

Faculty of Education

AEDT 4150U: Holistic Learning in Early Childhood
Course Outline for Winter 2016

COURSE WEBSITE <http://aedt4150.weebly.com/>
(includes link to Adobe room for weekly, compulsory tutorial/meetings)

1. Course Details & Important Dates*

| Term | Status | Course Type | Day | Time |
|------|--------|-------------|---------|-----------------------------|
| W | U | AEDT | Mondays | 12:10-1:00PM 6:10-7:00PM |

| Location | CRN # | Classes Start | Classes End | Final Exam Period |
|----------|---------------------------|------------------|---------------|-------------------|
| Online | 73722, 73723, 73724 | January 11, 2016 | April 6, 2016 | N/A |

* for other important dates: www.uoit.ca >Current Students >Important Dates and Deadlines

2. Instructor Contact Information

| Instructor Name | Office | Phone | Email |
|--|------------------|--|--|
| Dr. Laura Pinto | EDU 527/ BAGenRm | (905) 721-8668 x. 3767 (416) 224-2091 (preferred) | laura.pinto@uoit.ca |
| Office Hours: Online: after class or by appointment at any time via telephone, Skype (ID: laura-and-humphrey) or Adobe Connect | | | |

| Teaching Assistant Name | Office | Phone | Email |
|---|--------|-------|--|
| Mireille Babin-Larochelle | | | mireilleiz@sympatico.ca |
| Office Hours: Online: after class or by appointment | | | |

3. Course Description

The learning in this course will focus on overall health and wellness for children in society. Students will consider what it means for children to live well but also how education can contribute to the well-being of future generations. Important topics to be included will be: holistic health, mental health, body image and self-esteem, sustainable well-being and the environment. Based on inquiries that students make in these combined topics, students will plan research-supported programs for young children.

4. Learning Outcomes

On the successful completion of the course, students will be able to:

1. Define the concept of holistic health for children to include physical and mental health and well-being, social competence, emotional maturity, language and cognition, and communication skills.
2. Identify developmental characteristics of young children and the implications for family and school-based learning.
3. Summarize and critically examine key research on early years programs, focusing on the importance of inquiry learning, social development, play, and intervention programs.
4. Extend findings from course investigations to design programs for holistic child wellness that build resilient children.

5. Course Design

All course activities will be designed in a manner that will allow for access with a wide range of mobile devices such as Smartphones and tablets (iPads, Galaxy, etc.), therefore favouring the development of a truly mobile learning culture, anywhere, anytime. This 36 hour (3 credit) course will be articulated in 12

MANDATORY modules each including:

- Approximately 1 hour of video clip-based 'lecture' broken down into 3-4 10-15 minute long segments. The video clips will be written by a content expert, (i.e., a professor from our own Faculty or a recognised expert from another institution). These will subsequently be produced and publically published on YouTube.com. The video clips **MUST** be viewed prior to the tutorial sessions.
- 1 hour of synchronous group TUTORIAL activities in Adobe Connect. The video conferencing sessions in Connect will be planned in detail by the professor (content expert) in collaboration with the Teaching and Learning Office and rely heavily on Analysis and Synthesis questions. The tutorial activities in the session may be facilitated by a Teaching Assistant, in addition to the course instructor.
- The final element of each session will include at least 1 hour devoted to online activities such as forum discussions, self-directed learning activities, etc., as specified in the course calendar below, using a wide variety of online resources as chosen primarily by the students.
- The Blackboard course web site will be used for the following purposes: posting the syllabus, as an initial email system, a module repository and to upload assignments. Students should consult it regularly and use the links there as part of their research tool collection, however a vast array of other tools will supplement and ultimately supplant BB.
- Although the session characteristics above cover the basic three hour commitment to the class sessions, it should be noted that additional reading or other course work will be expected from the student. While the Blackboard course site will be the official web site for this course, other environments will be explored, used and analysed. The links for each of these will be posted on the Blackboard site as we progress through the course.

6. Outline of Topics in the Course

| Session | Theme & Outcomes | Tasks Please see http://aedt4150.weebly.com/ | Readings/Resources |
|----------------|---------------------------|---|---|
| 1 Jan 11 | Course orientation | <p>Tutorial Discuss analysis and synthesis questions from clip 1.1. Discuss syllabus and course expectations.</p> <p>Digital Tools 1. Introduce yourself (name and geographical location)</p> | <p>Readings Course syllabus</p> <p>Video Clips 1.1 Introduction to the course 1.2 Brookings Institution The</p> |

| Session | Theme & Outcomes | Tasks | Readings/Resources |
|----------------|--|--|---|
| | | Please see http://aedt4150.weebly.com/ 2. Give one example of a positive past group work experience 3. State why you are interested in this course. 4. State where you would like to be in 3 or 4 years (your career plan). 5. Using the image on the course website as a guide, begin a K-W-L, stating what you know, and what you want to know. We will revisit this at the end of the course. | Importance of Early Childhood Development (a global perspective on ECD) |
| 2 Jan 18 | Research Primer Outcome Summarize and critically examine key research on early years programs, focusing on the importance of inquiry learning, social development, play, and intervention programs. | Tutorial <ul style="list-style-type: none"> Kate Gibbons will provide a tutorial on using the library and answer questions Digital Tools/PBL/Individual Work <ul style="list-style-type: none"> Generate a list of topics of interest for further study in the collaborative space Organize yourselves into groups based on common themes Each group starts a Wiki page to collect resources to explore the theme throughout the semester. For this week, each group member contributes ONE resource that they evaluate as a good source | Video Clips 2.1 Evidence-based education 2.2 Evaluating evidence 2.3 Conducting a literature search at UOIT Other Resources <ul style="list-style-type: none"> Evidence-based education primer Evaluation worksheet Non-mandatory resources Vandenberg, M., Roets, G., & Roose, R. (2012). Why the evidence-based paradigm in early childhood education and care is anything but evident . <i>European Early Childhood Education Research Journal</i> , 20(4), 537-552. |
| 3 Jan 25 | Holistic Education and Well-Being in Early Childhood Outcome Define the concept of holistic health for children to include physical and mental health and well-being, social competence, emotional maturity, language and cognition, and communication skills. | Tutorial <ul style="list-style-type: none"> As a group, complete the comparison chart Raise any outstanding issues from analysis and synthesis activity Digital Tools <ul style="list-style-type: none"> Discuss analysis and synthesis questions PBL <ul style="list-style-type: none"> Discuss resources in your Wiki group, and refine your question for exploration based on new understandings of holistic learning from this week's course content Individual work <ul style="list-style-type: none"> Focus on Assignment 1 (due class 5) | Readings Miller, R. (2000). A brief introduction to holistic education . Infed. Manning-Morton, J. (2013). Thinking about well-being in early childhood. Exploring well-being in the early years , (Read chapter 1). London: McGraw-Hill. Video Clips 3.1: Holistic education and well-being: Educational Models Compared |
| 4 Feb 1 | Wellness through Cultural Responsiveness in EC Environments Outcome Define the concept of holistic health for children to include physical and mental health and well-being, social competence, emotional maturity, | Tutorial <ul style="list-style-type: none"> Be prepared to share your experiences about the cultural iceberg activity Class will discuss responses to Unpacking Our Behavioural Assumptions with examples from literature Digital Tools <ul style="list-style-type: none"> Offer your own responses to Unpacking Our Behavioural Assumptions and respond to at least 4 peers Respond to Video Clip 4.2 focusing on synthesis questions | Video Clips 4.1: What is cultural responsiveness? 4.2: Scenario: EC teacher struggles to understand Activity Guides <ul style="list-style-type: none"> Cultural Iceberg Unpacking Our Behavioural Assumptions Readings Canadian Council On Learning |

| Session | Theme & Outcomes | Tasks Please see http://aedt4150.weebly.com/ | Readings/Resources |
|----------------|--|--|--|
| | language and cognition, and communication skills. | <p>PBL</p> <ul style="list-style-type: none"> You refined your question last week. Now, continue to gather research to answer your question, applying what you have learned about evaluating resources <p>Individual Work</p> <ul style="list-style-type: none"> Focus on Assignment 1 (due class 5) | (2007). First Nations Holistic Lifelong Learning Model . |
| 5 Feb 8 | <p>Wellness through Cultural Responsiveness in EC Environments</p> <p>Outcome Define the concept of holistic health for children to include physical and mental health and well-being, social competence, emotional maturity, language and cognition, and communication skills</p> | <p>ASSIGNMENT 1 DUE AT THE END OF THE DAY! (please email to your instructor in PDF or word processed format, or a link to a video)</p> <p>Tutorial</p> <ul style="list-style-type: none"> Generate a class compendium of approaches to culturally responsive environments and activities for early childhood based on resources <p>Digital Tools</p> <ul style="list-style-type: none"> Respond to synthesis questions <p>PBL</p> <ul style="list-style-type: none"> Using this week's resources (readings, video) continue to collect resources to support your question in your Wiki Begin to synthesize resources | <p>Readings Chen, D. W., Nimmo, J., & Fraser, H. (2009). Becoming a culturally responsive early childhood educator: A tool to support reflection by teachers embarking on the anti-bias journey. <i>Multicultural Perspectives</i>, 11(2), 101-106.</p> <p>Video Clip:</p> <ul style="list-style-type: none"> 5.1: Brookes Publishing, Supporting cultural and linguistic diversity in early childhood. <p>Non-compulsory resources Pacini-Ketchabaw, V., & Armstrong de Almeida, A. E. (2006). Language discourses and ideologies at the heart of early childhood education. <i>International Journal of Bilingual Education and Bilingualism</i>, 9(3), 310-341.</p> |
| 6 Feb 22 | <p>Developmental characteristics</p> <p>Outcome Identify developmental characteristics of young children and the implications for family and school-based learning.</p> | <p>Tutorial</p> <ul style="list-style-type: none"> Collaborate to create a comparison table of developmental theories and approaches based on the week's resources <p>Digital Tools</p> <ul style="list-style-type: none"> Respond to synthesis questions <p>PBL Work on PBL 1 (storyboard/design, synthesize research, produce informational product)</p> | <p>Readings Kochhar-Bryant, C. A., & Heishman, A. (2010). <i>Effective collaboration for educating the whole child</i>. Thousand Oaks, CA: Corwin. Read Chapter 1 here.</p> <p>Video Clips</p> <ul style="list-style-type: none"> 6.1 Harvard Education's The Science of Early Childhood Development 6.2 Biophy's Child Development States <p>Non-mandatory resources Ryan, S., & Grieshaber, S. (2005). Shifting from developmental to postmodern practices in early childhood teacher education. <i>Journal of Teacher Education</i>, 56(1), 34-45.</p> |
| 7 Feb 29 | <p>PBL Sharing</p> <p>Outcome Summarize and</p> | <p>Tutorial: PBL 1 DUE!</p> <ul style="list-style-type: none"> Present PBLs Email your PBL (either PDF document or link) to your instructor | Review and comment on at least 2 of your peers' projects posted in the discussion forum. |

| Session | Theme & Outcomes | Tasks Please see http://aedt4150.weebly.com/ | Readings/Resources |
|-----------------|--|---|---|
| | critically examine key research on early years programs, focusing on the importance of inquiry learning, social development, play, and intervention programs | Digital Tools <ul style="list-style-type: none"> Post PBL and review and comment on at least 2 of your peers' projects posted in the discussion forum | |
| 8 Mar 7 | Developmental characteristics Outcome Identify developmental characteristics of young children and the implications for family and school-based learning. | Tutorial <ul style="list-style-type: none"> Revisit comparison chart from last week, and amend based on this week's research Digital Tools <ul style="list-style-type: none"> Following the synthesis questions, research and summarize the challenges to or critiques of prominent developmental theories PBL <ul style="list-style-type: none"> Finalize any group changes to PBL 2 If necessary, change Wikis to reflect PBL 2 group decisions | Video Clips <ul style="list-style-type: none"> 8.1 Developmental controversies |
| 9 Mar 14 | Play and Learning Outcome Summarize and critically examine key research on early years programs, focusing on the importance of inquiry learning, social development, play, and intervention programs. | Tutorial <ul style="list-style-type: none"> Collaboratively develop a conception of play based learning based on resources Digital Tools <ul style="list-style-type: none"> Using the required resources from this week as a starting point, each member should contribute at least 2 good resources on play-based learning to their PBL Wiki PBL <ul style="list-style-type: none"> Sketch out how you will extend PBL 1 questions and research into PBL 2 | Recommended Readings Nicolopoulou, A. (2010). The alarming disappearance of play from early childhood education . <i>Human Development</i> , 53(1), 1-4. Samuelsson, I. P., & Carlsson, M. A. (2008). The playing learning child: Towards a pedagogy of early childhood . <i>Scandinavian Journal of Educational Research</i> , 52(6), 623-641. Video Clips <ul style="list-style-type: none"> 9.1 What is play based learning and why is it important? |
| 10 Mar 21 | Holistic Program Design for Wellness: Examples Outcome <ul style="list-style-type: none"> Extend findings from course investigations to design programs for holistic child wellness that build resilient children. | Tutorial <ul style="list-style-type: none"> Collaboratively develop procedural criteria for PBL 2 based on sharing progress and ideas so far Based on examples from Chapter 1 OR your own examples found, collaborate to create "look fors" to reflect a holistic program for wellness Digital Tools <ul style="list-style-type: none"> Respond to synthesis questions PBL <ul style="list-style-type: none"> Review examples from course content to | Readings Revisit Kochhar-Bryant, C. A., & Heishman, A. (2010). <i>Effective collaboration for educating the whole child</i> . Thousand Oaks, CA: Corwin. Read Chapter 1 here. Video Clips 10.1 Ms. Kring's Neighbourhood Field Trips |

| Session | Theme & Outcomes | Tasks Please see http://aedt4150.weebly.com/ | Readings/Resources |
|-----------------|--|--|--|
| | | date to identify ways to address your question through holistic models | |
| 11 Mar 28 | Program Design for Wellness: How does technology fit? Outcome <ul style="list-style-type: none"> Extend findings from course investigations to design programs for holistic child wellness that build resilient children. | Tutorial <ul style="list-style-type: none"> Evaluate examples of holistic programs/solutions in early childhood settings Digital Tools <ul style="list-style-type: none"> Identify at least 2 examples of holistic models further to last week's readings and discussion Complete synthesis questions PBL <ul style="list-style-type: none"> Complete PBL 2 (due next week) | Reading McManis, L.D. & Gunnewig, S.B. (2012). Finding the education in educational technology with early learners . <i>Young Children</i> , 67(3), 14-24, Note: Use checklist on p. 18! Video Clips 11.1 Tech Edge, iPads In The Classroom - Episode 127, New Early Childhood Apps |
| 12 Apr 4 | Course Synthesis Outcome <ul style="list-style-type: none"> Extend findings from course investigations to design programs for holistic child wellness that build resilient children. | PBL 2 Due! Tutorial Present your final project to the class. Email your PBL (either PDF or link) to the instructor Asynchronous Forum Tasks <ul style="list-style-type: none"> Post your final PBL the forum and respond to the work of 2 peers with constructive feedback Synthesis questions: 1. What are the benefits of holistic models of ECE? 2. What are the biggest challenges to designing holistic ECE events-in-the-making? 3. What were the most useful resources you found to help you as a potential ECE educator? | Review and comment on at least 2 of your peers' projects posted in the discussion forum. |

7. Required Texts/Readings

There is no required text for the course; individual readings/resources appear in the table in Section 6 of this syllabus (above) as well as on the course website. Access to many of them require a valid UOIT online Library login.

Since APA format is used in field of education, all assignments should follow APA citations. Please refer to [Purdue's Online Writing Guide APA](#) manual to guide your work.

Additional readings may be assigned or recommended during the course.

8. Evaluation Method

Detailed assignment descriptions appear in Section 9 of the syllabus below.
Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found in Section 5 of the UOIT Academic Calendar.

| Grade | Percent | Description |
|-------|---------|---|
| A+ | 90-100 | Very Good to Excellent. Student |
| A | 85-89 | Demonstrates mastery of understanding the key concepts, skills and values of the course |
| A- | 80-84 | |
| B+ | 77-79 | Acceptable to Good. Student demonstrates adequate understanding of the key concepts and values of the course. |
| B | 73-76 | |
| B- | 70-72 | |

Problem based learning (PBL) is typically closely aligned to open-ended inquiry learning (IL) in that groups of learners collaboratively analyze presented contexts/situations and determine the question(s) to be explored. PBL and IL tend to challenge traditional views of teaching and learning since PBL/IL, in essence, take the control of learning processes out of the hands of the teacher/expert and places it squarely on the shoulders of the learner. Learners determine, with support from a skilled facilitator, what topics will be explored, to what depth and which processes will be used. PBL/IL is organized around the contexts from which problems are drawn. The contexts are relevant and authentic in order to provide links that the learners use to make connections to their own experiences.

Students will be learning in a combination of synchronous and asynchronous online environment. Full attendance and participation in weekly sessions is mandatory. Students will complete assignments, working collaboratively, and present to peers. Authentic assessment is employed, including self, peer and instructor methods. The instructor facilitates the co-creation of the learning environment.

Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found in Section 5 of the UOIT Academic Calendar.

9. Assignments

Assignment criteria are specified in the detailed assignment descriptions and in the instructions. Read them carefully to ensure that you have fulfilled all aspects of the requirements. Late assignments policy is as follows:

Non-negotiated late assignments: An assignment that has been submitted late without prior agreement between the student and the instructor to extend the deadline will be assigned a grade of zero.

Negotiated late assignments: An assignment that has been submitted late in accordance with a mutually agreed deadline and penalty (if applicable, will be considered a negotiated late assignment and will be marked in accordance with the mutually agreed terms).

Extenuating circumstances: Instructors will consider, on a case-by-case basis, rare extenuating circumstances which may cause an assignment to be late. Examples of extenuating circumstances include hospitalization, death of a loved one, etc. The student must provide documentation to validate the extenuating circumstance. It will be at the instructor's discretion to work out the extension in this situation.

| Assignment | Description | Weight | Due |
|---|---|--------|---------|
| Contributions to the community (Individual) | You are expected to thoughtfully participate in discussions (during tutorial and using various digital tools) of course readings and issues. Active and informed participation in course activities is critical to the success of this course. The participation grade will be determined by your contribution to class discussion based on the quality of your contributions during synchronous and/or asynchronous sessions. I will be looking for evidence of meaningful and well-considered critique of concepts and full video participation. Overall, showing engagement with the course material through applications from real life experiences and reading or watching resources will contribute to both your learning and that of others in the course. See attached rubric for details. | 20% | Ongoing |
| Auto-biographical perspectives on well-being (Individual) | In keeping with trans-disciplinary approaches consistent with holistic models of education, this assignment invites you to critically reflect on holistic education through autobiography. <ul style="list-style-type: none"> You may choose any format (prose, visual, video, etc.). For a non-written assignment, please provide a reference list in APA format to accompany your submission. First, describe your understanding of well-being based on course discussion and resources to date. Cite the sources that inform your understanding. Next, offer a critical autobiography of your personal experience of the degree to which you view formal education contributing to wellness in your life. Provide specific examples. Relate your experience to the literature and theory discussed in the course to date, appropriately citing your sources. Email your assignment to your instructor by the end of Class 3 | 20% | Class 5 |
| PBL 1 (Group) | Digital Public Information Product (Group) <ul style="list-style-type: none"> Formulate a question a parent or member of the public might pose on early childhood development and related educational solutions Research the answer by finding and reading 4–6 research papers on the topic Synthesize the findings into a digital product of your choosing. You can use any format or development tools you wish You will present your work to the class Submit your assignment to your instructor by email (either a PDF document or a link to a video, depending upon format) | 30% | Class 7 |
| PBL 2 (Group or individual) | Program Model Proposal (Group or individual) <ul style="list-style-type: none"> Extend findings from course investigations (especially PBL 1) to design programs for holistic child wellness that build resilient children Your program may address any one of the following strategies so long as it relates to holistic learning: place-based learning, biographical projects, play-based learning, etc. Your proposal must be trans-disciplinary to reflect holistic learning Your proposal must explicitly address issues of cultural sustainability, wellness, and developmental characteristics Your proposal must explicitly incorporate a research base, preferably building on your own PBL 1 work Submit your work by email to your instructor, and post it in the asynchronous forum | 30% | Class12 |

10. Accessibility

Students with disabilities may request to be considered for formal academic accommodation in accordance with the Ontario Human Rights Code. Students seeking accommodation must make their requests through Student Accessibility Services. Requests must be made in a timely manner, and students must provide relevant and recent documentation to verify the effect of their disability and to allow the university to determine appropriate accommodations.

Accommodation decisions will be made in accordance with the Ontario Human Rights Code. Accommodations will be consistent with and supportive of the essential requirements of courses and programs, and provided in a way that respects the dignity of students with disabilities and encourages integration and equality of opportunity. Reasonable academic accommodation may require instructors to exercise creativity and flexibility in responding to the needs of students with disabilities while maintaining academic integrity.

11. Professional Conduct

Both synchronous and a-synchronous communication in this course will be held to the highest standards of professionalism, respect, and accountability.

12. Academic Integrity

Students and faculty at UOIT share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with and abide by UOIT's regulations on Academic Conduct (Section 5.15 of the Academic Calendar) which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to be copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, among other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a resubmission of work to a failing grade to permanent expulsion from the university. A lack of familiarity with UOIT's regulations on academic conduct does not constitute a defense against its application.

Further information about academic misconduct can be found in the Academic Integrity link on your laptop. Extra support services are available to all UOIT students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found in the Academic Calendar (Section 8).

13. Turnitin

UOIT and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review by Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents for five academic years. The instructor may require students to submit their assignments electronically to Turnitin.com or the instructor may submit questionable text on behalf of a student. The terms that apply to UOIT's use of the Turnitin.com service are described on the Turnitin.com website.

Students who do not wish to have their work submitted to Turnitin.com must provide with their assignment at the time of submission to the instructor a signed Turnitin.com Assignment Cover sheet:

<http://www.uoit.ca/assets/Academic~Integrity~Site/Forms/Assignment%20Cover%20sheet.pdf>

Further information about Turnitin can be found on the Academic Integrity link on your laptop.

14. Final Examinations

Since this course is PBL-based, there will be no final examination.

15. Freedom of Information and Protection of Information Act

The following is an important notice regarding the process for submitting course assignments, quizzes and other evaluative material in your courses in the Faculty of Education.

As you may know, UOIT is governed by the *Freedom of Information and Protection of Information Act* ("FIPPA"). In addition to providing a mechanism for requesting records held by the university, this legislation also requires that UOIT not disclose the personal information of its students without their consent.

FIPPA's definition of "personal information" includes, among other things, documents that contain both your name and your Banner ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of Education encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that UOIT will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

If you have any questions or concerns relating to the new policy or the issue of implied consent addressed above, please contact [the BA Program Director directly](#).

16. Course Evaluations

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of UOIT's programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are encouraged to participate actively in this process and will be notified of the dates. Notifications about course evaluations will be sent via e-mail, and posted on Blackboard, Weekly News and signage around the campus.

17. Assignment Rubrics

A: Contributions to Learning Community Rubric

You are expected to thoughtfully participate in discussions of course readings and issues. Active and informed participation in course activities is critical to the success of this course. The participation grade will be determined by your **contribution to class discussion** based on the quality of your contributions during synchronous and/or asynchronous sessions. I will be looking for **evidence of meaningful and well-considered critique of concepts and full video participation**. Overall, showing engagement with the course material through applications from real life experiences and reading or watching resources will contribute to both your learning and that of others in the course.

| Criteria | Exemplary (A range) | Strong (B range) | Adequate (C range) | Insufficient |
|---|--|---|--|---|
| Presence and Interaction | Full participation with video at all sessions AND in the asynch forum. Regular interaction with peers and builds-on ideas to advance thought or deepen the knowledge. Listens to varied views and provides reflective constructive and/or meaningful comments. | Some participation. Usually interacts with peers and builds-on by extending ideas while listening. Always constructive, reflective and meaningful. | Little participation. Usually interacts with peers by responding to questions posed or when prompted. Somewhat reflective and constructive or meaningful. | Rarely interacts with peers or responds to questions posed. Limited involvement with questions or ideas. |
| Inquiry | Asks questions that reflect and extend thinking on the topic or learning for self and community. | Asks questions which reflect and/or clarification . Sometimes extends thoughts for self and the community. | Asks questions, but are off-topic, superficial , or lack attempts at insight. | Seldom asks relevant questions. |
| Connecting Theory with Resources and/or Personal Experiences | Refers to and elaborates on required readings. Provides links and connects theory to other resources/ research as well as personal experiences. | Often refers and elaborates on required readings. Often provides links and connects theory to other resources and/or personal experiences. | Often refers to required reading. Less often connects theory with other resources and/or personal experiences. | Seldom refers to required reading and little effort to connect theory with other resources or personal experiences. |
| Understanding Core Course Concepts and Content | Thorough understanding of course content and concepts. | Good understanding of content and key concepts. | Some understanding of content and key course concepts. | Little understanding: responses tend to be vague, have little depth and/or may be inaccurate. |

B: Assignment Rubric

| Criteria | Exemplary (A range) original work, very well organized and expressed, sound critical evaluation, clear command of techniques and concepts, etc. (A+ is outstanding work of unusual quality) | Strong (B range) good grasp of the topics, accurate knowledge, some evidence of critical evaluation, ability to synthesize and to discriminate relevant issues, etc. | Adequate (C range) or below limited grasp of topics; limited accuracy, claims unsubstantiated |
|--|---|--|---|
| Use of Media/Communication <ul style="list-style-type: none"> • Clear sense of purpose in information presentation • Appropriate use of media (e.g., video is not simply a written essay read out or converted to slides) • Appropriate grammar, syntax • Ideas/concepts are well organized (e.g., sequence, use of topics, etc.) | | | |
| Accuracy of Core Concepts <ul style="list-style-type: none"> • Accurate description of core concepts and correct use of terminology • Ideas conveyed are cited | | | |
| Organization and Synthesis <ul style="list-style-type: none"> • “Big ideas” are summarized, • Research is synthesized • Synthesis is appropriate to an audience who may not be familiar with the concepts | | | |
| Critical thinking <ul style="list-style-type: none"> • Claims substantiated • Going beyond description • Concepts from theory and research are used for analysis | | | |
| Research <ul style="list-style-type: none"> • APA citations used, regardless of media • Ideas/concepts consistently cited • Quality of research located/used | | | |