ul style="list-style-type: none"> Limited connections, vague generalities. | <ul style="list-style-type: none"> No connections made to previous or current information. |
| Uniqueness | <ul style="list-style-type: none"> New ideas are presented with good depth and detail. | <ul style="list-style-type: none"> Some new ideas are presented. Depth and details are satisfactory. | <ul style="list-style-type: none"> Few, if any, new ideas are presented. Depth and details are lacking. | <ul style="list-style-type: none"> No new ideas presented. No depth or details. |
| Timeliness | <ul style="list-style-type: none"> All required postings are on time for others to read and respond. | <ul style="list-style-type: none"> Most postings are on time for others to read and respond. | <ul style="list-style-type: none"> Postings are rarely on time or last minute without allowing for response time. | <ul style="list-style-type: none"> Some, or all, required postings are missing. |
| Stylistics | <ul style="list-style-type: none"> No grammatical or stylistic errors. | <ul style="list-style-type: none"> Several grammatical or stylistic errors. | <ul style="list-style-type: none"> Obvious grammatical or stylistic errors; errors interfere with content. | <ul style="list-style-type: none"> Obvious grammatical or stylistic errors. Makes understanding impossible. |
| APA 7 Formatting | <ul style="list-style-type: none"> Accurately uses APA 7th edition formatting for citations and references. | <ul style="list-style-type: none"> Mostly uses APA 7th edition formatting correctly, with minor errors. | <ul style="list-style-type: none"> Uses APA 7th edition formatting but with several errors. | <ul style="list-style-type: none"> Rarely uses APA 7th edition formatting correctly. |
| Responding to Peers | <ul style="list-style-type: none"> Response is relevant to the course material and expands on at least two peer's response in a respectful manner | | | <ul style="list-style-type: none"> Did not respond to peers |

Total Score out of 21:

Appendix 2: Reflect on an Educational Theory Rubric

| Areas | 5 | 4 | 3 | 2 | 1 | 0 |
|---|---|--|---|--|--|--|
| Depth of Understanding | <ul style="list-style-type: none"> Demonstrates a conscious and thorough understanding of the theory chosen. Demonstrates excellent insightful reflection. | <ul style="list-style-type: none"> Demonstrates a thoughtful understanding of the theory/theorist chosen. Demonstrates strong reflection. | <ul style="list-style-type: none"> Demonstrates a basic understanding of the theory. At times, information is not always clear. Demonstrates satisfactory reflection. | <ul style="list-style-type: none"> Demonstrates a limited understanding of the theory. Needs to develop more effective reflection. | <ul style="list-style-type: none"> Demonstrates little or no understanding of the theory. Response is not clearly written. Limited to no reflection demonstrated. | <ul style="list-style-type: none"> Not Submitted |
| Use of examples and details to support points being made | <ul style="list-style-type: none"> Uses specific and convincing examples and details making the handout insightful. | <ul style="list-style-type: none"> Uses relevant examples and details to create a strong handout. | <ul style="list-style-type: none"> Uses some examples and details to support points being made. More examples, details and explanation needed. | <ul style="list-style-type: none"> Uses incomplete or vaguely developed examples and/or details. More examples, details, and explanation needed. | <ul style="list-style-type: none"> No examples or details to support the points being made. Limited attempt. | <ul style="list-style-type: none"> No examples provided |
| Cohesiveness of Response | <ul style="list-style-type: none"> This reflection provides a clear picture of the student's thinking on this subject matter. Thoughts are presented in a good logical, convincing order. | <ul style="list-style-type: none"> This reflection gives a strong understanding of the student's thinking on this subject matter. Thoughts are usually presented in a clear and logical way. | <ul style="list-style-type: none"> Most of the time this reflection provides an acceptable indication of the student's position on this subject matter. Most of the time thoughts are presented in a sequential manner. | <ul style="list-style-type: none"> This attempted reflection does not provide a clear picture of the student's thinking on this subject matter. Thoughts are often presented in an inconsistent and illogical order. | <ul style="list-style-type: none"> This response is confusing, and ideas do not tie together. | <ul style="list-style-type: none"> Absence of cohesiveness |
| Professional Presentation | <ul style="list-style-type: none"> Professionally presented, meeting all requirements. | <ul style="list-style-type: none"> Mostly professionally presented, meeting most requirements. | <ul style="list-style-type: none"> Satisfactory presentation. | <ul style="list-style-type: none"> Lacks adequate professional presentation. | <ul style="list-style-type: none"> Not presented professionally. | <ul style="list-style-type: none"> Not presented |
| APA 7 Formatting | <ul style="list-style-type: none"> Accurately uses APA 7th edition formatting for citations and references. | <ul style="list-style-type: none"> Mostly uses APA 7th edition formatting correctly, with minor errors. | <ul style="list-style-type: none"> Attempts at APA7 are present but some parts missing | <ul style="list-style-type: none"> Uses APA 7th edition formatting but with several errors | <ul style="list-style-type: none"> Rarely uses APA 7th edition formatting correctly. | <ul style="list-style-type: none"> APA7 not used- report for plagiarism |

Total Score out of 25: _____

Columbia College Analysis of Case Study Rubric

| Area | 4 | 3 | 2 | 1 | 0 |
|--|---|---|---|---|--|
| Identification of main issues/problem/key ideas Worth 8pts | <ul style="list-style-type: none"> Clearly identifies the main issue/problem and summary of key ideas. Provides a clear position statement. | <ul style="list-style-type: none"> Clearly identifies the main issue/problem and summary of most key ideas. Provides a relatively clear position statement. | <ul style="list-style-type: none"> Identifies the main/problem and some key ideas, but the statements are not clear. Provides a vague position statement. | <ul style="list-style-type: none"> Unable to identify the main issue/problem and key ideas. Doesn't identify own position. Identifies some irrelevant ideas. | <ul style="list-style-type: none"> Does not attempt identifying ideas All ideas irrelevant |
| Quality of analysis and interpretation Worth 8pts | <ul style="list-style-type: none"> Provides a comprehensive, insightful analysis and interpretation of the issue. Draws clear conclusions and identifies implications. Demonstrates excellent problem-solving skills. Supports main ideas with a range of varied, timely and relevant references. | <ul style="list-style-type: none"> Provides strong analysis and interpretation of the issue. Draws most conclusions and identifies most implications. Identifies original and well-developed solution/strategies, demonstrating effective problem-solving skills. Uses relevant, timely and varied sources to convince. | <ul style="list-style-type: none"> Provides partial analysis and interpretation. The issue needs further exploration. Draws a few conclusions and identifies some implications. Provides some solution/strategies, showing limited problem-solving skills. Uses limited resources that are not well selected to support the response. | <ul style="list-style-type: none"> Analysis and interpretation is limited. Conclusions and implications of the issue are missing. Unable to provide solution/strategies. Lacks problem solving skills. Lacks fundamental resources to write an effective response. Inadequate reference support. | <ul style="list-style-type: none"> No analysis attempted No attempt at providing solutions. No reference support. |
| Mechanics, Grammar, APA7 Format Worth 4pts | <ul style="list-style-type: none"> Mainly error free. Meets all requirements for an excellent response. Meets all case study written requirements. Accurately uses APA 7th edition formatting for citations and references. | <ul style="list-style-type: none"> A few minor errors in usage, grammar, or mechanics. Meets most requirements for a well written response. Meets most case study written requirements. Mostly uses APA 7th edition formatting correctly, with minor errors | <ul style="list-style-type: none"> Frequent errors in usage, grammar, and mechanics, beginning to interfere with readability and meaning. Meets a few requirements of an acceptable response. Meets a few cases study written requirements. Attempts at APA7 are present but some parts missing | <ul style="list-style-type: none"> Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper. Does not adequately meet any case study written requirements. Poor adherence to APA7 guidelines with numerous errors | <ul style="list-style-type: none"> Did not submit. No APA7 used. Does not meet requirements for an acceptable response APA7 usage not present. |

Total Score out of 20:
Facilitator/Evaluator's Comments

Columbia College
Asynchronous Activity Rubric 2024

| Criteria | Excellent (5) | Good (4) | Satisfactory (3) | Needs Improvement (2) | Poor (1) |
|----------------------|--|--|--|---|--|
| Understanding | Demonstrates a thorough understanding of the assignment. | Demonstrates a good understanding of the assignment. | Demonstrates a basic understanding of the assignment. | Demonstrates limited understanding of the assignment. | Demonstrates little to no understanding of the assignment. |
| Completeness | All parts of the assignment are completed thoroughly. | Most parts of the assignment are completed thoroughly. | Some parts of the assignment are completed thoroughly. | Few parts of the assignment are completed thoroughly. | Very few parts of the assignment are completed thoroughly. |
| Accuracy | All information is accurate and relevant. | Most information is accurate and relevant. | Some information is accurate and relevant. | Little information is accurate and relevant. | Information is mostly inaccurate and irrelevant. |
| Presentation | Work is well-organized, neat, and easy to read. | Work is mostly organized, neat, and easy to read. | Work is somewhat organized and readable. | Work is poorly organized and hard to read. | Work is disorganized and very hard to read. |
| Timeliness | Submitted on time or early. | Submitted slightly late. | Submitted late but within an acceptable range. | Submitted significantly late. | Not submitted or extremely late. |

Total Score: /25

Columbia College Reflective Video Response Rubric

| Area | 5 | 4 | 3 | 2 | 1 |
|--|--|---|--|--|---|
| Depth of Reflection | <ul style="list-style-type: none"> Reflection reveals a thorough insight of the subject matter. | <ul style="list-style-type: none"> Reflection reveals insight into the subject matter. | <ul style="list-style-type: none"> Reflection reveals a basic understanding of the subject matter with an effort at reflection. | <ul style="list-style-type: none"> Reflection is limited. Produces some basic understanding of the subject matter. | <ul style="list-style-type: none"> Little to no reflection is present. |
| Use of Examples / Evidence | <ul style="list-style-type: none"> Uses specific and convincing examples to support reflective statements. | <ul style="list-style-type: none"> Uses well-chosen examples to support reflective statements. | <ul style="list-style-type: none"> Uses some examples to support understanding of the subject matter and reflections. | <ul style="list-style-type: none"> Uses limited number of examples to support understanding of the subject matter. | <ul style="list-style-type: none"> Uses little to no examples. |
| Cohesiveness of Response | <ul style="list-style-type: none"> Reflection provides thoughts that are presented in a strong logical, convincing order. | <ul style="list-style-type: none"> The reflection is presented in a clear and logical way. | <ul style="list-style-type: none"> Most of the time thoughts are presented in a sequential manner. | <ul style="list-style-type: none"> Thoughts are often presented in an inconsistent and illogical order. | <ul style="list-style-type: none"> This response is confusing, and ideas do not tie together. |
| Delivery Style: Nonverbal Effectiveness | <ul style="list-style-type: none"> Demonstrates ease and confidence through carefully maintained posture, poise, and facial expression. Uses continual eye contact. | <ul style="list-style-type: none"> Demonstrates confidence through most of the presentation with careful posture, poise, and facial expression. Uses consistent eye contact. | <ul style="list-style-type: none"> At times demonstrates developing confidence in presenting content Uses eye contact inconsistently. | <ul style="list-style-type: none"> Shows lack of ease in presenting through poor posture, lack of poise, and lack of facial expression. Uses poor to no eye contact. | <ul style="list-style-type: none"> No visual present to assess |
| Delivery Style: Verbal Effectiveness | <ul style="list-style-type: none"> Speaks naturally at a moderate rate with correct pronunciation, enunciation and volume. Makes no obvious grammatical errors. Uses support effectively and does not directly read the presentation. Uses rich, precise, and varied vocabulary. Well-rehearsed and prepared. | <ul style="list-style-type: none"> Most of the time they speak clearly at a moderate rate with correct pronunciation, enunciation and volume. Makes few grammatical errors. Most of the time uses supports appropriately, without reading the presentation. Uses well-chosen and varied vocabulary. | <ul style="list-style-type: none"> Speaks with some lack of clarity in pronunciation and enunciation with varying volume and rate of speech. Makes some grammatical errors. Tends to not use cue cards effectively and mostly relies on reading the presentation. Uses ineffective vocabulary. | <ul style="list-style-type: none"> Speech is unclear with poor enunciation and incorrect pronunciation. The volume and rate of speech make comprehension difficult. Reads presentation. Uses inappropriate or simplistic vocabulary. | <ul style="list-style-type: none"> Verbal contribution lacking, poor connection or missing completely. |