



PY 617, SPRING 2012 LEARNING *and* COGNITION

Instructor: Dr. Elida Laski
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Hours: Mondays 2:00-4:00; Tuesdays 10:00-11:00 (*or by appt.*)
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COURSE DESCRIPTION

This course is designed to introduce students to the multiple dimensions of cognition and learning, ranging from the basic processes underlying learning to the contexts that promote motivation and engagement. It familiarizes students with key principles about learning and cognition which have emerged from cognitive and developmental science research. Classic theories, contemporary methodologies, and key empirical research related to learning will be discussed and analyzed in view of their application to educational and other applied settings.

COURSE GOALS

The following goals will be integrated throughout the course:

- ❖ Students will demonstrate an understanding of the range of cognitive theories and research that can inform the design of instruction, policy, and organizational learning.
- ❖ Students will demonstrate an understanding of the key principles of cognition and learning.
- ❖ Students will demonstrate an ability to apply the principles of learning in a real-world setting.

COURSE MATERIALS

- ❖ Martinez, M.E. (2010). *Learning and Cognition: The Design of the Mind*. Merrill: Upper Saddle River, NJ.
- ❖ Willingham, D. T. (2009). *Why Don't Students Like School? A Cognitive Scientist Answers Questions about How the Mind Works and What it Means for the Classroom*. Jossey-Bass: San Francisco, CA.
- ❖ Additional readings posted on course Blackboard Vista site. Email cms@bc.edu, if you have trouble accessing the materials on this site.
- ❖ Background and supplementary reading (*optional*):
Bransford, J. D., Brown, A., & Cocking, R. R. (2000). *How People Learn: Brain, Mind,*

Experience, and School Expanded Edition. Washington, D.C.: National Academy Press.
 [Available online at <http://www.nap.edu/openbook.php?isbn=0309070368>]

COURSE PREREQUISITES

There are no prerequisites for this course. However, I assume that you have a basic understanding of the main constructs in psychology (e.g., schema, domain-general vs. domain-specific knowledge, working memory vs. long-term memory) and of the principle theories of cognitive development (e.g., Behaviorism, Piaget, Vygotsky, Information Processing). If at any point during the course you have concerns or feel that it would be helpful to have additional readings, feel free to discuss the matter with me.

COURSE SCHEDULE

I. The Science of Learning				
LECT #	DATE	TOPIC	READINGS	DUE
1	23-Jan	Introduction to the Science of Learning	<ul style="list-style-type: none"> Martinez (Chapter 1) Siegler, R. S. (2000). The rebirth of children's learning. <i>Child Development</i>, 71, 26-35. 	
2	30-Jan	Cognitive vs. Behavioral Approaches	<ul style="list-style-type: none"> Martinez (Chapter 2) Neidert, P.L., Dozier, C.L., & Iwata, B.A. (2010). Behavior analysis in intellectual and developmental disabilities. <i>Psychological Sciences</i>, 7, 103-113. 	
II. Key Learning Principles				
3	6-Feb	Principle 1: Your head ain't made of straw, you know	<ul style="list-style-type: none"> Martinez (Chapter 8) Luk, G., Bialystok, E., Craik, F.I.M., & Grady, C.L. (2011). Lifelong bilingualism maintains white matter in older adults. <i>The Journal of Neuroscience</i>, 16, 31, 16808-16813. Schipul, S.E., Williams, D.L., Keller, T.A., Minshew, N.J., & Just, M.A. (2011). Distinctive neural processes during learning in autism. <i>Cerebral Cortex (in press)</i>. 	<p>Quiz 1</p> <p>Groups 1 & 2 Presentations</p>
4	13-Feb	Principle 2: Don't forget, you're only human	<ul style="list-style-type: none"> Martinez (Chapter 3, pp. 36-56) Willingham (Chapter 1) Ericsson, K.A., & Chase, W.G. (1982). Exceptional memory: Extraordinary feats of memory can be matched or 	<p>Justification of Topic and Literature Search</p>

			surpassed by people with average memories that have been improved by training. <i>American Scientist</i> , 70, 607-615.	Group 3 Presentation
5	20-Feb	Principle 3: An Inch is a Cinch, a Yard is Hard	<ul style="list-style-type: none"> Resnick, L.B. (1976). Task analysis in instructional design: Some cases from mathematics. In Klahr, D. (Ed.), <i>Cognition and Instruction</i>. Kirschner, P. A., Sweller, J., & Clark, R. E. (2006). Why minimal guidance during instruction does not work: An analysis of the failure of constructivist, discovery, problem-based, experiential, and inquiry-based teaching. <i>Educational Psychologist</i>, 41, 75-86. <p><i>Optional:</i></p> <ul style="list-style-type: none"> Collins, A., Brown, J.S., & Holum, A. (1991). Cognitive apprenticeship: Making thinking visible. <i>American Educator</i>, Winter, 1-18. 	
6	27-Feb	Principle 4: Slow and steady wins the race	<ul style="list-style-type: none"> Willingham (Chapters 5 & 8) Roher, D., & Pashler, H. (2010). Recent research on human learning challenges conventional instructional strategies. <i>Educational Researcher</i>, 39, 406-412. Duckworth, A.L., & Seligman, M.E.P. (2005). Self-discipline outdoes IQ in predicting academic performance of adolescents. <i>Psychological Science</i>, 16, 939-944. 	Quiz 2 Group 4 Presentation
	5-March	NO CLASS – Happy Spring Vacation! ☺		
7	12-March	Principle 5: Flashcards are your friend, <u>but not</u> your best friend	<ul style="list-style-type: none"> Willingham (Chapters 2, 4, & 6) Hogan, T., & Rabinowitz, M. (2009). Teacher expertise and the development of a problem representation. <i>Educational Psychology</i>, 29, 153-169. 	Cognitive Model Group 5 Presentation
8	19-March	Principle 6: Thinking is more than remembering	<ul style="list-style-type: none"> Martinez (Chapter 5) Kruger, J., & Dunning, D. (1999). Unskilled and unaware of it: How difficulties in recognizing one’s own incompetence lead to inflated self- 	Quiz 3 LR Draft for optional peer review

			assessments. <i>Journal of Personality and Social Psychology</i> , 77, 1121-1134.	Group 6 Presentation
9	26-March	Principle 7: Learning without thought is labor lost	<ul style="list-style-type: none"> • Willingham (Chapter 3) • Rittle-Johnson, B., Saylor, M., & Swygert, K.E. (2008). Learning from explaining: Does it matter if mom is listening? <i>Journal of Experimental Child Psychology</i>, 100, 215-224. 	Group 7 Presentation
10	2-April	Principle 8: Sometimes you have to tear it down to build it up	<ul style="list-style-type: none"> • Ormrod, J. E. (2012). <i>Human Learning, 6th edition</i>, pp. 235-259. • Chi, M.T.H. (2008). Three types of conceptual change: Belief revision, mental model transformation, and categorical shift. In S. Vosniadou (Ed.), <i>Handbook of research on conceptual change</i> (pp. 61-82). Hillsdale, NJ: Erlbaum. • Carr, P.B., & Steele, C.M. (2009). Stereotype threat and inflexible perseverance in problem solving. <i>Journal of Experimental Social Psychology</i>, 45, 853-859. 	Quiz 4 Group 8 Presentation
11	9-April	Principle 9: Some differences matter more than others	<ul style="list-style-type: none"> • Martinez (Chapter 9, pp. 296-309) • Willingham (Chapter 7) • Lyon, G.R., Fletcher, J.M., Shaywitz, S.E., Shaywitz, B.A., Torgesen, J.K., Wood, F.B., Schulte, A., & Olson, R. (2001). Rethinking learning disabilities. In C.E. Finn, R.A.J. Rotherham, & C.R. Hokanson (Eds.). <i>Rethinking special education for a new century</i> (pp. 259-287). Washington, DC: Thomas B. Fordham Foundation and Progressive Policy Institute. • Martel, M.M., Nikolas, M., Jernigan, K., Friderici, K., Waldman, I., & Nigg, J.T. (2011). The dopamine receptor D4 gene (DRD4) moderates family environmental effects on ADHD. <i>Journal of Abnormal Child Psychology</i>, 39, 1-10. 	Learning Event Analysis Group 9 Presentation
	16-April	NO CLASS – Patriot’s Day		
12	23-April	Principle 10: More heads are better than one	<ul style="list-style-type: none"> • Slavin, R.E. (2012). Classroom applications of cooperative learning. 	Literature

		(Group evaluations of fact sheets /newsletters /policy reports)	APA Educational Psychology Handbook, Vol. 3: Application to Teaching and Learning, pp. 359-378.	Review Paper LR Fact Sheet, Newsletter, or Policy Report
13	30-April	Principle 11: You've gotta want it	<ul style="list-style-type: none"> Martinez (Chapter 6) <i>Optional:</i> <ul style="list-style-type: none"> Kuhn, D. (2007). How to produce a high-achieving child. <i>Phi Delta Kappan</i>, 88, 757-763. 	Quiz 5
14	7-May	Course Conclusion		Blitz Presentations
FINAL EXAM on MAY 14th @ 4:30				

GRADING

QUIZZES & EXAM (30%)

Quizzes (10%)

Final Exam (20%)

COGNITIVE MODEL AND LEARNING EVENT ANALYSIS (30%)

Cognitive Model (10%)

Learning Event Analysis (20%)

LITERATURE REVIEW PAPER (25%)

Justification of Topic and Literature Search (P/F)

Final Paper (20%)

Fact-Sheet/Newsletter/Policy Brief (5%)

ENGAGEMENT & PARTICIPATION (15%)

Mandatory Office Hour (P/F)

Participation and In-Class Assignments (5%)

Group Presentation of Empirical Article (5%)

Blitz Presentation (5%)

COURSE REQUIREMENTS

QUIZZES & EXAMS

Quizzes (Feb. 6, Feb. 27, March 19, Apr. 2, Apr. 30) and **Final Exam** (May 14)

Quizzes will be used throughout the semester to assess your declarative knowledge of the information presented in the course. The quizzes will consist of multiple choice, true/false, and short answer questions covering material presented in lectures and the readings. Each quiz will cover all the material presented up to that point in the course, such that each subsequent quiz will test your knowledge of a greater amount of material. At the end of the semester, your average grade on all the quizzes will be factored into your final grade. A grade of 0 will be given for a quiz that is missed due to tardiness or absence. The answers to these quizzes will be immediately reviewed during class, so **NO MAKE-UPS** will be allowed.

The **final exam will be cumulative**, covering information from the entire semester. It will be a combination of multiple choice short answer and essay questions covering material presented in lectures and in the readings. An emphasis will be placed on an ability to analyze and apply the knowledge acquired, rather than just factual recall.

The best way to prepare for quizzes and exams is to review your lecture notes at least once each week. If you are ever feeling unsure about the material, feel free to email me or come see me during office hours.

COGNITIVE MODEL AND LEARNING EVENT ANALYSIS

Two reasons for studying cognition and learning are to gain a better understanding of the processes and products of learning as well as how to structure experiences to facilitate learning. These assignments are meant to support both of those objectives, while allowing you to apply your knowledge in a manner that will support your professional goals.

Cognitive Model (March 12)

You will choose a specific learning goal of importance in your current or intended profession (e.g., emotional regulation during stressful events, multidigit addition, etc.). First, you will conduct a rational task analysis to develop a **table outlining the subcomponents** (skills, concepts, procedures, and dispositions) involved in achieving that goal. Second, you will develop a **graphic model** of the cognitive processes/steps involved in accomplishing the goal (or one aspect of it). Further details and examples will be provided during lecture before the assignment is due.

I will evaluate you on a 0-10 scale based on your level of detail, the clarity of your logic, and the depth of your analysis.

Learning Event Analysis (observation anytime, write-up due April 9)

You will arrange to observe a learning episode in your current or intended profession (e.g., a classroom interaction, a counseling/therapy session, an advising session, a student interaction with an educational game/software, etc.). After you conduct the observation, you will write a **4-6 page** double-spaced paper analyzing the pros/cons of what you observed based on course concepts and topics. Papers should be written in formal academic language, include specific examples and terminology, and reflect an integration of a wide range of material from the course.

I will evaluate you on a 0-10 scale based on the quality of your writing, the thoughtfulness of your analysis, your use of specific examples from your learning context, your use of specific evidence and terminology from the course, and your integration of concepts from multiple lectures.

LITERATURE REVIEW PAPER

There is a vast amount of research on cognition and learning—more than could possibly be addressed in a single course. This assignment is intended to allow you to extend your learning beyond the information that will be presented in the course and to enhance the course for your peers as well.

Part I: Justification of Topic and Literature Search (Feb. 13)

You will choose a topic for your literature review that is either personally or professionally interesting. You should read about the topic in the course texts or elsewhere and do a preliminary search for articles using PsycINFO. You should select 5-8 empirical articles that you will review. These articles must be from peer-reviewed journals and must be empirical articles (not chapters or reviews).

You will submit a **1-2 page double-spaced justification** for the topic you chose. This justification should be written in formal academic language and be structured like the introduction to a literature review paper. It must include the following components:

- A clear thesis statement describing the topic as well as what specific aspects of the topic will be discussed in the final literature review paper
- Background information or statistics to support an argument about the practical importance of the topic (e.g., specific facts or information supported by citations rather than an anecdote or general statement)
- A statement or discussion about the theoretical importance of the topic (e.g., how does research on the specific topic relate to theoretical questions about cognition and learning)

In addition, you will attach a **reference page listing the empirical articles and other sources that you will include in your review paper**. Correct APA style should be used when citing references in the text of your justification and for the reference page.

You will be evaluated as Pass/Fail based on the quality of your writing, the thoughtfulness of your argument for the importance of the topic, your use of evidence to support your argument, and your use of APA style. Those students who earn a “Fail” will be required to redo this assignment.

Part II: Optional Peer Review (March 19)

You will have the option of trading a draft of your paper with a peer to receive constructive feedback and assistance with editing. Drafts will be randomly assigned to peers wishing to take advantage of this opportunity. If you choose to participate, you must have a complete draft of your paper by March 19th and be willing to review a peer’s paper as well as be prepared to provide substantive feedback to your peer the following lecture (on March 26th). Time during lecture will be provided on March 26th for you and your peer to discuss your feedback and to ask me any questions that might have arisen during your reviews.

Part III: Final Critical Literature Review Paper (April 23)

You will write a **10-15 page** paper critically reviewing the empirical work on the topic of your choice. The paper is expected to be scholarly in tone, and follow APA writing guidelines. The paper must analyze the research, rather than simply summarize it. A grading rubric will be posted on the course blackboard site.

Part IV: Fact Sheet/Newsletter/Policy Report (April 23)

This assignment is intended to provide you with practice writing a short summary of research accessible to a broad audience. You will summarize the key points from your critical literature review in **500-1000 words**.

A printed copy of your summary should be submitted along with your final literature review paper. In addition, you must share your summary with your classmates (i.e., provide a hardcopy for each member of the class or written instructions for how to access a copy if it is web-based).

You may structure your summary in any way that would make sense for the constituents with which your profession is most interested. For example, if your goal is to be a guidance counselor, classroom teacher or school administrator you might develop a fact sheet or newsletter for parents and/or students. If you work in a policy arena, you might develop a policy report that could be shared with legislators. You may also choose any

format that you believe would appeal to your constituents (flyer, pamphlet, webpage, etc.).

You will be evaluated by a group of your peers on a 0-30 scale based on the informativeness, accessibility and appeal of the document for your intended audience. A group of your peers will read and discuss your summary and assign it a score based on the scoring criteria provided by the instructor. An example of the rating sheet can be found on the course blackboard site.

ENGAGEMENT & PARTICIPATION

Mandatory Office Hours

The best way for me to support your learning is to get to know you and your career goals better. During the first three weeks of the semester, you will be expected to attend office hours once. If you are unable to attend office hours, you must email or speak with me to arrange another time to meet.

Participation and In-Class Assignments

Despite the size of the class, I expect you to be engaged in class and contribute to discussion. Constructive contributions derive from coming to class well prepared, with questions and suggestions based on the readings and/or their relation to your experience and professional goals. We will all learn more from lively and critical discussions.

Anyone seen **texting** during class **will receive a score of 0** for the participation requirement of the course (5%).

In every class, there is a possibility that you will have a short writing assignment related to that day's readings and lecture. Sometimes these assignments will be completed individually and sometimes as groups. At the end of the semester, your average grade on all the writing assignments will be factored into your final grade. A grade of 0 will be given for an in-class assignment that is missed due to tardiness or absence. **NO MAKE-UPS** will be given for these assignments.

Group Presentation of Empirical Article

Each student will randomly be assigned to one of 9 groups. During the semester each group will give a 15-20 minute power point presentation of one of the empirical articles assigned as supplemental reading. The presentation may be organized in any format that makes sense to the group, however, it must, at minimum, include the following components:

- Summary of article methods/results
- Connection to other course readings

- Critical analysis of article methods/results
- Potential implications for applied settings

Groups will be evaluated by their peers (60%) and the instructor (40%) using the rating scale posted on the course blackboard site.

Blitz Presentation

To encourage you to reflect on your own learning during the course of the semester and help you retain key course concepts over time, you will develop a **2-minute presentation of the “ah-ha’s for you from the course**. You may express your learning in any way that is personally meaningful to you (e.g., poem, song, video, graphic poster, etc.). I expect, however, that your presentation will be sufficiently concrete that your classmates will be able to recognize the course concepts you are communicating in your presentation. These presentations will be shared during the last lecture as part of our course conclusion.

I will evaluate you on a 0-10 scale based on the accuracy of the points you convey and your creativity and originality.

ADDITIONAL INFORMATION

LATE POLICY

Hard copies of all assignments must be handed in at the beginning of class on the day they are due. NO electronic submissions will be accepted. Assignments handed in after the start of class will be counted as one day late. Ten points will be deducted from the grade of any assignment turned in one day late and an additional five points will be deducted for each additional day that passes.

Note: Extensions must be requested *before the day* the assignment is due, and will be granted on a case-by-case basis.

ELECTRONICS POLICY

Phones must be put away in a bag (not on your person) and it must be set on SILENT. Anyone seen **texting** during class **will receive a score of 0** for the attendance and participation requirement of the course (5%). This policy will help you focus your attention during lecture and help your classmates do the same.

Laptop computers will not be permitted in the classroom. Powerpoint slides will be posted on Blackboard by 8:00 a.m. on the morning of each class and can be printed out prior to class for

note taking. Please see me at the start of the semester if you have a documented disability that requires use of a laptop computer for note-taking.

STUDENTS WITH DISABILITIES

Boston College students who need special resources to accommodate specific learning challenges should visit the Connors Family Learning Center www.bc.edu/connors or, for other special needs, one of the other offices at the university - for a list and email links (see <http://www.bc.edu/offices/odsd/disabilityservices/resources.html>).

If you have a disability and will be requesting accommodations for this course, please register with either Kathy Duggan (Kathleen.duggan@bc.edu) Associate Director, Academic Support Services, the Connors Family Learning Center (learning disabilities and ADHD) or Paulette Durrett (paulette.durrett@bc.edu), Assistant Dean for Students with Disabilities (all other disabilities). Advance notice and appropriate documentation are required for accommodations.

ACADEMIC HONESTY & PLAGIARISM STATEMENT

Students should consult the university policies on Academic Integrity (see <http://www.bc.edu/offices/stserv/academic/resources/policy.html#integrity>) and that of the Lynch School of Education (http://www.bc.edu/schools/lsoe/academics/phd_policies.html#integrity) for a discussion of academic integrity. There will be no exceptions to these policies. Please also note specific additional www resources on the Responsible Conduct of Research (<http://www.bc.edu/research/oric/rcr.html>) as well as those within your individual disciplines.

ACADEMIC GRIEVANCES

Any student who believes he or she has been treated unfairly in academic matters should consult with the chairperson of the undergraduate or graduate department or his or her associate dean to discuss the situation and to obtain information about relevant grievance procedures.

ADDITIONAL MATERIALS

The following materials provide further description of the course assignments or grading procedures. They are handed out separately and/or posted on the course blackboard site at the appropriate times during the semester.

GROUP PRESENTATION RATING SCALE

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Group Number: _____

Total Score: _____ / 30

DELIVERY

The presentation was clearly organized and kept my attention.

Strongly Disagree

1

2

3

4

Strongly Agree

5

The slides were clear and used effectively to highlight key points.

1

2

3

4

5

CONTENT

The summary of the article was clear and enhanced my understanding.

Strongly Disagree

1

2

3

4

Strongly Agree

5

The presentation helped me understand how the article and its findings related to the course and other course readings.

1

2

3

4

5

The critical analysis of the article was logical and compelling.

1

2

3

4

5

The discussion of the implications was insightful and specific, giving me a clear sense of how the information could be used in "applied" situations.

1

2

3

4

5

GENERAL COMMENTS:

Student name: _____

CRITICAL LITERATURE REVIEW GRADING RUBRIC

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_____ / 15 Introduction – Importance of Topic

The paper makes a clear and logical argument for the importance of the topic, as well as the relation of the topic to cognition. The author uses evidence (e.g., statistics, citations) to support his/her arguments.

_____ / 10 Organization & Thesis Statement

The paper is organized around subheadings that identify key aspects, controversies, or patterns that emerge from the literature on his/her selected topic. A clear, succinct thesis statement is stated in the introduction which communicates the purpose and organization of the review paper.

_____ / 20 Summary of Research

The paper clearly describes the methodology, the results, and the main conclusions of the articles reviewed. The summary of the research is organized around subheadings and the discussion of the articles is cohesive and focused on key points, rather than a presentation of one study at a time.

_____ / 20 Analysis of Research

The paper demonstrates a critical reading of the research. The author interprets the results or critiques the studies in interesting, unexpected ways, but ways that are based on reasonable logic and course concepts.

_____ / 15 Conclusions, Implications, & Suggestions for Future Directions

The paper concludes with a section that identifies the key patterns and gaps across the studies and demonstrates that the author has thought deeply about the possible implications of the results.

_____ / 5 Use of APA Style

Proper APA Style (6th edition) is used throughout the paper for headings, citing references in the body of the paper, and in listing sources in the reference list.

_____ / 15 Quality of Writing

The paper is well-written in academic language (e.g., written in third person, no euphemisms or colloquial language) with no typographical or spelling errors and only minor grammatical errors. Each paragraph contributes new information and is void of redundancy.

TOTAL:

_____ / 100 Points

Peer Evaluation of Fact Sheets

PY617 Cognition & Learning

Spring 2012, Dr. Elida Laski

Purpose

There are four main reasons to have you do peer evaluations of the fact sheets:

- 1) In line with the self-explanation effect, having you evaluate others work and articulate the strengths and weaknesses, is a learning experience in and of itself. It will make it more likely that you will internalize the feedback you receive and apply them to other assignments in the future.
- 2) It provides the opportunity for the "fact sheets" to be evaluated by a "wide" audience, which is important because learning how to communicate empirical results to a wide audience was part of the purpose of the assignment.
- 3) I hope it will serve as a model of ways to organize group discussions to maximize learning.
- 4) Most practically, it ensures that you read and discuss the information which will help you learn about additional topics that I might not have covered in lecture over the course of the semester or to learn more about topics that were discussed.

Procedure

***Note:** The day the assignment is due, you **MUST** bring enough **copies of your "Fact Sheet / Newsletter / Policy report"** for every member of the class (**37 copies**). Or, if it is web based, you must make a handout with the web address and bring a copy for each member of the class.

Also, please **bring your laptops to class**, since one or more of you might have taken a web-based approach.

During the class period, I will first lecture for about 1 hour on the cognitive benefits of cooperative learning activities. Then, the remainder of the time will be spent doing our own cooperative learning activity of sorts.

- a) I'll randomly assign each of you to a group of 3.
- b) Each group will be assigned to 6 "Fact Sheets" to evaluate (none of which will belong to a member of the group.) This means that each person's summary will be evaluated by two groups. I will average the scores to arrive at your final score.
- c) Each of you will individually read each of the six fact sheets and then form an opinion about them. In addition, each member of the group will be assigned a particular aspect to consider more deeply (how informative the summary is, how accessible it is, and how appealing it is).
- d) Afterward, you will discuss each fact sheet, in turn, to come to a consensus about how to evaluate it, with the "expert" on each aspect facilitating the conversation. It will

be important that each of you voice your opinions during this process (disagreements and discussion are good for learning!).

e) In addition, each person will take turns being the "recorder" for two of the 6 rating scales, being responsible for writing substantive feedback for the author (that emerged from the group conversation) in the "General Comments" section.

FACT SHEET/ NEWSLETTER/ POLICY REPORT EVALUATION

PY617 Cognition & Learning, Dr. Elida Laski

Author: _____

Total Score: _____ / 30

Topic: _____

Reviewers: _____

INFORMATIVE

The summary provided clear facts and evidence about the topic.

Strongly Disagree

1

2

3

4

Strongly Agree

5

The summary pointed the reader to a reasonable number of other sources for more information.

Strongly Disagree

1

2

3

4

Strongly Agree

5

ACCESSIBILITY

The summary was easy to read and understand.

Strongly Disagree

1

2

3

4

Strongly Agree

5

The summary would be appropriate for a wide audience (e.g., individuals of different ages and those with little knowledge about cognition and learning).

Strongly Disagree

1

2

3

4

Strongly Agree

5

