Cognitivist Approach to learning APA format

Cognitive theories pertain mostly to students rather than instructors, because it is an internal learning that involves our memory, thinking, reflections, abstractions, motivation – anything that helps learners process and absorb information given to them better (Gunderson, 2009). "Students organize old knowledge, scripts, and schema, find relationships, and link new information to old" (Gunderson, 2009). This is when it is very important for instructors to understand that "learners have different backgrounds/experiences which can impact learning outcomes; determine the most effective way to organize and structure new information to work with these backgrounds/experiences; arrange practice with feedback so that the new information is effectively and efficiently assimilated and /or accommodated with the learner's cognitive structure" (Gunderson, 2009). Below you will find a class based on cognitivism theory, which can be taught in eLearning environment as well as in class.

Unit: Grammar

Lesson: Citations

Grade: 9th Grade

Time Allotted: 90 minutes

Context for Learning*:*

The purpose of this lesson is to teach the students how to format a document, and correctly cite sources when they are incorporated into students' work. This lesson would be an introduction to in-text citations and document formatting. To maximize learning and encourage collaborative

study, the students are in small (3-4 person) groups, which can be formatted for online and for in

classroom environment, mainly if the time is set for online classroom meeting.

Objectives (observable and measurable):

- The students will format a standard word document using the correct font, font size, line

  spacing, margin ident, and header.

- Using APA, the student will use parenthetical citations to correctly cite an author's ideas,

  thoughts, or direct quotation when used to support their own work.

- Following APA guidelines, the student will create a reference page using a minimum of

  three references to include as least one web source, and one text book source.

 Materials:

- Teacher: Smart Board, lap top computer

- Students: Lap top, APA Basics worksheet (can be attached online on the classroom page)

Introductory / Developmental Activities

- **Warm-Up/Opening – 5 minutes:** The students are asked to take a laptop and log into

  the website written on the smart board. While the students' laptops are powering up the

  teacher explains to the class that she has received the data from the grammar diagnostic

  and would like to share the information with the students. The students can do it

  individually at home as well if the teacher records her explanations.

- **Motivator/Bridge – 5 minutes:** The teacher explains that the area of in-text citations and

  document formatting is usually weaker than other areas and they will work together to

  improve this skill. After a brief explanation of what the students will be doing in class,

the teacher begins a short Q & A session with the students to determine what

misconceptions they have regarding citations.

- **Guided Practice – 20 minutes:** All students can see an "APA Basics-Web Search" and

  are asked to find answers to the questions on the board. The students are to read through

  the information on the website and correctly identify the criteria needed to format a

  standard document. The teacher displays the website on the smart board, and as a class

  they work through finding the information from the website to complete each question on

  the worksheet. If online, the students can be separated by groups to be able to discuss

  difficulties in discussion sections. As the students read through the information, the

  teacher can ask the students to share their answers to ensure they have correctly

  completed the entired question before moving onto the next.

- **Group Collaboration – 15 mins:** When the first section of the worksheet, "Document"

  is completed the teacher asks the students to work in their groups to complete the second

  section, "parenthetical citations." Using the same procedures as the guided practice, the

  students are to complete the questions on the hand out/online page using the information

  provided on the website.

- **Individual Work – 15 minutes:** The students are instructed to continue gathering

  information from the website to complete the final section of the questions "References

  Page" The teacher asks the students to complete this task on their own.

- **Guided Practice – 25 minutes:** After confirming that all students have correctly

  completed all sections of their hand out (online or in class), the teacher asks the students

  to close out of the website and click on Microsoft word to create a document. Guided by

their completed notes, and step by step instructions from the teacher, the students begin

creating a standard word document. When the students have correctly set their margins,

spacing, font and font size, they create a heading and title for the document. In the body

of the document, the students type the criteria for document formatting and in-text

citations. When the students have completed their document, they are asked to save it to

their account (or "in-house" program for students), so they will have a template to use for

all future assignments.

- **Summary/Closure – 5 mins:** The teacher informs the students that they should use their

  notes and word template to edit their book review reports to reflect their understanding of

  formatting and citations. The students are instructed to turn their edited versions into the

  school's site before the next class to have their current grade reviewed.

Formative Assessment:

- A review of the completed worksheet, particularly the sections completed during group

  and independent work illustrates a student's ability to identify relevant information

  accurately. Collaborative group work evaluates a student's ability to efficiently work with

  others.

- An evaluation of the document submitted will measure a student's ability to correctly

  format a standard document.

Summative Assessment:

- The homework assignment to edit their book report will determine if students understand

  what they have written in their (online) class notes.

- A correct in-text citation in the students' book reports will illustrate their ability to

   transfer their knowledge from text to text.

Review/Reinforcement (Homework):

Homework: "Using the notes from class, edit your book report to reflect your understanding of

standard document formatting and in-text citations."

   As this was primarily a guided introductory lesson on document formatting and in-text

citations a true assessment of a student's knowledge cannot be determined until it is practiced in

future assignments. The procedural activities to search for relevant information using

technology allowed the students to explore a website for academic purposes and provided

essential information to build knowledge on a topic that would serve across any content area.

   The cognitive model helps the uniqueness of the learner to play an integral part in how

they set learning goals and strategize their learning. Cognitivism allows for self-reflection which

in turn helps students determine their strengths and weakness and how these determinations can

be applied to future learning endeavors. It is incorporated into a class when an instructor creates

a set of measurable learning objectives, while the students learn how to master these objectives

from an instructor. The class described in this document is composed so that an instructor is able

to gauge whether or not a student grasped the major concepts and realized the objectives (Perry,

1999).

To assess their homework the following rubric will be used:

Criterion	D (60-70%)	C (70-80%)	B (80-90%)	A (90-100%)

Title Page	Title page is not included.	Title page is missing information: no student name, no college name, no header/running head, not double-spaced.	Title page is included and has all information on it. Only some details are missing. (page number, Running head font, no date)	Title page is included and has all information on it (running head, page number, proper spacing, student's name, college, etc.)
APA References Page	No reference page or no scholarly academic resources, only internet webpages that are not in standards with reliable sources.	Not the right format – not double-spaced, no hanging indentation. The page has only one academic source.	The reference page follows all the guidelines (double-spaced, handing indentation, scholarly sources.) The page does not have enough scholarly sources.	Reference page contains all the required elements and has all the sources requested in guidelines.
In-Text Citations	No citations in the document.	Citations are not in APA style.	Not all sources are cited in the text. Only some.	in-text citations used throughout the document.

References

Gunderson, G. (2009). Cognitive approaches to learning. Retrieved from

http://etec.ctlt.ubc.ca/510wiki/Cognitive_Approaches_to_Learning#Key_Components_of

_Cognitive_Learning_Approaches

Perry, William G. (1999). Forms of Ethical and Intellectual Development in the College Years.

San Francisco: Jossey-Bass Publishers.