Theoretical Frameworks for the Ages

Submit the assignment by 11:59 PM PT Sunday of Module 2.

**Learners in different environments and of different learning abilities and age groups can respond to each of the discussed theoretical frameworks well – but at different levels of application and use. Additionally, certain scientific and mathematic basic objectives are taught continuously at all levels of learning – usually with each year building on the last. For example, the scientific method is generally taught at all levels of science courses.**

In this assignment, you will select an objective appropriate to all levels of education, such as applying the scientific method, and relate theoretical frameworks (constructivism, social learning theory, brain-based learning, and Culturally responsive pedagogy) to the teaching and learning of the objective.

* Create a multimedia presentation using a digital tool of your choice. The digital tool should be compatible with Canvas.
* Follow APA format for the references and in-text citations.
* Use primary literature sources.
* Develop an introduction and conclusion for your presentation.
* Follow the directions to submit your final multimedia presentation.

First, identify a scientific and/or mathematic course objective that would apply to all levels of learning (elementary through college).



Then, in a presentation of your choice, include the following:

1. Identify, discuss, and differentiate which of the theoretical framework/s discussed in this module could be best applied to your course objective at the elementary, middle school, high school, and college level.
2. For each level, explain:
	1. What function would the framework serve?
	2. What features might be manipulated to successfully apply the same framework for a different treatment in each age group?
	3. How might the management differ between age groups?
	4. How is/are the framework/s discussed focusing on the benefit of the learner?

Be sure to use local real-world and specific examples and primary literature to support your points.

**Presentation Rubric v.3**

| Master's Presentation Rubric v.3 |
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| **Criteria** | **Ratings** | **Pts** |
| This criterion is linked to a Learning OutcomeConceptual Understanding/ Focus and Purpose |

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| **20 to >16.9 pts****Mastery**A. Clearly addressed all elements of the assignment. B. Demonstrated a conceptual understanding of the real-world application. C. Clearly and concisely focused on the topic and purpose. D. Integrated complex, content-specific ideas, concepts, and examples. | **16.9 to >13.9 pts****Marginal**A. Addressed most of the elements of the assignment. B. Somewhat demonstrated a conceptual understanding of the real-world application. C. Marginally focused on either the topic and/or purpose. D. Presented ideas, concepts, and/or examples, but presentation was difficult to follow in some places. | **13.9 to >0.0 pts****Needs Improvement**A. Did not address the elements of the assignment. B. Demonstrated little to no conceptual understanding of the real-world application. C. Lacked focus on the topic and/or purpose. D. Included minimal ideas, concepts, and/or examples, and presentation was difficult to follow. | **0 pts****No submission** |

 | 20 pts |
| This criterion is linked to a Learning OutcomeAnalysis, Evaluation and Use of Evidence to Support Presentation |

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| **30 to >25.4 pts****Mastery**A. Clearly addressed the issue/problem. B. Demonstrated scholarly analysis and evaluation. C. Demonstrated a connection to theory and/or research. D. Demonstrated critical thinking surrounding the issue/problem with depth and breadth. E. Correctly used a variety of scholarly references as evidence. F. Cited literature and research beyond sources provided in the course. | **25.4 to >20.9 pts****Marginal**A. Addressed most of the issue/problem. B. Demonstrated scholarly analysis and evaluation. C. Demonstrated a marginal connection to theory and/or research. D. Demonstrated a superficial understanding of the issue/problem. E. Demonstrated a marginal use of scholarly references. F. Demonstrated a marginal use of literature and research provided in the course. | **20.9 to >0.0 pts****Needs Improvement**A. Addressed some aspects of the issue/problem. B. Demonstrated little to no scholarly analysis and evaluation. C. Demonstrated little to no connection to theory and/or research. D. Demonstrated limited evidence of understanding the problem/issue. E. Displayed little to no use of references. F. Demonstrated little to no use of literature and research provided in the course. | **0 pts****No submission** |

 | 30 pts |
| This criterion is linked to a Learning OutcomeOrganization and Cohesion |

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| **30 to >25.4 pts****Mastery**A. Established a well-defined sequence to address purpose. Introduction, body, and B. Conclusion were engaging and easy to follow. | **25.4 to >20.9 pts****Marginal**A. Established a sequence to address the purpose with some limitations. B. Introduction, body, and conclusion were marginally clear and easy to follow. | **20.9 to >0.0 pts****Needs Improvement**A. Lacked organization and sequence to address the purpose. B. Introduction, body and conclusion were unclear and difficult to follow. | **0 pts****No submission** |

 | 30 pts |
| This criterion is linked to a Learning OutcomeProfessional Delivery of Presentation/Product |

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| **10 to >8.4 pts****Mastery**A. Proficiently used technology to support the presentation. B. Applied all required elements of the assignment in the deliverable. C. Exhibited professional skills for product/presentation. IF Oral Presentation: A. Presenter was expertly prepared. B. Voice was clear and at an appropriate volume. C. Correctly used and pronounced terminology. D. Avoided distracting filler words such as “um”. IF Video/Live Presentation: A. Displayed professional dress. B. Maintained eye contact. C. No visible distractions noted. | **8.4 to >6.9 pts****Marginal**A. Demonstrated some ability to use technology to support the presentation. B. Applied some elements of the assignment in the deliverable. C. Exhibited marginal skills for product/presentation. IF Oral Presentation: A. Presenter was minimally prepared. B. Voice was low and difficult to hear. C. Incorrectly used and/or pronounced some terms. D. Occasionally used distracting filler words such as “um”. IF Video/Live Presentation: A. Displayed unprofessional dress. B. Maintained some eye contact. C. Some visible distractions noted. | **6.9 to >0.0 pts****Needs Improvement**A. Demonstrated limited ability to use technology to support the presentation. B. Applied limited elements of the assignment in the deliverable. C. Exhibited limited skills for product/presentation. IF Oral Presentation: A. Presenter was unprepared. B. Voice was unclear and/or difficult to hear. C. Incorrectly used and/or pronounced terms. D. Repeatedly used distracting filler words such as “um”. IF Video/Live Presentation: A. Displayed unprofessional dress. B. Used little to no eye contact. C. Visible distractions noted throughout. | **0 pts****No submission** |

 | 10 pts |
| This criterion is linked to a Learning OutcomeScholarly Writing/APA Format |

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| **10 to >8.4 pts****Mastery**A. Exceeded or met scholarly writing and/or presentation skills. B. Demonstrated correct grammar, usage, mechanics, and spelling. C. Demonstrated near perfect APA formatting. | **8.4 to >6.9 pts****Marginal**A. Met or marginally met a basic level of writing and/or presentation skills. B. Demonstrated inconsistent use of grammar, usage, mechanics, and spelling. C. Demonstrated marginally correct APA formatting. | **6.9 to >0.0 pts****Needs Improvement**A. Basic writing and/or presentation skills were present. B. Demonstrated difficulty with grammar, usage, mechanics, and spelling. C. Demonstrated limited correct APA formatting. | **0 pts****No submission** |

 | 10 pts |
| Total Points: 100 |