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Syllabus

All course materials, including the syllabus are available online. Printable copies of the online syllabus can be found on the *Current Course Details* page.

All of our LDL courses follow a similar syllabus, with the exception of meetings times, weekly topics, and due dates.

The links below will take you to the current term's information, including *assignments* and *participation requirements*.
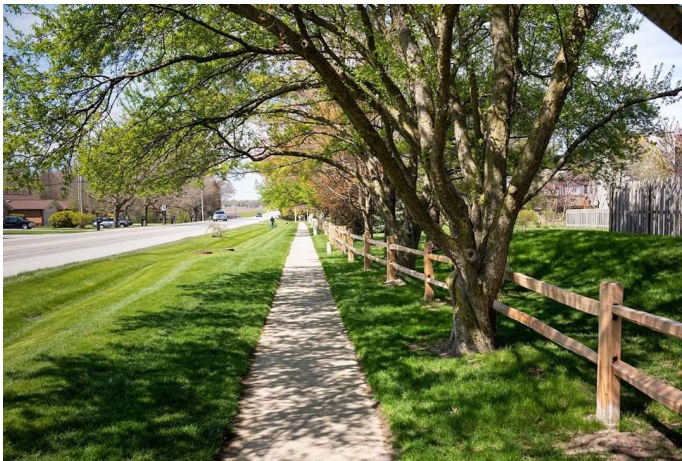

Image: Middlescapes

Syllabus: In This Section

Weekly Course Schedule

Course Links, Zoom Details, and Recordings

Pre-Course Preparation

LDL Course Assignments

Assessment and Grading

LDL Course Resources

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Participation Requirements

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The learning philosophy of our program is "collaborative knowledge production." Instead of lectures, you review weekly "admin updates," which include videos, links to key readings, and synopses of our thinking in our recent books. In the spirit of the "flipped classroom," we can then devote all of our interaction time to dialogue based on work you have undertaken in your own professional practice or research you have done about other educational practices.

Each LDL course has the same cadence of assignments. Refer to the sections and links below to learn how to complete each of the assignments required within our courses. While the approach is the same for each course, we ask that you align your contributions to the themes of the course in which you are participating.

What Changed in the Syllabus since Fall 2022?

1. Admin Updates require a comment, plus one comment on peers' comments (within the admin updates) You will have 7 of your own comments and 7 peer comments.

2. Individual Community Updates are project-focused (you are asked to still comment on peers' individual community updates -10)

3. Single project (combination of theory, practice, and analysis) with 3 CG Map peer reviews total and 1 self-review. (You do not sign up for a specific project type in advance.)

4. Overall, word count adjustments (see requirements for specifics)

5. In addition, we will be implementing an AI examination and update to peer review.

Benefits of these Changes

1. Streamlined project; connecting theory, practice, and analysis

2. Scaffolded individual community updates to prepare you to create your project

3. Review cycle for only one project

4. More time to draft theoretical investigation

5. Streamlined deadlines (no overlapping of ind. community updates and project tasks.)

Admin Updates (comment on all Admin Updates)

Review the videos and readings in the weekly "admin updates" (see topics in the [Weekly Course Schedule](#)) and make a *comment of 100 words or more* on each of the discussion topics, found in the admin updates.

- Please read others' comments and comment on at least one, either below their comment or speaking to them via the @ button.
- The admin updates are posted in the course community in CGScholar and can be found by filtering on Updates by Admins, by selecting the update menu behind the community name on the left, then the filter option in the dark blue bar on the right, then choose "Admins."

Note: This will result in at least 14 comments on admin updates in the Analytics

Your Community Updates (create 6) Spring 2023 and going forward

You will create five community updates of at least 250 words (except Update#5 and Update#6) with scholarly sources in the course community that relate to your **project**. *This is a change from previous editions of our courses.*

Refer to the [Community Updates page](#) for specific requirements and update prompts.

Post your community updates in the **Course Community** of CGScholar, **not on your personal profile page**. You will find the 'Updates' menu behind the name of the community.

Notice: Updates on your personal profile page are not captured by the Analytics, whereas updates from the community page go to all community members and contribute to your Analytics score for the course.

Comment on peers' community updates (10 total)

Comment on at least 3 other participants' community updates each week (15 in total).

- Write comments of 50 words or more to peer community updates.
- Join others in discussion who may have already commented with @Name. Try to comment on different people's community updates each week.
- Try to respond to community updates with your peers' oral presentation recordings.

Oral/Video presentation

Give a 2-5 minute "lightning talk" about one of your comments, community updates, or project. Begin with a brief introduction about yourself.

− **Oral Presentation Option**

1. In the **first week of term**, sign up in the "Oral/Video Presentation Sign-up Sheet" (link found in [Current Courses](#)) and indicate (by putting your name) which week you would like to speak. The title of your talk can be determined later. Please sign up only in the highlighted cells of the Google spreadsheet, not in the white cells.

2. On **the day before your presentation**, add the title and the link of the individual community update or project to which you would like to speak.

3. The visual for the talk will be the individual community update or the project in CGScholar and will be shared by the TA during the live session.

Note: Those unable to attend the Monday synchronous sessions should listen to the recording of the session in order to stay up to date with the program.

+ Video Presentation Option

Peer-Reviewed Project

Complete 1 "Work" in the Creator area, a combined conceptual or theoretical focus, an applied focus, and analysis

Refer to the [Project](#) page for specific requirements.

Your work must explicitly connect with an idea/concept introduced in the course in some meaningful way.

See also:

- [Meaning Patterns Work 1 & Work 2](#)
- [General Work Guidelines](#)
- [Literature review Guidelines](#) (encouraged for LDL Doctoral Students)

Peer Reviews (Complete 3 using CG Map)

Complete at least 3 peer reviews using the CGMap tool

Notifications

Notifications and links to the works that you need to review are sent after the first version deadline.
Note: If other students submit their work late, you may receive peer-review assignments at a later date, even after the peer review week. Please complete those as soon as you can.

Review Elements

Please see CG Map Tutorial videos for specifications

Review comments:

- Please see CG Map Tutorial videos for specifications

For more information about the peer reviews, check the [Peer Review Process & Instructions](#) page.

Revision of Project

Submit the revised version of your project

- Use peer feedback thoughtfully to make changes to your first version.
- Your final work will then undergo a course admin (first by a TA and then instructor) review and be published to your CGScholar profile as well as to the course community.
  - Certain minimum requirements must be met in order to have your work counted as completed, such as word length, scholarly sources, and overall quality.

- *Note:* If you discover that you need to make changes after you submit your final version, please save your work as a new version and then reply in the dialogue with the correct version number and date. (To save a new version, **check the box** that appears when you hover over the save button, then select **Save**).

Give Feedback to your Reviewers

Review and rate your peers' feedback to your own works.

- Provide feedback to your peer reviewers and help them become better and stronger reviewers.
- Each 'Overall Feedback on Feedback' should be **200 words or more**.

Self Reviews

Write a self-review reflecting on the ways in which you have revised your work.

- Use the same Feedback mechanism used to complete your peer reviews.
- Review yourself according to the rubric. Annotations are not required.
- Reflect on how you applied your peers' feedback. *Which peer feedback did you apply and why? How did your thinking evolve from version to version?* Discuss your experience with the AI generated feedback.
- Write this review for the final version of your work.
- Please complete the self-review before submitting the final version of your work.

Live Sessions

Attendance in the Monday live sessions is encouraged, but optional.

If you are unable to attend the live session, you should watch the recording of the session at your own time and comment on the recorded presentations posted by your peers.

Course Participation Checklist (Printable)

Course Participation Checklist

COMMENT ON ADMIN UPDATES

Comment on the admin updates. Then respond to peer's comments (at least 50 words each, 20 total)

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YOUR INDIVIDUAL UPDATES

Create 6 personal updates, ~200 words each (except for update 6, 1 media element, At least 2 references. Scholarly articles preferred

☐ ☐ ☐ ☐ ☐ ☐

COMMENT ON PEERS' UPDATES

Comment (~50 words) on 10 peer updates

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

PEER REVIEWED WORK

Create a Work connected with the course ideas/prompts
5 sections
7+ media elements
5+ structure elements
Use outline provided on website.

☐ 1st Version/Draft   *all sections

☐ ☐ ☐ CG Map Peer Reviews

☐ Generate AI Review in Map

☐ Create Update 5 - AI Image

☐ Create Update 6 - AI Review/Self-Review

☐ Final Version/ Revision

☐ ☐ ☐ Review of the Reviewer

PEER REVIEWS

Watch video tutorials in shares to learn CG Map. Please give helpful detailed comments.

ORAL/VIDEO PRESENTATION ☐

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Community Updates

This course involves a series of Community Updates (in addition to "Admin Updates") that will help prepare you for your course project and reflect on the peer review process.

You are encouraged to use the scholarly sources you find for your individual community updates in your project submission.

See All Assignments

See Project Requirements

Basic Details

What to Include

In addition to the specific Update Prompts provided below, your updates should include the following:

- **Title:** The Update title should include the related project update # and a brief, yet descriptive title.
- **Words:** Each update should be 250 words or more that address the update prompts outlined below
- **Scholarly Sources**: Refer to the update prompts below
- **Media:** Include at least one media element (e.g., images of figures or tables, embedded video with captioned source), and web links to relevant sources. If you have a PDF of the academic article or book, include that in the update.

When to Post Them

Refer to the [Weekly Course Schedule](#) page for specific dates

- **In preparation for your project** to be submitted for peer review, you will complete **four community updates (not admin update responses) in the course community**.
- **After you finish your work and complete the peer review process**, you will submit **one additional community update in the course community.**

Where to Post Them

- Post the community updates in the **Course Community** of CGScholar, **not on your personal profile page**. You will find the 'Updates' menu behind the name of the community.

- *Notice: Updates on your personal profile page are not captured by the Analytics, whereas updates from the community page go to all community members and contribute to your Analytics score for the course.*

Community Update Prompts

Project Update 1: Select a topic for your major peer-reviewed project in this course (Due end of Week 1)

Project Update 1: **Select a topic for your major peer-reviewed project in this course**. Look ahead through the future weeks of the course as laid out in its learning module. Your topic must connect with the concerns of the course. In this update, describe your project focus to the other participants in the course community, explain why you have chosen this particular topic, and provide an introduction to what you consider to be the leading literature on this topic including citations of three key texts, and connect if possible to the Kalantzis and Cope texts provided in Update 1B and other Kalantzis and Cope texts provided at newlearningonline.com. Be sure to cite the works you have reviewed formally. Give at least two other peers feedback on their chosen topics, with a focus on constructive suggestions.

Before you start, see "Choosing a Topic and Project Type" on the Educational Theory and Practice page.

Project Update 2: Education Theory (Due end of Week 2)

Project Update 2: Education Theory: Researching your topic, what are you finding about its education theory? Provide references with formal citations to at least three pieces of scholarly work, as well as videos, infographics and other media you might find. Comment on at least two other peers' updates whose topics may connect with yours, directly or indirectly. How is your thinking developing? Feel free to allow your topic to evolve, even into something quite different from what you originally intended!

Project Update 3: Education Theory, The Critics (Due end of Week 2)

Project Update 3: Education Theory, The Critics: Researching further into your topic, who are the critics of this education theory? Provide references with formal citations to at least three pieces of scholarly work. Comment on at least two other peers' updates whose topics may connect with yours, directly or indirectly. How is your thinking developing? Feel free to allow your topic to evolve, even into something quite different from what you originally intended!

Project Update 4, Education Practices (Due end of Week 3)

Project Update 4, Education Practices: How do the key ideas in your chosen topic translate successfully into education practice? What are the challenges facing the those who try to translate the ideas you have been addressing into education practice? Provide references with formal citations to at least three pieces of evidence-based research, as well as videos, infographics and other media you might find. Comment on at least two other peers' updates whose topics may connect with yours, directly or indirectly. How is your thinking developing?

Update 5: The Canvas of Feedback – A Visual Reflection with Peer and AI Reviews (Due end of Week 6)

Update 5: The Canvas of Feedback – A Visual Reflection with Peer and AI Reviews: Following your engagement in both the peer review process and the AI Review within this course, reflect on your experiences as both a reviewer and a recipient of feedback. Based on your reflections, create a prompt and generate an image using an AI image generation tool that will visually represent your reflections about your experience with AI and Human reviews.

Think about the emotions you want the image to convey and the elements that represent your experiences with both types of reviews. Consider what elements, colors, or symbolic elements can best convey your thoughts. If you need guidance on crafting an effective prompt, explore the following web resources for tips (in no order):

1. AI Image Guide: Learn the Nuances of Prompt Writing in 5 Minutes
2. How can I improve my prompts with DALL·E?
3. How to write effective AI art prompts
4. How to effectively prompt for AI art and generative AI image creation

Here are some platforms that allow AI image generation, some of them are free, some are freemium, and most of them might require a sign-up/account creation: Leonardo AI, Lexica, Stable Diffusion, DeepAI, Bing Image Creator, Canva/Picsart, Playground AI, CivitAI, DALL-E. Alternatively, feel free to explore other AI tools not listed here that might suit your preferences.

Please ensure that your update in Update #5 comprises at least 150 words, including (a) your prompt, (b) which AI platform you used, (c) the generated image, and (d) a brief explanation of your thought process. Additionally, we encourage you to comment on at least two other community members' experiences. We understand that some students may encounter difficulties during the process and if you have any questions or concerns, please do not hesitate to reach out to us for assistance.

Update 6: Peer Collaboration and AI Review Reflection (Due end of Week 6)

Update 6: Peer Collaboration, AI Review, and Self-Reflection: After participating in the peer review process and the AI Review in the current course, both as a reviewer and as a creator who has received feedback, what was your experience? What went well? What could have gone better? How did the peer review process impact your revision? What lessons will you take for your own peer review practice about the most effective forms of peer collaboration? Comment on at least two other community members' experiences.

We would like you to create and post a self-review update as update #6 in the course community about three aspects (Work Enhancement, Knowledge Gain, and AI and Peer/Human Review Reflection) and their accompanying questions as follows:

Work enhancement (at least 200 words):

1. How the reviews you received help you to improve your work for this course based on each of the rubric's main areas?
2. How you have incorporated the feedback you received (AI reviews, peer reviews, and annotations)?
3. What changes you have made to your work based on the AI and peer/human feedback you received? Why?
4. How does the final version of your work align with the rubric?
5. How did your thinking evolve from version to version?
6. What are some robust examples of revisions you made in your work based on the reviews you received?
7. Please provide at least 3 specific examples from your work where you used the AI review feedback and at least 3 specific examples from your work where you used the peer review feedback and revised the corresponding parts of your work.

Knowledge gain (at least 100 words):

1. Did the review and revision process help your knowledge gain? How?
2. Provide examples specific based on the five main rubric categories (Experiencing, Conceptualizing, Analyzing, Applying, and Presentation) or other examples that may not fall under the rubric categories.

AI and peer/human review reflection (at least 200 words):

1. Reflect on your experience receiving reviews throughout the course.

2. What are the main differences between AI and peer/human reviews based on your experience?

3. How do you think that you benefit (or not) from each type of review (AI vs peer/human)?

4. Which type do you prefer the most and why?

5. Provide specific examples and screenshots to support your reflection.

AI competence reflection (at least 150 words): Reflect on your competency in using AI tools for academic and professional reasons through the AI review tool in this course, as well as through the AI image generation for your reflections in Update #5.

1. Do you feel more or less confident in using AI tools after taking this course and why?

2. Do you trust the AI outcomes or not? Why?

3. After taking this course, will you use AI tools in your everyday and professional life more or less? Why?

4. After this course, do you feel better prepared to use AI tools in your everyday and professional life? In what ways do you feel better prepared or not?

5. Looking into the future, how do you think that you can be better prepared to use AI tools?

Note: Please be advised that the four aspects and their accompanying guiding questions provided in the admin update serve as mere prompts to guide your thinking, but they are not exhaustive.

Update #6 should be 650 words or more, including specific examples from your works, and illustrating with screenshots, when needed. Completing these tasks is an important part of the CGScholar learning experience. We understand that some students may encounter difficulties during the process and if you have any questions or concerns, please do not hesitate to reach out to us for assistance. Our team is always available to help you navigate any challenges you may encounter while using this new feature.

[Previous: Participation Requirements]   [Next: Peer-Reviewed Project]

Edit

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Email: kstucki@illinois.edu

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Course Project

Table Of Contents

- Educational Theory and Practice Analysis Project Details (Except ERAM 557)
- Learning Module Project
- Meaning Patterns Project: Interpretive Methods Project (ERAM 557)

Projects are the same for all courses except ERAM 557

- **All Courses except ERAM 557**: Educational Theory and Practice Analysis
- **ERAM 557**: Meaning Patterns Project: *Interpretive Methods*

Note for participants in previous LDL courses: THIS PAGE REPLACES PREVIOUS "WORK 1 AND WORK 2 A/B/C" REQUIREMENTS; There is now only one project that encompasses both theory and practice, along with a more explicit analysis section. This also reflects changes to the "Individual Community Update" requirements.

Image: Middlescapes

Educational Theory and Practice Analysis Project Details (Except ERAM 557)

Choosing a Topic and Project Type

Choosing a Topic: *Look ahead* into the course learning module to get a sense of upcoming ideas—don't feel constrained to explore concepts introduced early in the course. Or explore a related theory or concept of your own choosing that is relevant to the course themes.

We recommend choosing a cutting edge area of innovation (such as differentiated instruction, flipped classroom, Chat GPT, AI in education, learning analytics, gamification, metacognition, self-efficacy/regulation, socio-emotional learning, collaborative learning, formative assessment etc.) or one of education's "wicked problems" which has presented a longtime challenge (such as a dimension or dimensions of learner diversity and strategies for inclusion and equity).

Choose something that is of genuine interest and concern to you because you will be working with this topic for whole course, not only in the peer reviewed project but across the community updates as well. Feel free to allow your topic to evolve – it might become more specific or more general as you work through your updates and draft the work itself, or it might change

completely. We like the idea that learning is a voyage of discovery, so go with the flow! The best outcome is that you see things differently at the end of the course than you did at the beginning.

Choosing a Project Type: While everyone has the same requirements for Parts 1, 2, 4, and 5, you may choose how you will address the educational practice (part 3), in one of two ways. Please notify us of your choice because there are different rubrics for the two options. We will create to groups, so people are reviewing the same work type:

- **Option A**: an **Educational Practice Example** related to your selected topic.
- **Option B**: a **Learning Module** where you design a teaching and learning resource that exemplifies your selected topic

Requirements

The peer-reviewed project will include five major sections, with relevant sub-sections to organize your work using the CGScholar structure tool.

1. **Introduction/Background**
2. **Theory/Concepts**
3. **Practice/Applications**
4. **Analysis/Discussion**
5. **References**

BUT! Please don't use these boilerplate headings. Make them specific to your chosen topic, for instance: "Introduction: Addressing the Challenge of Learner Differences"; "The Theory of Differentiated Instruction"; "Lessons from the Research: Differentiated Instruction in Practice"; "Analyzing the Future of Differentiated Instruction in the Era of Artificial Intelligence;" "Conclusions: Challenges and Prospects for Differentiated Instruction."

Include a publishable title, an Abstract, Keywords, and Work Icon (About this Work => Info => Title/Work Icon/Abstract/Keywords).

Overall Project Wordlength – At least 3500 words (Concentration of words should be on theory/concepts and educational practice)

Part 1: Introduction/Background

Introduce your topic. Why is this topic important? What are the main dimensions of the topic? Where in the research literature and other sources do you need to go to address this topic?

Part 2: Educational Theory/Concepts

What is the educational theory that addresses your topic? Who are the main writers or advocates? Who are their critics, and what do they say?

Your work must be in the form of an exegesis of the relevant scholarly literature that addresses and cites at least **6 scholarly sources** (peer-reviewed journal articles or scholarly books).

Media: Include at least 7 media elements, such as images, diagrams, infographics, tables, embedded videos, (either uploaded into CGScholar, or embedded from other sites), web links, PDFs, datasets, or other digital media. Be sure these are well integrated into your work. Explain or discuss each media item in the text of your work. If a video is more than a few minutes long, you should refer to specific points with time codes or the particular aspects of the media object that you want your readers to focus on. Caption each item sourced from the web with a link. You don't need to include media in the references list – this should be mainly for formal publications such as peer reviewed journal articles and scholarly monographs.

Part 3 Option A – Educational Practice Exegesis

You will present an educational practice example, or an ensemble of practices, as applied in clearly specified learning contexts. This could be a reflection practice in which you have been involved, one you have read about in the scholarly literature, or a new or unfamiliar practice which you would like to explore. While not as detailed as in the Educational Theory section of your work, this section should be supported by scholarly sources. There is not a minimum number of scholarly sources, 6 more scholarly sources in addition to those for section 2 is a reasonable target.

This section should include the following elements:

- **Articulate the purpose of the practice**. What problem were they trying to solve, if any? What were the implementers or researchers hoping to achieve and/or learn from implementing this practice?
- **Provide detailed context of the educational practice applications** – what, who, when, where, etc.
- **Describe the findings or outcomes of the implementation**. What occurred? What were the impacts? What were the conclusions?

Part 4: Connect the practice to the theory. How does the practice that you have analyzed in this section of your work connect with the theory that you analyzed on the previous section? Does the practice fulfill the promise of the theory? What are its limitations? What are its unrealized potentials? What is your overall interpretation of your selected topic? What do the critics say about the concept and its theory, and what are the possible rebuttals of their arguments? Are its ideals and purposes hard, easy, too easy, or too hard to realize? What does the research say? What would you recommend as a way forward? What needs more thinking in theory and research of practice?

Part 5: References (as a part of and subset of the main References Section at the end of the full work)

- Include citations for all media and other curated content throughout the work (below each image and video)

- Include a references section of all sources and media used throughout the work, differentiated between your Learning Module-specific content and your literature review sources.
- Include a References "element" or section using APA 7th edition with at least 10 scholarly sources and media sources that you have used and referred to in the text.
- Be sure to follow APA guidelines, including lowercase article titles, uppercase journal titles first letter of each word), and italicized journal titles and volumes.

See **General Work Guidelines** for more tips!

Option B – Learning Module Creation

Create a learning module in CGScholar which demonstrates how you would translate some of the ideas and principles of this course into practice. A learning module is a hybrid work which crosses the legacy educational practices of lesson plan, syllabus, and textbook. Unlike a lesson plan which is mainly written for a teacher's design purposes, a learning module has both teacher and learner sides.

On the left side of the screen, you speak to learners in "classroom discourse." However, in the case of the learning module, you speak to learners in a dialogical mode, rather like social media, always prompting a response or contribution from learners. On the right side of the screen, you speak to other teachers in the professional discourse of the curriculum and pedagogy.

Unlike a syllabus, a learning module contains content as well as an outline of coverage. And unlike a textbook, which typically summarizes and transmits content that learners are to consume and remember, a learning module curates a variety of web content (links, embedded media, etc.) and establishes a dialogue with and between learners which positions them as active seekers and producers of knowledge.

Your work should demonstrate pedagogical coherence and completeness. Optionally, learning module creators could use the Learning by Design pedagogy. See the overview here,

Core Learning Module Content: Learning Objectives, at least 4 Learner Updates, 1 Peer-Reviewed Project, 1 Knowledge or Information Survey (pre or post survey), and 1 Assessment Plan

Supplementary Work Submission Content: Course Alignment, Experiential Alignment, Overview and Learning Outcomes, Analysis, and References

Learning Module Elements and Formatting: *See Learning Module Structure section below for specific requirements*

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Section	Section Type	Notes
Learning Module History	Full Width	Your experience with the content area and whether this material is newly designed by you or material previously taught that is now being transformed into the learning module format, with a summary of what has been done to transform it.
Overview and Learning Outcomes	Two-Sided section with Left and Right subsections	(On the left, articulated for the student, on the right, speaking to other educators): 1. Your target learners, including assumptions about prior learning. 2. Curriculum standards, if applicable. 3. Clear rationale in terms of intended learning outcomes, expressed both to the learner (member side) and teacher (admin side). 4. Anticipated duration to complete the module 5. Material requirements.
4 Separate Update Sections	Two-Sided section with Left and Right subsections	Include at least 4 updates, each of which on the left side includes a combination of text and curated media (video, infographic, image, attached documents etc.). The main header for each section should not have any content. The content belongs in the two subsections. Example: Update 1: [Brief, yet Descriptive Title] -For the Learner/Student/etc. -For the Instructor/Facilitator/Teacher, etc. 1. End every update with a comment request that will prompt rich dialogue among students. 2. Each update should also prompt students to make an update of their own, recruiting them to contribute content and examples to the course. 3. On the right side of each update speak to other instructors as professional peers about the underlying pedagogical rationale for content introduced and the activities that learners are expected to undertake, possible supplementary resources, teaching suggestions, and (if applicable) standards mapping. Do not repeat any material on the right that you have already placed on the left – viewers of this learning module in two-column format will be able to see both sides.

Section	Section Type	Notes
Peer-Reviewed Project	Two-Sided section with Left and Right subsections	Include at least one peer reviewed project, with peer assessment rubric. While you may have embedded the peer reviewed project within another update, include a stand-alone section with the full details of just the project. The rubric may be in the form of an attachment link, or screenshot.
Information or Knowledge Survey (pre or post survey)	Two-Sided section with Left and Right subsections	Include at least one information or knowledge survey or assessment. While you may have embedded the survey within another update, include a stand-alone section. Include which software you used to create the survey. The survey may be in the form of an attachment link, or screenshot.
Assessment and Evaluation	Two-Sided section with Left and Right subsections	Include an Assessment and Evaluation element, outlining educational measurement strategies, for the student on the left side and the instructor on the right. While you may have embedded the assessment within another update, include a stand-alone section. Provide a brief description of your assessment plan and strategy. How will you evaluate the success of your intervention?
Learning Module References	Full Width sub-section underneath the main References section used for the rest of your work	Include a summary list of all references (textual and media) used in the Learning Module itself.

[Edit](#)

Sources: You are expected to analyze your learning module against scholarly sources

Project Examples from Former Students

In Spring 2023 we merged Works 1 and 2 into a single, combined Theory and Practice Analysis project along with some revised requirements. The following are examples of the individual work types. But beginning in Spring 2023, your works should reflect a cohesive, single work aligned with the current requirements.

Prior to Spring 2023, this course included two separate projects. These have now been integrated into a single project. Work 1 was the Educational Theory while Work 2 was the Educational Practice.

- See a few examples of past submissions in our Scholarly Work 1 Examples community.
- *Note that selected examples may not be perfect, but they should give you a general sense of what we are looking for.*

View examples of previous students' work in the following community: (Please note that we occasionally adjust the requirements, so some prior examples may not reflect the current requirements. Be sure to consult this requirements page when drafting your work.)

- e-Learning Ecologies Case Studies community

View examples of previous students' work in the following community: (Please note that we occasionally adjust the requirements, so some prior examples may not reflect the current requirements. Be sure to consult this requirements page when drafting your work.)

- [e-Learning Ecologies Case Studies community](#)

Rubric

Rubric: Refer to the **Elements and Formatting** checklist below and the Learning Module rubric for a summary of what your learning module should include. The 'Learning Module Rubric' is the one against which others will review your work, and against which you will do your self-review at the completion of your final draft. You can also view this rubric while you draft your work at Creator => Feedback => Reviews => Rubric and at the [Rubrics for Peer-Reviewed Works](#) page. The rubric explores four main knowledge processes, the background and rationale for which is described in a number of papers [listed here](#). If you want to use the L-by-D icons to mark activity types explicitly, you can copy and paste web icons located at [this link](#).

Learning Module Project

Learning Module Structure Help

For instructions on how to create a Learning Module in CGScholar, watch the video below.

Additional Resources:

- Section 5 of the [CGscholar Tutorials area](#)
- [Getting Started in CGScholar](#) Learning Module
- Sections 5.3 and 5.4 of the [Getting Started in CGScholar](#) learning module

Creating a Learning Module

Create a learning module in CGScholar which demonstrates how you would translate some of the ideas and principles of this course into practice. A learning module is a hybrid work which crosses the legacy educational practices of lesson plan, syllabus, and textbook. Unlike a lesson plan which is mainly written for a teacher's design purposes, a learning module has both teacher and learner sides.

On the left side of the screen, you speak to learners in "classroom discourse." However, in the case of the learning module, you speak to learners in a dialogical mode, rather like social media, always prompting a response or contribution from learners. On the right side of the screen, you speak to other teachers in the professional discourse of the curriculum and pedagogy.

Unlike a syllabus, a learning module contains content as well as an outline of coverage. And unlike a textbook, which typically summarizes and transmits content that learners are to consume and remember, a learning module curates a variety of web content (links, embedded media, etc.) and establishes a dialogue with and between learners which positions them as active seekers and producers of knowledge.

Your work should demonstrate pedagogical coherence and completeness. Optionally, learning module creators could use the Learning by Design pedagogy. See the overview [here](#),

Learning Module Elements and Formatting

In order for your project to appear as a learning module, you must use the "two-sided" parent section type and then the corresponding "left side" and "ride" side section types, which are both indented under the parent section

Section	Section Type	Notes
Learning Module History	Full Width	Your experience with the content area and whether this material is newly designed by you or material previously taught that is now being transformed into the learning module format, with a summary of what has been done to transform it.
Overview and Learning Outcomes	Two-Sided section with Left and Right subsections	(On the left, articulated for the student, on the right, speaking to other educators): 1. Your target learners, including assumptions about prior learning. 2. Curriculum standards, if applicable. 3. Clear rationale in terms of intended learning outcomes, expressed both to the learner (member side) and teacher (admin side). 4. Anticipated duration to complete the module 5. Material requirements.
4 Separate Update Sections	Two-Sided section with Left and Right subsections	Include at least 4 updates, each of which on the left side includes a combination of text and curated media (video, infographic, image, attached documents etc.). The main header for each section should not have any content. The content belongs in the two subsections. Example: Update 1: [Brief, yet Descriptive Title] -For the Learner/Student/etc. -For the Instructor/Facilitator/Teacher, etc. 1. End every update with a comment request that will prompt rich dialogue among students. 2. Each update should also prompt students to make an update of their own, recruiting them to contribute content and examples to the course. 3. On the right side of each update speak to other instructors as professional peers about the underlying pedagogical rationale for content introduced and the activities that learners are expected to undertake, possible supplementary resources, teaching suggestions, and (if applicable) standards mapping. Do not repeat any material on the right that you have already placed on the left – viewers of this learning module in two-column format will be able to see both sides.
Peer-Reviewed Project	Two-Sided section with Left and Right subsections	Include at least one peer reviewed project, with peer assessment rubric. While you may have embedded the peer reviewed project within another update, include a stand-alone section with the full details of just the project. The rubric may be in the form of an attachment link, or screenshot.
Information or Knowledge	Two-Sided section	Include at least one information or knowledge survey or assessment. While you may have embedded the survey within another update, include a stand-

Survey (pre or post survey)	with Left and Right subsections	alone section. Include which software you used to create the survey. The survey may be in the form of an attachment link, or screenshot.
Assessment and Evaluation	Two-Sided section with Left and Right subsections	Include an Assessment and Evaluation element, outlining educational measurement strategies, for the student on the left side and the instructor on the right. While you may have embedded the assessment within another update, include a stand-alone section. Provide a brief description of your assessment plan and strategy. How will you evaluate the success of your intervention?
Learning Module References	Full Width sub-section underneath the main References section used for the rest of your work	Include a summary list of all references (textual and media) used in the Learning Module itself.

Core Learning Module Content:

- Learning Objectives
- At least 4 Learner Updates
- 1 Peer-Reviewed Project
- 1 Knowledge or Information Survey (pre or post survey)
- 1 Assessment Plan

Supplementary Work Submission Content

- Course Alignment
- Experiential Alignment
- Overview
- Learning Outcomes
- Analysis
- References

Note about references: You are expected to analyze your learning module against scholarly sources

Rubric

Rubric: Refer to the **Elements and Formatting** checklist below and the Learning Module rubric for a summary of what your learning module should include. The 'Learning Module Rubric' is the one against which others will review your work, and against which you will do your self-review at the completion of your final draft. You can also view this rubric while you draft your work at Creator => Feedback => Reviews => Rubric and at the Rubrics for Peer-Reviewed Works page. The rubric explores four main knowledge processes, the background and rationale for which is described in a number of papers listed here. If you want to use the L-by-D icons to mark activity types explicitly, you can copy and paste web icons located at this link.

Meaning Patterns Project: *Interpretive Methods* Project (ERAM 557)

Books and Sources

Sense: Our two *Sense* books and their associated media employ interpretive methods to map out the dimensions of a multimodal grammar, analyzing the role of media, including digital media, in giving shape to our meanings. They use a mixture of the interpretive disciplines of history, philosophy, and social-cultural theory to make an argument about the theoretical notion of "transposition" and its practical applicability.

Related Books:

- Cope, Bill and Mary Kalantzis. 2020. *Making Sense: Reference, Agency and Structure in a Grammar of Multimodal Meaning*. Cambridge UK: Cambridge University Press.
- Kalantzis, Mary and Bill Cope. 2020. *Adding Sense: Context and Interest in a Grammar of Multimodal Meaning*. Cambridge UK: Cambridge University Press.

Choosing a Topic

Topic: For this project, choose a topic of interest in an area of human meaning-making. The area could be an aspect of education, but need not necessarily be that. You could choose to look a media (newer digital media or older media), language, image, or one of the other "forms of meaning" that we explore in our two sense books. Look ahead at the topics in these two books for ideas, but also, don't feel constrained by the topics you find here. Our main reason to have you read these books is to illustrate interpretive methods at work.

Use interpretive methods to explore your chosen topic – in education or any other domain. How do interpretive methods add depth to your understanding of this concept? You may wish to apply interpretive constructs from our transpositional grammar.

Write an interpretive analysis of your topic. Perhaps, if you are in the doctoral program and have in mind possible general topic area, you might choose that. But if you do, in this course, we want you mainly take an interpretive approach to the topic. Even if you finally choose an empirical methodology (e.g. qualitative, quantitative or mixed methods), you are going to need an interpretive part.

If you are worried about choosing a topic, please feel free to run some ideas past us. We mean this to be very open, allowing you to choose something of relevance to your research, or a new area of digital media or education that you would like to explore using interpretive methods.

Requirements

Word length: at least 3500 words

Project: Your work should contain a methodology section in which you discuss the nature of intepretive methods. This aspect of your peer reviewed project is meta-theoretical, that is you are being asked to develop an account of the theory of interpretive methods – its purposes, possible deployment and the types of analysis that it can generate. If you are a doctoral student, you may (or may not) wish to have your dissertation topic in mind as you write this work. Key questions: What are interpretive methods, in general, or as applied in a mainly interpretive discipline (e.g. history, philosophy, cultural/social theory)? Or, how are interpretive methods operationalized in a meta-analysis? Or how are interpretive methods applied in qualitative or quantitative empirical research?

Your work should then apply principally interpretive methods to your chosen topic. For general guidelines on the peer reviewed project, visit the peer reviewed project pages. * There are two main differences in this course: 1) instead of two main sections, theory > practice, this course suggests two somewhat different sections: interpretive methods theory > interpretative methods application to your chosen topic; 2) we are not offering the learning module option in this course.

When it comes to peer review and self-review, you will be applying the "knowledge processes" rubric that we use in all our LDL courses. Here are some of the ways in which interpretive methods map against this rubric (see next section)

Media: Include media elements, such as images, diagrams, infographics, tables, embedded videos, (either uploaded into CGScholar, or embedded from other sites), web links, PDFs, datasets, or other digital media. Be sure these are well integrated into your work. Explain or discuss each media item in the text of your work. You should refer to specific points of the video with time codes or the particular aspects of the media object that you want your readers to focus on. Caption each item sourced from the web with a link and be sure to cite all media sources in the references list.

References: Include a References "element" or section with the scholarly articles or books that you have used and referred to in the text, plus any other necessary or relevant references, including websites and media.
You should specifically add an asterisk in front of each new scholarly source that you use, considering using at least 5 new sources.

Rubric

Rubric: Use the '**Knowledge Processes** Rubric' against which others will review your work, and against which you will do your self-review at the completion of your final draft. Below are some of the *ways in which interpretive methods map against this rubric:*

	Quantitative	Qualitative	Interpretive
Experiencing the Known: Empirical Experience	Known numbers, already counted	Narrative contexts: social and personal	Existing interpretive frameworks
Experiencing the New: Empirical Observation	Newly counted numbers	Newly collected narratives	Newly encountered interpretive frameworks
Conceptualizing: Definitions	Definitions of counted categories	Definitions of terms of narrative analysis	Concepts for interpretation
Conceptualizing: Theoretical Frameworks	Interactions of counted categories, data models, ontologies	Tying the terms together into theory	Interpretive theory for a specified domain, ontology
Analyzing: Functions	Statistics, algorithms: inductive reasoning	Narrative content analysis: inductive reasoning	Functional modeling, logic models; deductive reasoning
Analyzing: Interests	Data scope and limitations	Interrogation of researcher and subject interests	Critical analysis of interests, critique, critical theory
Applying: Appropriately	Useful confirmations of the expected in quantitative data	Useful confirmations of the expected in qualitative data	Pragmatic proposals
Applying: Innovation	Innovative potentials arising from quantitative data	Innovative potentials arising from qualitative data	Transformative proposals

Examples from Former Students

Here are two examples of projects for ERAM 557

Creator | Scholar   1 / 12   —   100%   +   ☐   ⟳

Produced with Scholar

Meaning Patterns P
Interpretive Metho

Project Overview

[Working-Toward-and-Interpretive-Framework-for-General-Self-efficacy-in-Japanese-Education](#)   [Download](#)

…

Creator | Scholar   1 / 15   —   100%   +   ☐   ⟳

Produced with Scholar

Meaning Patterns P
Interpretive Metho

Project Overview

[The-Importance-of-Empathy-within-the-MTSS-Framework](#)   [Download](#)

In This Section

[LDL Course Assignments](#)

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General Work Guidelines

Image: Middlescapes

* **Start your Work:**
  You can start each of your works as soon as you receive a notification via email and/or in the CGScholar notifications. Be sure to accept the work from the notifications tab.
* Take the link provided in these notifications to a new, "Untitled" work—this work is connected to the class community for peer review. **(Do not create a new work!)**
* Rename your Work to something relevant to your topic (About this work — Info – use yellow pencil to edit)
* Add a Work Icon relevant to to your topic (About this work — Info)

Basic Work Elements

* **Connection with course ideas:** Each work must explicitly connect with an idea/concept introduced in the course in some meaningful way.
* **Title:** Change the title of your work from "Untitled" as soon as you can, going to Creator => About this Work => Info => Title(click on the word "Title" to access the Edit icon).Choose a title that would be relevant for publication.
* **Work Icon, Abstract, and Keywords:** Insert a work Icon that aligns with your work topic, write an abstract, and add some keywords. (About this work => Info)
* **Headings:** Be sure to use the structure tool (Creator => About this Work => Structure) to create at least 5 main sections with subsections and headings. Instructions on how to use it can be found in section 3.3 of the CGScholar Tutorials or the 'Getting Started in CGScholar' Learning Module. Use the print icon in the dark blue bar to check how your work is looking.
* **Jointly Authored Works:** Peer-reviewed projects are by default individually authored works. However, if you want to work with another person on a collaboratively written work, please notify us before the project starts.
* **Sourcing:** When you add media in the text (infographics, videos, etc.), be sure to reference their source immediately below (as a caption) and explain or discuss them in the text of your work. Use APA style for the references in the References element. Check the Extended APA Multimedia Citation Guide for more tips.
* **Drafts:** Draft works need to be as complete and thorough as possible, so your peers can give you meaningful feedback. Do not submit incomplete work for review.
* **Deadlines:** Refer to the Weekly Course Schedule for project timelines.
* **Self-Review:** At this time, self-review is completed as Update 5. Do not complete a self-review in CG Map or CG Scholar.
* **Reviewer Feedback:** Evaluate your peer reviewers by using the node in CG Map that says Overall Feedback on Feedback. How helpful was their feedback? What feedback did you apply? What would have been more helpful? What can they do to improve future reviews? *Do not copy and paste your feedback; provide something meaningful and specific*
* **Red Flags:** Do not plagiarize, or copy work from other courses. However, you may use your community updates to build your work. If you notice any problems with a work or the reviews you receive(e.g. plagiarism, offensive reviews), pleas

inform the teaching assistant or instructor in the Confidential Feedback to Admin area in Feedback => Reviews.

Citing Media in your Works

For guidelines on citing and referencing multimodal works, you can check the Extended APA Multimedia Citation Guide.

Formatting Checklist

As you create and revise your work or complete peer reviews of others' work, be sure that these items are addressed in order to streamline the instructor review and publication process:

1. **Use of APA Referencing Style:** Take a moment to review this web site to guide you with revising your APA citations. (To italicize in CGScholar, use the "emphasis" icon in the toolbar or highlight the text, then use your keyboard to enter CTRL+ i or Command + i). Also, be sure to include journal title/volume/issue/page range even if retrieving from an electronic source.

2. **Media Inclusion and Citation:** Be sure to cite all media immediately below each medium and in the references section of your work. Use the caption under each media item to mention (Creator, Year) as per APA requirements for in-text reference to cited works. For videos, just add the in-text reference right below the embed. Be sure that each item is then included in the references list. For extra style tips on citing and referencing multimedia in multimodal works, check the Extended APA Multimedia Citation Guide.

   Then, for the references list, see below for a basic citation format (not all of this information may be available—just include as much as you can, minimally the title or name of the item and the URL):

   - Author, A. A. [Screen name]. (year, month day). Title of video[Video file]. Retrieved from http://xxxxxxxxx
   - Photographer, A. (Photographer). (Year, Month Date of Publication). Title of photograph [digital image]. Retrieved from http://xxxxxxxxx

3. **Title and Icon:** Add a brief, yet descriptive title that conveys the topic of your work (and remove reference to Work 1 or Work 2) and add a work icon (About this Work >Info).

4. **Structure:** Use the CGScholar Structure tool for sectioning(About this Work >Structure >Add sections). If you have not done this from the start of your drafting (the Structure tool is designed to offer a flexible way to help you think about the overall design of your work), copy and paste into the new sections. Note that you can create more than one level of subheading by dragging the + icon to the right.

   For guidance on this feature, refer to the Scholar job aid found at this link or check the 3.3 Section in the Getting Started in CGScholar Learning Module or the CGScholar Tutorials.

5. **Word Count and Number of Sources:** The main body of your work should be at least 2,000 words (excludes references, experiential and course alignment sections, and other work-specific exclusions) with the correct number of sources per the specific work requirements, including the designated number of scholarly sources.

FORMATTING CHECKLIST

As you create and revise your work or complete peer reviews of others' work, be sure that these items are addressed in order to streamline the instructor review and publication process.

1. USE OF APA REFERENCING STYLE

Take a moment to review this web site to guide you with revising your APA citations. (To italicize in CGScholar, use the "emphasis" icon in the toolbar or highlight the text, then use your keyboard to enter CTRL+ i or Command + i). Also, be sure to include journal title/volume/issue/page range even if retrieving from an electronic source.

2. MEDIA INCLUSION AND CITATION

Be sure to cite all media immediately below each medium and in the references section of your work.

Use the caption under each media item to mention (Creator, Year) as per APA requirements for in-text reference to cited works. For videos, just add the in-text reference right below the embed. Be sure that each item is then included in the references list. Then, for the references list, see below for a basic citation format (not all of this information may be available—just include as much as you can, minimally the title or name of the item and the URL):

• Author, A. A. [Screen name]. (year, month day). Title of video[Video file]. Retrieved from http://xxxxxxxxx
• Photographer, A. (Photographer). (Year, Month Date of Publication). Title of photograph [digital image]. Retrieved from http://xxxxxxxxx

3. SELF-REVIEW

Complete your self-reviewbeside your revised version by navigating to the About this Work > Feedback, noting changes that you have made since the first draft based on peers' feedbackand further thinking, along with a self-evaluation of the revised work.

4. TITLE AND ICON

Add a brief, yet descriptive title that conveys the topic of your work (and remove reference to Work 1 or Work 2) and add a work icon (About this Work >Info).
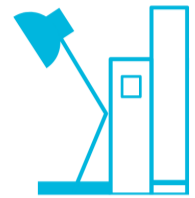
5. STRUCTURE

Uset he CGScholar Structure tool for sectioning (About this Work>Structure>Add sections). If you have not done this from the start of your drafting (the Structure tool is designed to offer a flexible way to help you think about the overall design of your work),copy and paste into the new sections. Note that you can create more than one level of subheading by dragging the + icon to the right. For guidance on this feature, refer to the Scholar job aid.

6. WORD COUNT AND NUMBER OF SOURCES

Your work should be at least 2,000 words with the correct number of sources per the specific work requirements, including the designated number of scholarly sources.

| Previous: Assignments | Next: Peer Review Process |

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LDL Course Assignments

Participation Requirements

Community/Personal Updates

Peer-Reviewed Course Project

General Work Guidelines

Review Process and Instructions

Edit

Learning Design and Leadership (LDL) Program

Email: kstucki@illinois.edu

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Review Process

The review process involves AI, Self, Peer, TA, and Instructor reviews, each giving you an opportunity to improve your work.

Peer Reviews

- **Review Assignments**: You will receive 3 review requests per Work project once you have submitted your own draft. If by the end of the course you have received fewer than 3 review requests, no requests, or too many requests please contact the teaching assistant.
- **Peer Review Tool:** You must complete 3 peer reviews using the CGMap tool.
  - For instructions on how to use the CGMap tool, you can watch this video.
  - If needed for better viewing, you may view the work in CG Scholar creator while reviewing the work in CG Map.

- **Annotations**: For an explanation of how to use coded annotations, please refer to the CG Map instructional video.
- **Submission:** In order to submit, you must create a node from each Rubric item (15). In addition, at least 15 annotations must be included. Annotations grading requirement is 20.
- **Review Length and Ratings**: Providing constructive feedback is going to be the most helpful to the authors. Please write strong explanations in your comments. If you deduct a score explain why and how the author can improve. Even if you like a section and give full credit, explain what you liked and why.
- **Review content:** Be kind to peers in your reviews! Be as helpful as you can, offering them constructive suggestions. Feedback should be unique (not copy/pasted) and be directly relevant to the work under the review section. Comments must be tailored to a specific work.
- **Review Submission:** Wait until you have completed all pending reviews before submitting them. More ideas might come to you while you review another work.
- **Red Flags:** Do not self-plagiarize, or copy work from updates or other courses. This must be new work. If you notice any problems with a work or the reviews you receive(e.g. plagiarism, offensive reviews), please inform the teaching assistant or instructor.

CGScholar Artificial Intelligence (AI) Reviews

It is crucial that all students generate an AI review for their work using this feature before submitting the final version, as this can significantly impact their grades. Therefore, we strongly encourage all students to take advantage of this opportunity and produce an AI review to enhance the quality of their work and maximize their chances of achieving a higher grade.

Video Tutorial

To generate an AI review, please follow the tutorial below and ensure that you save the review in the appropriate format.

Please allow time for the video to load. For a full-screen experience, choose the option to watch this on YouTube.

Step-by-Step Instructions

Here is the step-by-step instruction (with additional steps) as well:

1. Open CGMap Login from the Shares tab
2. Go to the Works tab, click on 'Your Works'
3. Select the desired work you want to review with AI
4. Choose the latest version of the selected work
5. Proceed to the Map Actions tab and click on New
6. Create a new map by filling in the required details. It is important to select "**OpenAI Peer Review**" under Map Type, make it shareable and then click "Create."
7. Proceed to the Analyze tab and click on "OK." Follow the instructions provided on the Analyze tab to generate your review.
8. After generating the review, ensure that you **SAVE IT** from the Map Action tab.
9. Once you have generated the review, it is essential to carefully review the feedback provided and make any necessary changes to your work based on the insights provided.

UIUC Webinars and Articles related to ChatGPT

Artificial Intelligence: Implications on Teaching & Learning

Impact of ChatGPT on the Research of Teaching & Learning

Generative AI article

Rubric Philosophy

The peer-review rubrics that we use in these courses are based on our Learning by Design research, and before that, the Multiliteracies project. This is grounded in an epistemologically based theory of learning, conceived as different kinds of knowledge processes, or "things you do to know." In the first instance, this is an action-oriented view of knowledge and learning, and only secondarily a cognitively oriented theory.

The purpose of the rubric is to support creators and reviewers to think systematically about the fundamental knowledge orientations of their work. The coded annotations are in order to highlight specific examples of each generalization in the rubric. We are also analyzing these annotations as part of a research project exploring the potentials of artificial intelligence in education, in which users train the machine to detect higher-order thinking and epistemological moves.

Here is our "knowledge process" theory of learning in a visualization. The rubric is color-coded according to this visualization
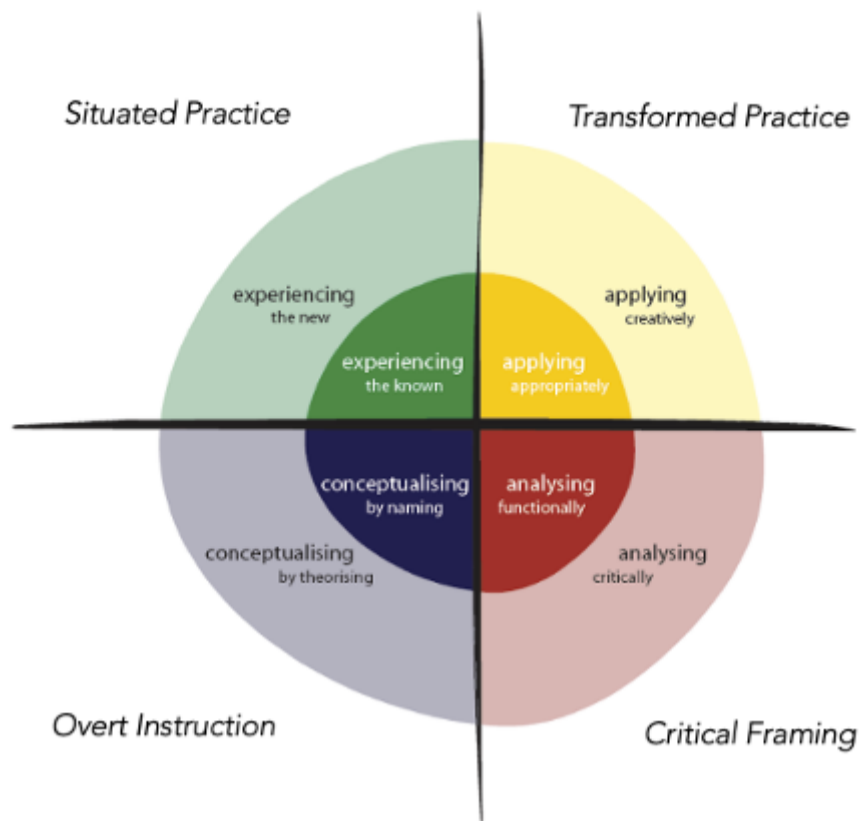
See the Rubrics section below for work type-specific rubrics.

Self Review – Update 5

The Self-Review should be completed prior to your final submission. This is an opportunity to reflect on the improvements you have made to your work in response to the AI and Peer Reviews. This is completed as Update 5 and addresses both the peer and AI review processes.

CGMap

CGMap is a linked platform to CGScholar. It enables you to annotate and review peers and your work in a visual way. You can find tutorials in the Course Community under Shares.

Evaluating your Experience with the Peer and AI Review Process

Review Reflection

At the end of the course, we would like you to reflect on your experience receiving reviews throughout the course.

Completing these tasks is an important part of CGScholar learning experience. We understand that some students may encounter difficulties during the process and if you have any questions or concerns, please do not hesitate to reach out to us for assistance. Our team is always available to help you navigate any challenges you may encounter while using this new feature.

Step 1

Please respond to the following prompt guidelines in your update in the Community to provide a comprehensive overview of your experience:

- *Peer/Human Review* – Express your views of peer/human reviews by sharing an image and/or screenshot of your experience with them that reflects how you see this type of review. Accompany your image(s) with 3 words that summarize your perceptions of this type of review.

- *AI Review* – Express your views of AI reviews by sharing an image and/or screenshot of your experience with them that reflects how you see this type of review. Accompany your image(s) with 3 words that summarize your perceptions of this type of review. Additionally, indicate the degree to which you agree or disagree with the provided feedback and ratings.
- *AI vs Peer/Human Review* – Reflect on the main differences between AI and peer/human reviews based on your experience. Explain in 150 words or more, provide examples, and illustrate with screenshots.

Step 2

Once you have completed the tasks, please update the spreadsheet by putting "Yes" along with the link to the update in the designated column. If you had any difficulties or were unable to complete the task, please indicate "No" or "Having Difficulty" in the spreadsheet.

Rubrics

Knowledge Process Rubric – Foundation Rubric for all Work Types

PDF version of the Knowledge Processes Rubric.

Knowledge Processes	Annotation codes	Review Criteria	Marker Nouns (or their equivalent verbs)	0	1	2	3	4
EXPERIENCING Experience	EXP+ EXP- Personal or professional reflection	Clarity and effectiveness of this work as reflected in the connections between this work and the creator's own interests, motivation and experience. Reviewers: What more would you like to know about the creator's interest and motivation to explore this field or theory? Connect to your own experience—in what ways might the chosen area of inquiry be of interest or relevance?	experience, interest, motivation, background, belief, understanding, opinion, perspective	Experiential motivation is not explained.	Experiential basis is explained in limited way.	Good explanation of the experiential basis.	Experiential basis well explained.	Experiential basis explained comprehen-sively.
Evidence	EVI+ EVI- Empirical evidence	Effectiveness in addressing practical questions, sourceable information or citable data from empirical research in order to indicate the significance of this area of activity or inquiry. Reviewers: What other empirical material would you like to see? Do you have suggestions for additional research data or informational source material?	evidence, data, fact, demonstration, identification, observation. exploration, record, documentation, source, indication	Empirical basis not provided.	Empirical basis provided in limited way.	Good explanation of the empirical basis.	Empirical basis well explained.	Empirical basis explained comprehen-sively.
CONCEPTUALIZING Concepts	NAM+ NAM- Concept naming.	Appropriateness and range of concepts to the case being made. Clear definitions. Reviewers: Suggest other concepts that may be required, and where or how definitions of concepts might be more clearly defined.	concept, idea, notion, definition, categorization, classification	Concepts are limited and definitions unclear.	Range of concepts and definitions are limited.	Good range of concepts and reasonably clear definitions.	Strong range of concepts and clear definitions.	Comprehensive range of concepts, with very clear definitions.
Theory	THE+ THE- Theory	Conceptual connections and coherence as a model of the world, and clarity of links between related concepts or important distinctions. Range of key theories and theorists in agreement or in disagreement. Reviewers: Suggest connections that might be made between concepts so the theory is clearer. Suggest other angles or theoretical perspectives that may be relevant.	theory, model, hypothesis, premise, proposition, paradigm, principle	Limited theory and referencing to other theoretical models.	Basic theory, and connections to related theories.	Good theory and partial links to related theory.	Strong theoretical framework with wide referencing.	Wide-ranging articulation of theory with comparisons and contrasts with related theories and extensive referencing.
ANALYZING Reasoning	REA+ REA- Explanation and reasoning.	Effectiveness of the explanations of field, theory or practice under consideration. Reviewers: How sound is the reasoning? Suggest ways in which the reasoning could be more powerful and the explanations clearer.	reason, explanation, function, analysis, calculation, investigation, proof, substantiation, justification, rationale, logic, pattern	Unclear explanations.	Partial but inconsistent reasoning.	Quite persuasive explanation.	Strong reasoning.	Strikingly original reasoning.
Critique	CRI+ CRI- Critical analysis	Awareness of critiques of the theory or practice, and the limits of its scope and applicability. Reviewers: What is the level of understanding of the limits of the creator's own choices? What other lines of critique spring to mind for you? Are there alternative, competing or conflicting theories or empirical evidence which the creator should take into account?	criticism, misunderstanding, overlooked, neglected, ignored, disagreement, doubt, refutation, rebuttal	No critical perspective.	Limited critical analysis.	Demonstrated awareness of possible criticisms and limitations.	Clear critical awareness of alternative approaches or theories.	Critically incisive analysis of alternatives.

APPLYING Application	APP+ APP- Appropriate application	Explanation of the ways in which ideas presented might translate into practice. Defense of the examples of application provided, gaps in knowledge, and potential for further application and possible measures of effectiveness. Reviewers: What else would you like to know about implementation and effectiveness?	application, implementation, practice, transfer, solution, confirmation, verification. proof	No relevant applications offered.	Few relevant applications offered.	Reasonable range of applications offered.	Good range of applications offered.	Highly relevant and interesting applications of theory have been offered.
Innovation	CRE+ CRE- Creative and innovative application	Actual or possible applications in different contexts that are innovative, or which demonstrate creative thinking or practice. Reviewers: Suggest gaps, innovative or creative potentials, such as lateral or hybrid applications, whether realistic or exciting but perhaps far-fetched possibilities.	innovation, creativity, transformation, change, imagination, inventiveness, vision, originality	No creative/ innovative extensions.	Few innovative applications provided.	Good range of innovative potentials provided.	Very interesting innovative possibilities explored.	Highly relevant and interesting applications provided, and strikingly innovative possibilities explored.
PRESENTATION Communication	COM+ COM- Clarity of communic-ation and structure of the work	Clear communication of the case, structuring of the work (for instance, using different heading levels in Scholar's structure tool). The quality, range and relevance of embedded media used in the presentation. Textual coherence, connecting media into the argument. Reviewers: Make constructive suggestions for the creator that will help them when they revise, e.g. Is each media item explained or discussed in the text of the work? Make specific revision suggestions ranging from general comments to copy-editing suggestions using the annotations tool.		Poor presentation, unclear structure, little use of media.	Presentation, structure and media needs improvement.	Good presentation, structure and use of media.	Very Good presentation, structure and use of media.	Excellent presentation, structure and use of media.
Referencing	SOU+ SOU- Sourcing of ideas, quotes, and media	Consistent citation style. Acknowledgement and sourcing of quotes and embedded media. Clear distinction of creators' voice and work from sources. Reviewers: Note specific issues in sourcing and referencing.		Limited sourcing.	Inconsistent sourcing.	Good sourcing.	Very good sourcing.	Near faultless sourcing.

Learning Module Supplementary Rubric

PDF version of the [Learning Module Rubric.](#)

Knowledge Processes	Annotation codes	Review Criteria	0	1	2	3	4
Learning Objectives	OBJ+ OBJ- Objectives	• How successfully are the learners and the instructor/teacher made aware of the objectives of the learning module? • If relevant, is the alignment with the broader curriculum and standards clear? • Specify the range of learning levels for which the learning module might be suitable, and assumed prior knowledge or experience. Reviewers: • Suggest ways in which objectives can be clarified, stronger curriculum connections established, alignment to standards more clearly specified, and relevance to standards stated more cogently. • Are there other learner groups for which this learning module might be appropriate?	Objectives not clearly stated, connections to curriculum and standards not specified.	Objectives reasonably clear, general connections only to curriculum and standards.	Objectives quite clearly stated, and evident connections to curriculum and standards	Objectives clear, with direct and appropriate connections to curriculum and standards.	Objectives crystal clear, with comprehensive links to context of curriculum and standards.
Experiential Learning Processes	EVI+ EVI- Empirical evidence	• To what extent does the learning module elicit responses from learners on the basis of their previous experiences, and existing knowledge base? • How does it set out to engage with their varied interests, perspectives and identities? (Experiencing the Known) • What kinds of experiential or immersive activities does the learning module offer that take learners into new and unfamiliar territories? • What kinds of immersive media are offered (images, video, readings, site visits, objects, datasets, information etc.)? • Are these experiences within a "zone of proximal development" which challenges learners at this specified learning level to go beyond what they already know whilst the learning expectations nevertheless remaining realistic? (Experiencing the New) Reviewers: • Suggest other activities that might be included in any redraft. • Evaluate both the challenge and the pragmatics of these experiential activities with the learners' "zone of proximal development."	Few experiential activities, little engagement with learners' prior experiences and identities, failure to stay within "zone of proximal development," e.g. too hard or too easy.	Some experiential activities based on prior knowledge and experience, as well as new experiential activities.	Good experiential activities based on prior knowledge and experience, as well as engaging experiential activities focusing on new knowledge.	Excellent experiential activities based on prior knowledge and experience, as well as engaging experiential activities that take the learners into new territories.	Imaginative experiential activities, ingenious engagement with learners' prior experiences and identities, exploring the full range of the "zone of proximal development," e.g. too hard or too easy.
Conceptual Knowledge Processes	THE+ THE- Theory	• How effectively does the learning module encourage learners to think conceptually about its focal area? • Does it offer key concepts with definitions and examples? • Or does it provide learners with a workable strategy to identify key concepts and define them for themselves? (Conceptualizing by Naming) • What strategies does the learning module offer so learners can tie the concepts together into a theoretical whole—such as visualizations, concept relations in definitions, diagrams, or conceptual models? (Conceptualizing with Theory). Reviewers: • Suggest other important concepts that might be explored, or conceptual connections. • Recommend complementary conceptualizing strategies.	Learners are expected to engage in little nor no conceptual work.	Learners do some conceptual work, and are expected to draw the concepts together into a theory.	Good conceptual strategies, and theoretical connections to be made between concepts.	Excellent conceptual strategies, where concepts can be tied together into a clear theory.	Ingenious conceptualizatio n strategies. Powerful theoretical connections made.

Analytical Knowledge Processes	CRI+ CRI- Critical analysis	• How effectively does the learning module involve the learners in reasoning, argumentation, making logical connections, drawing conclusions about cause and effect, analyzing the relationships of parts to wholes, and offering explanations? (Analyzing Functionally) • In what ways and how effectively does it encourage students to think critically, analyzing their own and other people's perspectives and interests, and the effects these have on understanding and action. (Analyzing Critically) Reviewers: • Suggest some ways in which students' analytical capacities can be enhanced in this learning module. • How might their critical awareness of challenges, difficulties and different perspectives be extended?	Little attention to analytical and critical thinking on the part of learners.	Some attention to analytical and critical thinking.	Considerable attention to analytical and critical thinking.	Extensive attention to analytical and critical thinking.	Learners will be engaged in powerful analytical and critical thinking activities.
Applied Knowledge Processes	CRE+ CRE- Creative and innovative application	• How does the learning module anticipate that learners will apply their learning? (Applying Appropriately) • How does it expect that learners might transfer knowledge to different settings, apply it to different contexts, think creatively, innovate, and take intellectual risks? (Applying Creatively). Reviewers: • Do you have supplementary ideas for application activities, either appropriately in a predictable context, or creatively by applying the core concepts of the learning module in innovative ways, for instance, by transferring knowledge to a different domain?	Very little scope for application and creative extension.	Some scope for application and creative extension.	Considerable scope for application and creative extension.	Learners are provided suggestions and strategies for creative extension and alternative applications.	Strong suggestions and clear scope provided for intellectual risk taking, transfer of learning to different applications, and encouragement of learner innovation.
Learning Outcome Analysis	OUT+ OUT- Outcomes	• What assessment or learning analytic strategy is offered in the learning module? • What are the prompts and rubrics developed for the teacher, peer and or self to evaluate project work? For instance, is the rubric framed constructively/prospectively rather than judgmentally/retrospectively? • Are the level descriptors sufficiently clear to ensure good inter-rater reliability among peers? • What is the quality of surveys? • What the kinds of discussion and peer interaction have been designed into the online and in-person learning community? • What is the overall assessment strategy? • How will learner activity be analyzed? • What kinds of formative assessment will be offered? • What learning feedback mechanisms will there be? • How will data be synthesized and reported back to students? Reviewers: • Recommend specific extensions and supplements to the assessment strategy.	Limited assessment strategy.	Reasonable assessment strategy.	Comprehensive and multifaceted assessment strategy.	Excellent assessment strategy with extensive formative assessment.	Deep engagement of leaners through recursive feedback strategies; transparent formative and summative assessment.
Communication and Media	COM+ COM- Clarity of communication and structure of the work	• Does it curate external resources effectively? • Does it communicate effectively with learners (left hand side) and instructors/teachers (right hand side)? (We recommend at least one image or media object in each update.) • See the Learning Module checklist for textual specifics. Reviewers: • Suggest supplementary media resources, and make specific textual suggestions either in the Review area, or using the Annotations tool in Scholar.	Poor communications and narrow range of media.	Quite unclear communications and limited media range.	Reasonable communications and media range.	Good communications and media range.	Very clear communications and excellent media range. Does the learning module use a variety of media?

Meaning Patterns Supplementary Rubric

Here are some of the ways in which interpretive methods map against this rubric:

	Quantitative	Qualitative	Interpretive
Experiencing the Known: Empirical Experience	Known numbers, already counted	Narrative contexts: social and personal	Existing interpretive frameworks
Experiencing the New: Empirical Observation	Newly counted numbers	Newly collected narratives	Newly encountered interpretive frameworks
Conceptualizing: Definitions	Definitions of counted categories	Definitions of terms of narrative analysis	Concepts for interpretation
Conceptualizing: Theoretical Frameworks	Interactions of counted categories, data models, ontologies	Tying the terms together into theory	Interpretive theory for a specified domain, ontology
Analyzing: Functions	Statistics, algorithms: inductive reasoning	Narrative content analysis: inductive reasoning	Functional modeling, logic models; deductive reasoning
Analyzing: Interests	Data scope and limitations	Interrogation of researcher and subject interests	Critical analysis of interests, critique, critical theory
Applying: Appropriately	Useful confirmations of the expected in quantitative data	Useful confirmations of the expected in qualitative data	Pragmatic proposals
Applying: Innovation	Innovative potentials arising from quantitative data	Innovative potentials arising from qualitative data	Transformative proposals

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LDL Course Assignments

Participation Requirements

Community/Personal Updates

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Assessment and Grading

Our goal is to enable all students to be able to meet their learning goals. Grades are thus not based on any predetermined curve of success and failure. Submitted works can be published after further revision. If you are unhappy with your grade, you are welcome to revise work in order to have it re-graded. You will be able to track your progress towards course objectives in the Analytics area of CGScholar.

Analytics alone do not determine your final grade. It is important to address core requirements, as outlined below.

Image: Middlescapes
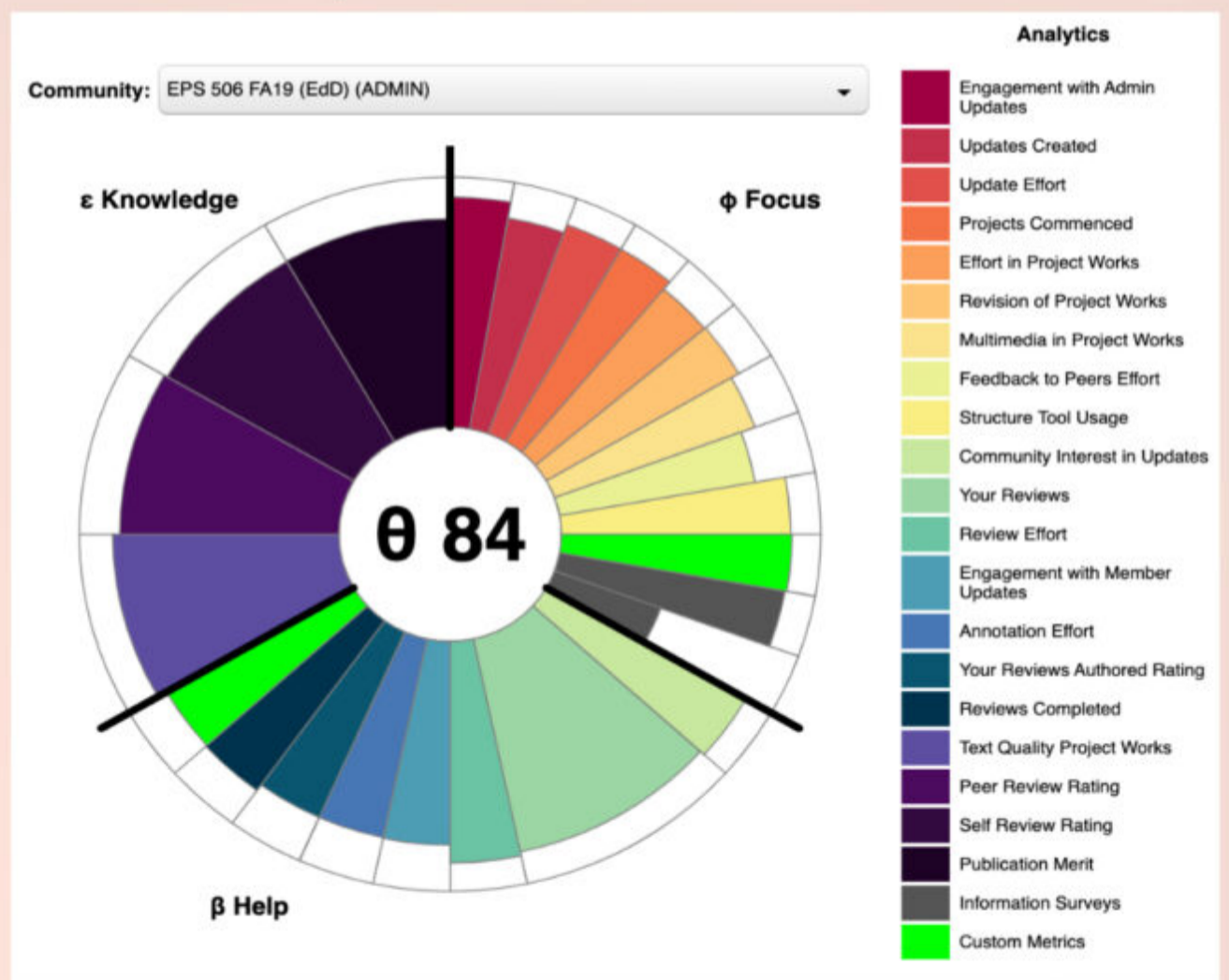
Final Grade Assessment

As noted above, a lesser grade may be assessed if certain requirements have not been met. Similarly, a final grade will be assessed after the following minimum requirements have been met:

- Course Project has been submitted for instructor review (be sure to submit the revision of your work after both peer and TA review)
- Course Project meets the minimum word count (3000) for the main body of the work in relevant sections
- Course Project uses the CGScholar structure tool
- At least 2 of the 3 Peer Reviews in CGMap – These are essential! Our system depends on recursive feedback.
- Course Project has at least 10 scholarly sources, and sources are cited sufficiently within the Theory and Analysis sections of the work
- Self-Review completed as an update
- 5 individual updates have been posted in the course community
- 7 or more comments on Admin Updates
- Peer comments on Personal Updates as well as Admin Updates

Grading Scale

This is a guiding scale for you to know what your score in Analytics is translated in letter grades.

For the final grade, we take into account your whole performance into the course and we decide your grade.

GRADE	A+	A	A-	B+	B	Incomplete	C, D & F
Earn at least	93+	85	80	75	70	If you score below 70, we give you the chance to work more and submit the requirements to change your Incomplete grade into a letter grade	Let's not go there

* Note - an A+ is a 4.0 and does not go higher than an A

Basic requirements to be fully completed in order to qualify for a grade above A-, despite your score in Analytics

- ✓ Comments on admin updates
- ✓ Your updates
- ✓ Work project started
- ✓ Oral/Video presentation
- ✓ Required reviews completed
- ✓ Comments on peer updates
- ✓ Published Work
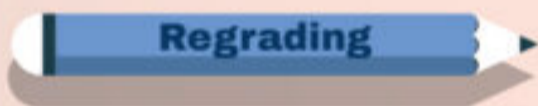
Regrading ▶ If you are unhappy with your score/grade, you are welcome to revise your work in order to have it re-graded.

TO REMEMBER

Keep track of your progress by checking the metrics in Analytics

Please submit your assignments on time! If you are late, prioritize the peer review requests, so you don't keep your peers waiting.

Analytics are updated specific times per day. It may take 1-2 days to see changes based on the time that the data were last processed. Some data are updated manually and they are entered fully by the end of the term. **Please be patient!**

Utilize the checklist to understand specific items that need to be completed. Ask for help from the TAs via email if you are unsure how to proceed or if you need clarification

Once a review is submitted, the rating cannot be changed. In the case of a data entry mistake by a peer, the impact will not be enough to impact your grade, given the amount of data collected.

Participation Requirements Checklist

Syllabus: In This Section

Weekly Course Schedule

Learning Design and Leadership (LDL) Program

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LDL Course Resources

Each course taught by Learning Design and Leadership Faculty (Dr. Cope, Dr. Kalantzis, or Dr. Francis) follows a similar cadence. Refer to the links below to learn how to navigate our courses as well as the current term's syllabus and related details.

In this section of our web site, you can find the following main pages:

In This Section

Syllabus

Current Courses: Basic Information, Key Links, Zoom Details, and Recordings

Weekly Schedule

APA Citation Reminders

Disability Resources Statement

Academic Integrity Statement

Courses FAQ

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LDL Courses Frequently Asked Questions
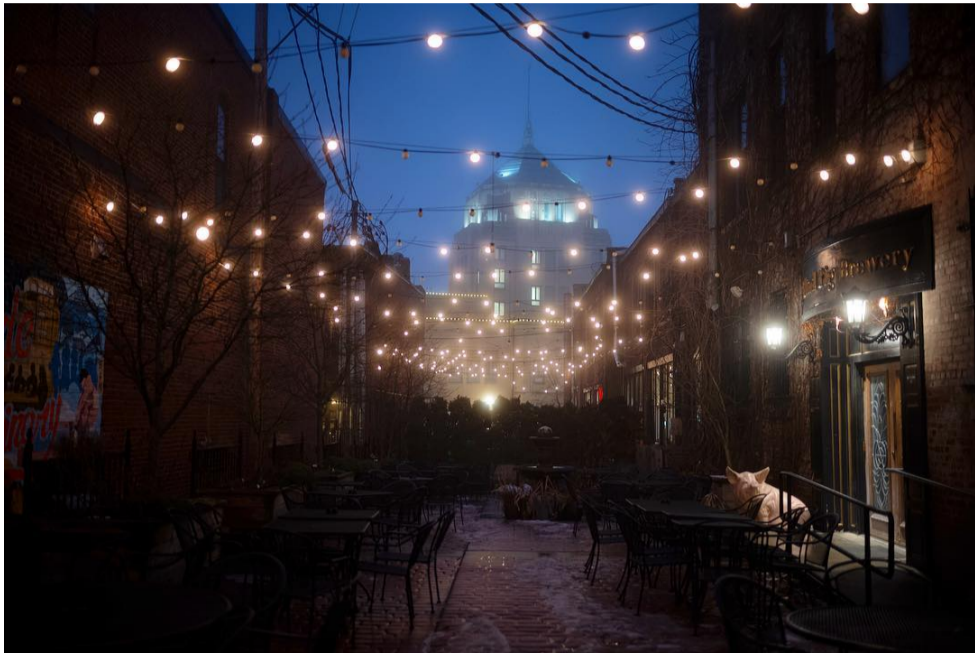
In This Section

LDL Program FAQs

LDL Courses FAQs

CGScholar FAQs

Exam-Dissertation Sequence Terms and FAQs

Advising Sessions and Workshops

Image: Middlescapes

The following are the most common questions we received related to an LDL course. We also receive several common questions associated with the CGScholar Platform

+ Where do I find the link for the synchronous session?

+ Where do I find the recordings of the synchronous sessions?

+ How do I easily find admin updates?

+ How do I start creating my Work?

+ How do I find my Work once I started it?

+ What does my Work need to be ready for Publication?

+ Where do I find examples of previous works?

+ How many reviews do I have to complete and by when?

+ Why is the coded annotations metric in Analytics not updated?

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Academic Integrity Statement

Image: **Middlescapes**

The Illinois Student Code is considered as a part of our courses' syllabus. Students should pay particular attention to Article 1, Part 4: Academic Integrity.

Read the Code at the following URL: https://studentcode.illinois.edu/ and complete the *student Academic Integrity training course* through enrolling at this link: https://canvas.illinois.edu/enroll/PXCHNG.

IMPORTANT!

> Academic dishonesty may result in a failing grade. Every student is expected to review and abide by the Academic Integrity Policy: https://studentcode.illinois.edu/article1/part4/1-401/

All the work you do in this course is very visible. Not only is plagiarism a terrible idea; it will be obvious in ways that is not obvious in traditional course formats because your work will be seen by many eyes. Fortunately, for these reasons, we experience very little plagiarism in our courses. However, just in case, here are some rules, additional to the University's standard rules.

1. **Citing Peers:** This is a collaborative knowledge community. We want you to learn from each other's work, as much as from the resources that we provide and that you identify. When you have learned something from a course participant, please cite the source. This might be an update they have made, or a peer-reviewed work. Include author, title, and a weblink as your citation.

2. **Self-Plagiarism**: Do not self-plagiarize, or copy work from previous updates or works, or other courses. All work must be new. If you want to refer to earlier work, cite it, including author, title, and a weblink as your reference.

3. **Generic Evaluations**: Do not copy/paste generic review text or annotations (an old teacher's trick, we know, when faced with the chore of grading). Comments and annotations must be tailored to a specific work.

4. **Responsibility to Report:** If you notice any problems with a work or the reviews you receive (for instance, plagiarism or reviews which are cut/pasted or offensive), you must inform the teaching assistant or instructor, no matter how uncomfortable you may feel to do this. This is for the sake of the offender as much as anything else—offending in another place may have even more serious consequences.

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APA Citation Reminders

Image: Middlescapes

Links to APA Resources

- https://apastyle.apa.org/style-grammar-guidelines/references/examples
- https://apastyle.apa.org/style-grammar-guidelines/citations/basic-principles/author-date
- https://apastyle.apa.org/instructional-aids/creating-reference-list.pdf

General Reminders

- Cite all Media, even if you are the author; this makes it clear that you have addressed all citations
- Parenthetical and Narrative citations have slightly different requirements. View the resources above for specific examples. The table below highlights a few examples only.

In-Text Citations

Parenthetical Citation	Narrative Citation
Parenthetical citation to a *whole textual work* (e.g. a book or an article): (Mattingly et al., 2012) or (Cope & Kalantzis, 2019)	**Narrative citation to a whole textual work:** Cope and Kalantzis (2019) conclude that… (note the difference – in the parenthetical citation, it would be (Cope & Kalantzis, 2019)
Repeat the year even if citing a source more than once in the same paragraph for the parenthetical citation.	*Do not repeat* the year if referencing a source more than once in the same paragraph for the narrative citation.
Specific pages in a textual work where an idea is represented, or a direct quote. Except when you are pointing to an idea which is encompassed by a whole text, direct people to specific pages. Do this whenever possible, a reference to specific pages is more accurate and helpful. Direct quotes must cite a specific page or pages. (Tzirides, 2020, pp. 27-28)	**Multiple narrative references to whole works.** Mattingly et al. (2012), Cope and Kalantzis (2019), and Tzirides (2020) agree …
Parenthetical citation to a video within the text. It is important that videos are introduced and integrated into an argument in the same way that direct quotes would be. Particularly when videos are long, the citation should be to a timestamped range. Include videos in the reference list. (Francis, 2018, 15:45-16.07)	**Narrative video citation:** Francis (2019, 15:45-16.07) states …
In-text video caption: Cite the author in the caption Fig. 7: Kara Francis speaks about the role of senses of community in learning (Francis 2019).	**In-text video caption:** write something about the video, which describes its contents or offers your reason for including it, then parenthetical citation that points to the full citation reference list:

Media Citations

- If media (e.g. image, table etc.) is from a book, journal article etc., include parenthetical citation in caption that points to a full citation in the reference list:

Fig. 8: Mattingly's model of authentic assessment: (Mattingly 2021, p. 17)

- If media is an image, infographic, or site on the web, be sure to acknowledge the source, but do not include in the reference list unless you want to cite a larger work of which it is a part:

Fig. 9: Robert Towns, slave trader. https://www.facebook.com/IndigenousWorldofEntertainment/posts/1737740096373274

End-of-Work Reference Listing

See Examples: https://apastyle.apa.org/style-grammar-guidelines/references/examples

- **Books, Journal Articles, Conference Proceedings etc.**

As per APA (book titles and article titles only have the first word capitalized; journal titles and volumes are capitalized and italicized)

- **Websites: See APA guideline for different circumstances:**

https://apastyle.apa.org/style-grammar-guidelines/references/examples/webpage-website-references

- **Video:** select a principal creator as "author", for instance, the main person who appears on a video, the video direct, the organization that initiated the video etc.

Robinson, K. (2006). Ken Robinson: How school kills creativity [Video]. TED
Conferences. http://www.ted.com/talks/ken_robinson_says_schools_kill_creativity.html

*Videos that are embedded do not require a listing in the references because there is a direct link.

- **Podcasts** are treated much the same way, except you use the identifier [Audio file].

- If an archived webinar is recoverable online, it can be cited as an online video as well. For example:

Axe, J., & Bell, T. (2017, March 27). Lunch and learn: Giving feedback on student writing [Webinar]. Royal Roads University. https://livestream.com/royalroads/events/7167907/videos/15278262

Examples from Admin Update 1B

- Towards Education Justice: A Pedagogy of Multiliteracies, Revisited
  - Cope, B., & Kalantzis, M. (2023). Towards education justice: Multiliteracies revisited. In B. Cope, M. Kalantzis, and G.C. Zapata (Eds), *Multiliteracies in international educational contexts: Towards education justice?* (forthcoming) (pp. 1-30).
- Education 2.0: Artificial Intelligence and the End of the Test
  - Cope, B. & Kalantzis, M. (2019). Education 2.0: Artificial intelligence and the end of the test. *Beijing International Review of Education*, *1*, 528-543.
- 'Education is the New Philosophy' – to Make a Metadisciplinary Claim for the Learning Sciences
  - Kalantzis, M. & Cope, B. (2014). Education is the new philosophy, to make a metadisciplinary claim for the learning sciences. In A.D. Reid, E.P. Hart, and M.A. Peters (eds), *Companion to research in education* (pp 101-115). Springer: Dordrecht. doi 10.1007/978-94-007-6809-3
- A Metalanguage for Learning: Rebalancing the Cognitive with the Socio-Material
  - Lim, F. V., Cope, B., Kal antzis, M. (2022). A metalanguage for learning: Rebalancing the cognitive with the socio-material. *Frontiers in Communication, 7*(Article 830613):1-15. doi: http://doi.org/10.3389/fcomm.2022.830613.
- The Changing Dynamics of Online Education: Five Theses on the Future of Learning
  - Cope, B. & Kalantzis, M. (2022) The changing dynamics of online education: Five theses on the future of learning. In C. Lütge (ed.), *Foreign language learning in the digital age: Theory and pedagogy for developing literacies* (pp. 9-33) Routledge. doi: https://doi.org/10.4324/9781003032083-3.
- Futures for Education Research
  - Cope, B. & Kalantzis, M. (2020). Editorial: Futures for research in education. *Educational Philosophy and Theory*, 53, 1-8. doi: https://doi.org/10.1080/00131857.2020.1824781
- Learner Differences in Theory and Practice
  - Kalantzis, M., & Cope, B. (2016). Learner differences in theory and practice. *Open Review of Educational Research, 3*(1), 85-132. doi:https://doi.org/10.1080/23265507.2016.1164616.
- The Things You Do To Know: An Introduction to the Pedagogy of Multiliteracies
  - Cope, B. & Kalantzis, M. (2015). The things you do to know: An introduction to the pedagogy of multiliteracies. In B. Cope & M. Kalantzis (eds.), *A pedagogy of multiliteracies: Learning by design,* (pp. 1-36). Palgrave.

- [The Digital Learner: Towards a Reflexive Pedagogy](#)
  - Kalantzis, M. & Cope, B. (2020). The digital learner: Towards a reflexive pedagogy. In M. Montebello (ed.), *Handbook of research on digital learning* (pp. xviii-xxxi). IGI Global.
- [Assessment and Pedagogy in the Era of Machine-Mediated Learning](#)
  - Cope, B. & Kalantzis, M. (2015). Assessment and pedagogy in the era of machine-mediated learning. In T. Dragonas, K. J. Gergen, S.McNamee , & E. Tseliou (eds.), *Education as Social Construction: Contributions to Theory, Research, and Practice* (pp. 350-74). Worldshare Books.

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Learning Design and Leadership (LDL) Program

Disability Resources Statement

Image: Middlescapes

To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor and the Disability Resources and Educational Services (DRES).

To contact DRES you may call 333-4603 (V/TDD) or e-mail a message to disability@uiuc.edu. View their web site at: https://www.disability.illinois.edu/applying-services

To ensure that disability-related concerns are properly addressed from the beginning, students with disabilities who require assistance to participate in this class are asked to contact the instructor as soon as possible.

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Email: kstucki@illinois.edu

Key Links

LDL Events
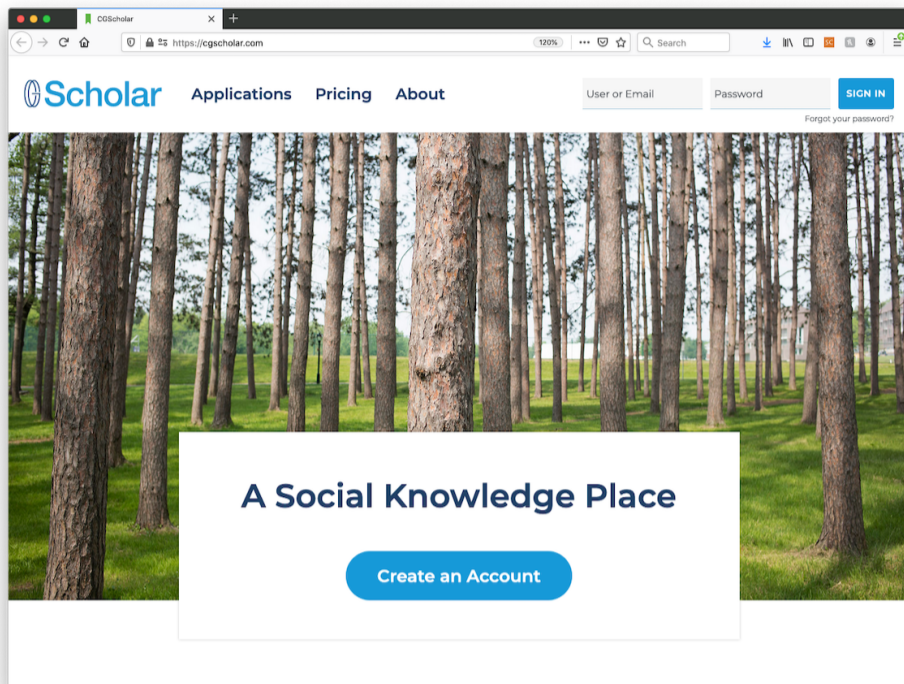
CGScholar

Learn More

Applying and New LDL Students

LDL Course Participants

LDL Dissertation Students

LDL Alumni

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CGScholar Info

[CGScholar](#) is the platform where all course material and the interactions with peers are accessed.

CGScholar is developed by a team of researchers in the College of Education in order to explore and advance the affordances of digital spaces for more effective and engaging online learning.

For some background information about CGScholar, visit this link.

CGScholar Help

If you are not familiar with the CGScholar learning environment, please visit our 'Getting Started in CGScholar' learning module and view the "For the Member" side of sections 1-4. Also, you can visit the CGScholar Tutorials.

For technical support as you navigate the CGScholar platform visit the following pages:

- LDL CGScholar Job Aid
- CGScholar Introduction Videos
- CGScholar Video Tutorials
- CGScholar FAQ

Creating an Account on CGScholar

- If you do not already have a CGScholar account, create one here. (Be sure that you also validate your account by responding to the post-creation email. If you don't receive a confirmation request by email, check your spam folder.)
- You have permanent access to and use of your personal CGScholar account at no charge. You can also use it with your students while enrolled in the LDL program. CGScholar is available for wider use through Common Ground Research Networks, a not-for-profit public benefit corporation in which William Cope and Mary Kalantzis are directors.

CGMap Help

CGMap is a concept mapping and peer review tool that is connected with CGScholar. You can access it by using the link under the Shares area in your course community or through this link.

To find instructions on how to use CGMap for your reviews in the LDL courses, please watch the following tutorial videos:

1. CGMap 2.0 Tutorial: Peer Review Process
2. CGMap 2.0 Tutorial: Feedback on Feedback Process

Privacy Settings

There is a settings link in pull-down menu behind your name on your personal profile page. Here, you are offered four different options. We request that you do not select the "private" option (the most private of the four options) during the course, because this will prevent other people from seeing your profile and your contributions to the course. You should leave your profile no less open than "closed." (Of course, feel free to change your settings to "private" at the conclusion of the course.) The most open of the four settings is public, which means people can see your page and your work who do not have CGScholar accounts. You might choose the "public" option if you wish to share our profile and portfolio with a potential employer. You can also create deep links to your profile or work to which you can point people directly.

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