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Peer Review of Teaching Portfolio: Learning & Motivation (PSYC 368)

Jacquelyn Omelian

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Peer Review of Teaching Portfolio Learning & Motivation (PSYC 368)

Jacquelyn Omelian, PhD

Abstract

This portfolio is a reflection and report on the peer review process undertaken during the Spring 2021 semester at the University of Nebraska – Lincoln. The work presented here provides a description of the PSYC 368: Learning and Motivation course as it was delivered in an asynchronous, 14-week format as a result of the COVID-19 pandemic. This large (150 student) lecture-style course is open to any student who has completed Introduction to Psychology and attracts students from across multiple colleges and majors. This portfolio has a particular emphasis on a series of major assignments in the course and how they impacted student learning as measured by assessment scores. The results show a significant increase in student performance on the chapter quizzes associated with the active reading activity.

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Objectives of the Peer Review Course Portfolio

Course Information

The class is a 300 level psychology course open to students who have completed Introduction to Psychology or an equivalent course. Because of the single prerequisite students range from freshman to seniors, and across a wide range of majors. The class is an elective within the psychology major and has also proven popular with students from outside the college of arts and sciences. While this diversity of students is a fantastic boon to the course and leads to enriched discussions, it also presents particular challenges. Most notably, the tremendous variance in background that students have entering the course means that I need to straddle covering the introductory info (basic neuroanatomy of relevant brain areas, brain functions, basic cellular activity of neurons) without completely losing the interest of my upper-level students.

The class takes a broad view of learning (and subsequently, memory) and includes historical and modern view on learning theory. There is a dual emphasis placed on learning from a neuroscience perspective and the use of data based educational research (DBER). While there is some coverage of animal models, the majority of the course focuses on human and cognitive models of learning. There is an upper-level animal learning and behavior course in the department, so I discussed the upper-level courses with the instructors to address areas of overlap and ensure that courses are significantly differentiated when designing my course. Similarly, there are upper-level motivation courses taught in the department, so this is not a topic I cover in as much depth in the 300 level course.

Course Goals

Learning, memory, and motivation are highly personal activities and I want students to spend time honestly and critically evaluating the ways in which they engage in these activities and then challenge their own status quo using research-supported theory and application. We do several activities to get students thinking about their own learning and applying best practices. I want students to practice metacognition and mindfulness in their learning. Another goal for the course is for students to actively engage in self-directed learning via interaction with the textbook. Approximately half the material on the assessments is taken from the text, rather than lecture, so we spend considerable time discussing the ways to be successful in this type of independent learning.

My own background is in neuroscience, so I take a decidedly physiological perspective for the course. We spend several weeks talking about neuroanatomy, cellular communication, and the ways in which the brain changes in response to learning. These themes are carried throughout each chapter/module, each of which is generally divided into a subsection on theory, neuroscience, and application. Course content delivery has shifted, depending on the semester but I generally present information for each chapter over the course of 3 “lectures” which include

recorded lectures of myself, videos and talks by others, active learning activities for students to complete on their own, or thought questions and discussion boards.

Rationale for Course Selection

This is very much “my” course since it had not been offered in several years by the department prior to my starting at UNL. I began teaching the course in the spring of 2019 and have taught it as an in-person course (prior to March 2019 when we went online due to COVID), as a 5-week asynchronous online summer course, and as a hybrid-flex model. I will be offering the course as a fully online, asynchronous course during the spring 2021 semester. The advantage of the many iterations of this course over such a short period of time has been that I have been able to try out numerous styles of activities, teaching, lecture, and discussion. The disadvantage is that I feel like some aspects of the course are still experiencing “growing pains” and have not been able to smooth out the delivery of some content. That said, I am generally happy with the direction of the course overall. I want to use the portfolio project to investigate and assess the breadth and depth of course content for my diverse student audience.

Course Portfolio Goals

I want to review this course to ensure that I am taking a suitably broad perspective on the topic while maintaining the academic rigor appropriate for an upper-level psychology course. I also want to ensure that the assignments and assessments that students complete are useful while still encouraging and maximizing student engagement with the material.

My goal for the final portfolio is to create a document that will provide a broad overview of my Learning and Motivation course as it currently exists, while assessing the efficacy of some of the major assignments and assessments. I am hopeful that this document could be informative to others teaching large lecture classes who want to include data based educational research projects into their own subjects.

Course Description

Student Demographics

This class was presented in an online, asynchronous format, with material being delivered via recorded online lectures and assigned readings. The focus of this course is to examine the process of learning in human and nonhuman animals. This includes an examination of a variety of learning theories including behavioral, biological, and cognitive perspectives, an investigation of memory systems, and an examination of the current research in the field of teaching and learning. By the end of this course, students should develop a broad understanding of learning and motivation and a better understanding of best practices for their own learning.

The Spring 2021 course had a total enrollment of 150 students, data are presented for the 121 students who completed the course and who consented to be included in data collection. The course is a 300 (junior) level course, with an Introduction to Psychology prerequisite. Thus, the

majority of students were juniors or seniors (see Table 1) and the course is largely comprised of students who are either majoring or minoring in Psychology.

Table 1. Students' Academic Demographics for PSYC 368 in Spring 2021

Class Standing	Number of Students	Relation to Psychology	Number of Students
Freshman	0	PSYC Major	52
Sophomore	15	PSYC Minor	54
Junior	57	Other	16
Senior	49		
Graduate	1		

Pedagogical Approach

The aim of this course is to introduce students to the historical and modern theories of learning and motivation with a strong emphasis on the biological mechanisms of learning. Due to pandemic restrictions, the course was offered completely online as an asynchronous course. To assist students with meeting deadlines, staying on top of material, and working diligently across the semester there are numerous weekly assignments and assessments. Work was released on a weekly basis, with all assignments due by Friday of the week and quizzes opening Friday and due the following week. This schedule was implemented to help students structure their workload while still allowing them to work at their own pace over the course of the week (see Table 2). Students were given multiple attempts on chapter quizzes, although they were only able to see the score (not the questions missed) on their quiz attempts prior to completing all attempts. Students who struggled with a chapter quiz were provided time to meet with me to go over their quizzes prior to the quiz due date.

Table 2. Recommended Schedule for Completion of Asynchronous Course Materials

RECOMMENDED WEEKLY SCHEDULE	
Sunday	Read assigned chapter, take notes
Monday	Complete lecture 1 viewing and in-class assignment (if applicable) Attend office hours, if needed
Tuesday	Review notes
Wednesday	Complete lecture 2 viewing and in-class assignment (if applicable)
Thursday	Review notes
Friday	Complete lecture viewing Attend office hours, if needed Take the weekly quiz
Saturday	Review notes, second quiz attempt, if needed *If you are struggling with the quiz after a second attempt, see me during office hours on Monday before attempt 3 is due

Teaching Philosophy

Much of the information in the course is intrinsically interesting to students, as they are all interested in improving their own learning experiences. Many students are intimidated or uninterested in the biological aspects of the learning process, and so I aim to introduce these concepts simply, frequently and with clear context within the larger course topics.

Student Learning Objectives & Assessment of Learning

The course aims to expand students' understanding of the basic principles and theories of learning from both a neuroscientific and psychological perspective. The focus of this course examines some of the many ways empirical research can inform our understanding of learning, memory, and motivated behaviors.

By the end of this course students should be able to...

- Describe major historical and current perspectives on learning
- Understand how cellular activity contributes to memory formation and learning
- Describe some of the ways learning and memory are studied by researchers
- Engage in self-reflection on how to apply the information from class to improve their own learning
- Appreciate how different areas of biology, psychology and neuroscience work together to inform our understanding of learning, memory, and motivated behaviors

Students' acquisition of the course learning objectives was be quantified in several ways over the course of the semester. Each of these mechanisms were delivered asynchronously and were designed to be completed individually by the student, although open book/ open notes approach was used.

- **Quizzes.** To encourage students to keep up with the readings and coursework as they are assigned there are a total of 11 quizzes each worth 35 points. The lowest quiz score was dropped. Quizzes are meant to test understanding of course material and include information from both the required readings and the course lectures and activities. Quizzes are available online and must be completed on time to receive credit.
- **Learning Portfolio.** Throughout the semester students complete a number of activities designed to help them analyze and improve their own learning. This includes trying new active reading strategies as they work on the assigned readings and evaluating their effectiveness. At the end of the semester, students have the to opportunity to review their data and reflect on the findings.
- **Participation.** Timely, consistent class participation is very important due to the online format of the course. Participation points include completion of homework assignments, which include reflections, activities, and discussion board posts. Many of these activities may be embedded within the video lectures and are completed as students move through the course.

Analysis of Student Learning

Data Based Educational Research (DBER) Project

One of the major themes of the course was the importance of applying the scientific method and empirical, data driven design to questions of learning and education. To this end, student engaged in a semester-long project aimed at collecting data on their own learning while exposing them to novel notetaking strategies concurrent with the course material.

Over the course of the semester students were assigned readings from a textbook on topics relevant to learning and motivation (Learning and Memory, From Brain to Behavior 4th Edition by Gluck, Mercado, and Meyers). For each assigned chapter students also viewed recorded lecture material on overlapping and adjacent topics to those covered in the text (see Table 3). For some chapters, students were assigned to engage in specific note taking strategies and submit their resulting reading notes. After every chapter module, students completed a timed, 35 question quiz to assess their learning.

Table 3. Chapter Readings, Lecture Topic and Active Reading Assignments

Chapter*	Chapter Title	Lecture Topics	Active Reading
1	Fundamental themes in the psychology of learning and memory	Psychology as science; what is learning?; free will; learning in the brain	None
4	Classical conditioning	History of CC; Little Albert; Rescorla Wagner model	Assignment 1 – Student choice
5	Operant conditioning	History of OC; types and schedules; conditioning and addiction	Assignment 2 – Cornell notetaking
6	Generalization, discrimination learning and concept formation	Stereotypes and implicit bias; generalization and discrimination in animals; ABA; clinical applications for conditioning	None
7	Episodic and semantic memory	Memory and forgetting; memory loss and amnesia; memory in the brain	None
9	Working memory and cognitive control	Memory and attention; perception; working memory tests	Assignment 3 – Concept mapping
10	Emotional influences on learning and memory	Neuroscience of emotion; motivated behaviors; motivation in the brain	Assignment 4 – SQ3R

12	Learning across the lifespan (development and aging)	Intelligence across the lifespan; Vygotsky & Piaget; learning and memory in all ages	None
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*Chapters from the assigned course textbook: Learning and Memory, From Brain to Behavior 4th Edition by Gluck, Mercado, and Meyers

Effect of DBER Project on Student Learning Assessment Scores

After the semester was concluded, average quiz scores for modules with or without an assigned notetaking activity were combined and compared.

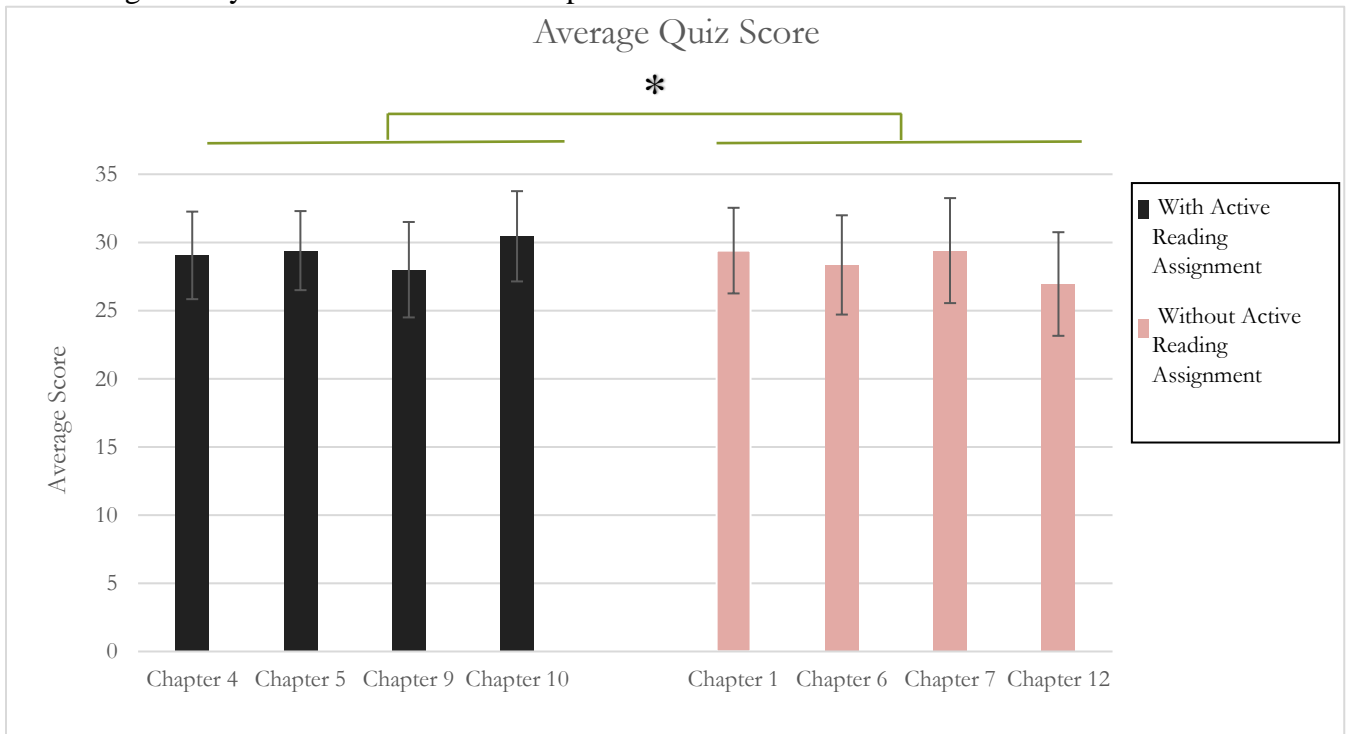


Figure 1. Average scores for chapter quizzes for units that did or did not include required active reading assignment for a given chapter. * $p < .05$

Completing the active reading assignments resulted in a significant increase ($t(922) = 2.73, p = 0.006$) in average quiz score for the chapters with an active reading assignment ($M = 29.26, SD = 3.2$) compared to those without one ($M = 28.62, SD = 3.8$). This suggests that students benefit from having accountability in their reading and note taking, and that these activities promoted better learning of the course material (see Fig. 1).

Final Active Learning Reflection

After covering the final course content on metacognition, self-efficacy and the Dunning Krueger effect, students complete a data collection and reflection assignment (see Appendix 6). For this part of the project, students compile the data from each of the previous active reading

assignments along with their own associated quiz scores for those chapters and reflect on the degree to which their experiences with the various note taking styles reflect success in the assessment.

Reflection

Peer Review of Teaching Project

Completing this portfolio has allowed me to reflect on the overall design of the course, as well as target a specific series of assignments and evaluate the effects on student learning in my PSYC 368 Learning and Motivation course.

DBER Project

This course was delivered during the third semester of the COVID-19 global pandemic, and as such, there are considerable confounds that need to be considered when evaluating the data collected here. That said, creating a project that allowed students a chance to apply their learning within the context of a large (150-student), asynchronous lecture course was a challenge, and I am gratified to see that the project appears to improve student learning outcomes. Anecdotally, students include many positive mentions of the project and the overall course design and delivery. The major complaint from students in regards to the course is the workload (while many classes have similar levels of assigned readings, it is likely few of them require students to demonstrate having actually completed the work as this course does). Thus, the data from this peer review project will provide useful context to show students that the DBER project goes beyond “busy work” and helps increase learning outcomes in a demonstrable fashion.

Future Revisions: Teaching Policies

Fatigue, stress, and general life disruptions were significant impediments for many students over the course of the semester. As such, I created a lenient late work policy, allowing any student to submit any assignment up to 48 hours past its due date without late penalty. Unfortunately, many students used this policy to procrastinate until the last minute on quizzes and I do not feel that the leniency was generally helpful in reducing stress or promoting good time management in the way I had hoped. That said, I can see the benefit of providing some flexibility in deadlines in future courses, though with some additional limitations implemented to prevent procrastination from being quite so endemic in the course.

Another area that I will revise going forward are the way the assessments are delivered. While I like the chapter/module quiz format (and many students excelled with these assessments) they need to be delivered in a more controlled environment. The open book, open note and unsupervised format of the quizzes presented numerous opportunities for academic dishonesty that will need to be evaluated and addressed in future iterations of the course. All assessment questions were re-written for the current semester, including any from the textbook’s test bank but some answers were still easily available to students who chose to make use of online cheating sites, etc. Additionally, being able to deliver assessments in a more controlled

environment will provide further evidence regarding the efficacy of the active reading assignments on student learning.

Future Revisions: Content Delivery

I was not immune to the challenges of the pandemic, either. Generating course content and providing timely feedback for students was a particular challenge this semester. That said, I am quite happy with many of the materials that I created or curated for online delivery. Even when the pandemic has ended, and students return to campus I plan to incorporate a small online component in the course. This will likely include making one 50 class session each week optionally delivered via online format. It is my hope that this format allows me to maintain the quality of the course content while providing students with some of the scheduling flexibility they have become accustomed to during the previous semesters.

Final Thoughts

Since joining UNL in 2019 I have taught PSYC 368 4 times and, due to changing policies related to the pandemic, it has been in a different format each time (in-person, online in 5 weeks, hybrid in-person and asynchronous online). Completing the peer review of teaching project this past semester allowed me to have the time and space to plan, evaluate and reflect on this course rather than merely react to circumstances and I am grateful to have had the opportunity.

Appendix 1

Learning and Motivation

Course Instructor: Jacquelyn Omelian, PhD

Office hours: Via Zoom (<https://unl.zoom.us/j/6124234769>) Wednesdays or Fridays 1:30-2:30 or by appointment

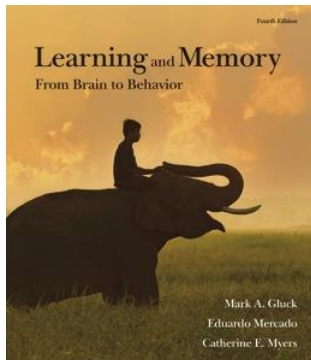
Email: jomelian@unl.edu

Course Description:

This class will be in an online, asynchronous format, with material being delivered via recorded online lectures and assigned readings. There will also be weekly assignments and chapter quizzes, all of which will be completed and submitted through the class canvas site.

The focus of this course will be to examine the process of learning in human and nonhuman animals. This will include examination of a variety of learning theories including behavioral, biological, and cognitive perspectives, an investigation of memory systems, and an examination of the current research in the field of teaching and learning. By the end of this course, you should develop a broad understanding of learning and motivation and a better understanding of best practices for your own learning.

Required Texts:



Learning and Memory, 4th Ed

Gluck, Mercado, & Myers

Paper or e-copy is fine BUT you must have the 4th edition (there are significant changes from earlier editions)

**all other weekly readings will be required and available via Canvas

Technology Requirements*:

- Internet access sufficient to stream several hours of online video per week
- Computer access including keyboard, webcam, and screen size sufficient for viewing course materials

* please note that while mobile technology may be sufficient to meet these requirements, is **not recommended** for completing quizzes or written assignments

Student Learning Objectives:

In this course we will expand your understanding of the basic principles and theories of learning from both a neuroscientific and psychological perspective. The focus of this course will be to examine some of the many ways empirical research can inform our understanding of learning, memory, and motivated behaviors.

By the end of this course you should be able to...

- Describe major historical and current perspectives on learning
- Understand how cellular activity contributes to memory formation and learning
- Describe some of the ways learning and memory are studied by researchers
- Engage in self-reflection on how to apply the information from class to improve your own learning
- Appreciate how different areas of biology, psychology and neuroscience work together to inform our understanding of learning, memory, and motivated behaviors

This material can be challenging. Please contact me ASAP if you have concerns about your performance in the course!

-

Graded Course Activities

Quizzes. To encourage you to keep up with the readings and coursework as they are assigned there will be a number of chapter quizzes. There will be a total of 11 quizzes each worth 35 points. Your lowest quiz score will be dropped. Quizzes are meant to test your understanding of course material and will include information from both the required readings and the course lectures and activities. Quizzes will be available online and must be completed on time to receive credit. (350 points)

Learning Portfolio. Throughout the semester you will complete a number of activities designed to help you analyze and improve your own learning. (60 points)

Participation. Timely, consistent class participation is very important due to the online format of the course. Participation points will include completion of homework assignments, which will include reflections, activities and discussion board posts. Many of these activities may be embedded within the video lectures, so be sure to complete all assigned lectures (approximately 140 points)

Tips for Success

- Keep up with readings as they are assigned.
- If you are struggling with a concept or assignment, see me for help... sooner than later!!

-

Late Work

Although this course does not “meet” at a particular time, there will be weekly assignments and the expectation is that you are engaging with course material several days a week, the same as you would for an in-person course.

To be fair to those who turn their work in on time, late assignments will lose 15% off the total points possible for each 24 hours that they are late. NO work will be accepted for credit more than 72 hours past the time it is due. If circumstances arise that require an extension, please contact me ASAP.

Course Grading:

FINAL COURSE GRADES

“A+” 96 & higher	“B+” 86-89.99%	“C+” 76-79.99%	“D+” 66-69.99%
“A” 93-95.99%	“B” 83-85.99%	“C” 73-75.99%	“D” 63-65.99%
“A-“ 90-92.99%	“B-“ 80-82.99%	“C-“ 70-72.99%	“F” 62.99% or below

Academic Dishonesty: Academic honesty is essential to the existence and integrity of an academic institution. The responsibility for maintaining that integrity is shared by all members of the academic community. The University's Student Code of Conduct addresses academic dishonesty. Students who commit acts of academic dishonesty are subject to disciplinary action and are granted due process and the right to appeal any decision.

Academic dishonesty in any portion of the academic work for a course shall be grounds for awarding a grade of F or I for the assignment or, in the case of repeated offenses, the entire course. For this course, academic dishonesty includes (but is not necessarily limited to) cheating on quizzes or plagiarism to produce a written assignment. We will discuss plagiarism in class, and if you have any additional concerns, I highly encourage you to see me PRIOR to handing in your assignment.

Sharing Class Content. No video or audio recording of class materials is allowed unless you obtain my permission to do so. Furthermore, **please refrain from posting class content** (lectures, slides, quizzes, etc) to online locations outside of the class Canvas site.

Students with Disabilities. The University strives to make all learning experiences as accessible as possible. If you anticipate or experience barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can discuss options privately. To establish reasonable accommodations, I may request that you register with Services for Students with Disabilities (SSD). If you are eligible for services and register with their office, make arrangements with me as soon as possible to discuss your accommodations so they can be implemented in a timely manner. SSD contact information: 117 Louise Pound Hall; 402-472-3787.

Counseling and Psychological Services. UNL offers a variety of options to students to aid them in dealing with stress and adversity. [Counseling and Psychological & Services \(CAPS\)](#); is a multidisciplinary team of psychologists and counselors that works collaboratively with Nebraska students to help them explore their feelings and thoughts and learn helpful ways to improve their mental, psychological and emotional well-being when issues arise. CAPS can be reached by calling 402-472-7450. [Big Red Resilience & Well-Being](#) (BRRWB) provides one-on-one well-being coaching to any student who wants to enhance their well-being. Trained well-being coaches help students create and be grateful for positive experiences, practice resilience and self-compassion, and find support as they need it. BRRWB can be reached by calling 402-472-8770.

Appendix 2

Active Reading Assignment 1

STEP ONE: Think about and answer the following questions, in 2-3 sentences each:

What active reading strategies do you currently use when reading the textbook?

Why do you do this?

How did you learn this technique?

How effective do you think this method is?

What other strategies have you tried?

STEP TWO: Complete the reading of Chapter 4, using your typical note taking method.

While there is not a required number of pages for this assignment, your notes should give evidence of that you have completed the reading and must cover the contents of the entire chapter. If you do not typically take reading notes, try doing so for this chapter using any style you have used in the past.

STEP THREE: Take pictures of all your notes for the chapter and paste the images in this document. Image quality should be sufficient that notes are readable from these pictures.

POST IMAGES HERE:

STEP FOUR: Think about and answer the following questions, in 2-3 sentences each:

How much time did it take you to complete note taking this way?

How effective do you think this method was?

STEP FIVE: Save and upload this completed assignment to Canvas. Please check your assignment once it is uploaded to ensure images are clear.

Appendix 3

Active Reading Assignment 2

STEP ONE: Learn about the Cornell Method of notetaking here:

<https://www.youtube.com/watch?v=ErSjc1PEGKE> and here: <http://lsc.cornell.edu/study-skills/cornell-note-taking-system/>

STEP TWO: Complete the reading of Chapter 5, using the Cornell note taking method. Your notes must cover the entire chapter in sufficient detail to demonstrate that you completed the assigned reading. There is a minimum requirement of 3 page of notes for this assignment, although you are strongly encouraged to take more detailed notes (and may use as many pages as you need).

STEP THREE: Take pictures of all your notes for the chapter and paste images here (image quality should be sufficient that notes are readable from these pictures):

POST IMAGES HERE:

STEP FOUR: Think about and answer the following questions, in 2-3 sentences each:

How much time did it take you to complete note taking this way?

How effective do you think this method was?

What differences did you notice between this method and your usual note taking?

Do you plan to use this note taking method in the future? Why or why not?

STEP FIVE: Save and upload this completed assignment to Canvas. Please check your assignment once it is uploaded to ensure that your images are clear.

Appendix 4

Active Reading Assignment 3

STEP ONE: Learn about Concept Mapping notetaking here:

<https://www.youtube.com/watch?v=brTMbPyhZY0> and here: <https://www.gvsu.edu/sasc/note-taking-and-concept-mapping-117.htm> (see videos on concept mapping, star mapping, and herringbone mapping)

STEP TWO: Complete the reading of Chapter 9, using a concept map note taking strategy (you may use any one of the styles above that you choose). Your notes must cover the entire chapter in sufficient detail to demonstrate that you completed the assigned reading. There is a minimum requirement of 3 page of notes for this assignment, although you are strongly encouraged to take more detailed notes (and may use as many pages as you need).

STEP THREE: Take pictures of all your notes for the chapter and paste images here (image quality should be sufficient that notes are readable from these pictures):

POST IMAGES HERE:

STEP FOUR: Think about and answer the following questions, in 2-3 sentences each:

How much time did it take you to complete note taking this way?

How effective do you think this method was?

What differences did you notice between this method and your usual note taking?

Do you plan to use this note taking method in the future? Why or why not?

STEP FIVE: Save and upload this completed assignment to Canvas. Please check your assignment once it is uploaded to ensure that your images are clear.

Appendix 5

Active Reading Assignment 4

STEP ONE: Learn about SQ3R notetaking here:

https://www.youtube.com/watch?time_continue=2&v=0dhcSP_MyJg&feature=emb_logo

STEP TWO: Complete the reading of Chapter 10, using the SQ3R note taking strategy. Your notes must cover the entire chapter in sufficient detail to demonstrate that you completed the assigned reading. There is a minimum requirement of 3 pages of notes for this assignment, although you are strongly encouraged to take more detailed notes (and may use as many pages as you need).

STEP THREE: Take pictures of all your notes for the chapter and paste images here (image quality should be sufficient that notes are readable from these pictures):

POST IMAGES HERE:

STEP FOUR: Think about and answer the following questions, in 2-3 sentences each:

How much time did it take you to complete note taking this way?

How effective do you think this method was?

What differences did you notice between this method and your usual note taking?

Do you plan to use this note taking method in the future? Why or why not?

STEP FIVE: Save and upload this completed assignment to Canvas. Please check your assignment once it is uploaded to ensure that your images are clear.

Appendix 6

Active Reading Assignment – Final Reflection

You have been engaging in metacognition all semester by planning, executing, and assessing different note taking strategies as you read the textbook. Now, you will engage in some data-based educational research to help you assess your learning and plan for future success.

Using the information you recorded on each of the previous Active Reading Worksheets and your quiz scores in Canvas complete the following data table:

Method	Quiz grade on associated chapter quiz	Time spent on notetaking	How effective did this style feel?
Classical conditioning unit – your own note taking method			
Operant conditioning unit – Cornell note taking			
Working Memory unit – Concept Mapping			
Emotion and Motivation unit – SQ3R			
Social Learning unit (optional) – indicate note taking method used here:			

**Note: although content varied, all quizzes had approximately the same number of questions on material directly from the textbook, thus score comparisons should provide a good indicator of your learning of the textbook material.

Next, you will need to review the data and compose a reflective essay on your experience with learning in this course. Using the data above, respond to each of the following prompts. Each response should be a separate paragraph (4-6 sentences) and your complete report should be 250-500 words in length.

- How did this series of assignments impact your learning?
- In reflecting on all the various styles you tried, which note taking strategy did you feel was the most effective? Which note taking style was associated with the highest quiz score? Does this match your preferred style? If not, why might this be?
- Other than efficacy, what factors influenced your choice of preferred note taking strategy?
- Which note taking strategy are you most likely to employ in the future? Why did you choose this method?