

**FINAL EXAM: “Reflection Paper”**  
**CI 171: Understanding the Learner,**  
**Instructional Design and Assessment**

[josel@csufresno.edu](mailto:josel@csufresno.edu)

The intent of this assignment is to reflect on the course content. Develop an essay that encompasses the various topics, concepts, instructional theories and strategies that were covered in the course. Although you may write at the Recall and Comprehension levels to briefly describe characteristics of the particular topic, approach or strategy, your writing should focus on the top four levels of Bloom’s Taxonomy (Application, Analysis, Synthesis, and Evaluation). In the essay, indicate how and when you would implement (Application) the different concepts, teaching strategies in your classroom.

Please remember to use Bloom's as a framework for writing. When you describe and provide background on, for example, the Information Processing Family of Teaching Models, you are writing at the Knowledge and Comprehension levels. After you provide this foundational explanation you can choose one or two of the higher levels such as Application (How would I use it? or how have I used it?), Evaluation (What do I think about it?), etc. It is not necessary to include all the higher levels of Bloom's in each topic area. I am grading this quite holistically therefore I will be flexible in looking at your approach. I want to see your reflection on the content and how you might use it and what you think about it or how you create something from it, using Bloom's as your framework for writing.

Use the rubric to guide you in terms of how many areas you choose to write about (4 for an A). Remember to look at the topics as thematic sessions, for example, 1) Information Processing Family of Teaching models includes - Concept Formation, Concept Attainment, Synectics, Inquiry. The other family of models are 2) Social Family - Cooperative Learning, 3) Behavioral Family - Direct Instruction, Learning from Simulations, and 4) Personal Family - Non-directive teaching, Enhancing Self-Concept. There are other potential topics that are not necessarily models such as Critical Thinking - (Paradigms, CORT Thinking), and Brain Learning.

You may use any materials and books that we used in the class. Although it is okay to discuss the final with other students, please do your own writing. Do not hesitate to contact me if you have any questions. **Please submit online.**

## Rubric for Final Examination (20 points)

<b>Criteria</b>	<b>5 Indicator Met</b>	<b>3 Indicator Partially Met</b>	<b>1 Indicator Not Met</b>	<b>Score</b>
<b>Content</b>	This report covers all major aspects of the topic and is focused. In addition to the foundational levels of Bloom's, it shows evidence of the higher levels of the Taxonomy (application, analysis, synthesis, evaluation). The report references at least 4 areas of the instructional theories and strategies experienced in class.	This report covers several aspects of the topic but omits some important information. It shows evidence of the foundational levels of Bloom's Taxonomy (Knowledge & Comprehension). The report references at least 3 areas of the instructional theories and strategies experienced in class.	This paper is limited to one or two aspects of the topic. It shows evidence of the knowledge level of Bloom's Taxonomy. The report references at least 2 areas of the instructional theories and strategies experienced in class.	
<b>Organization</b>	This report is logically organized and easy to follow. The introduction presents the topics, the content follows in reasonable order, and the conclusion pulls information together	This report shows some evidence of organization, but it lacks a clearly constructed beginning, middle, and end. Connections among subtopics are sometimes unclear.	This report is difficult to follow because it lacks a logical organizational plan. It shifts from one idea to another without making logical connections.	
<b>Word Choice</b>	Words convey the intended message in a precise, interesting and natural way. The words are powerful and engaging.	The language is functional, even if it lacks much energy. It is easy to figure out the writer's meaning on a general level.	The writer struggles with a limited vocabulary, searching for words to convey meaning. The writing reflects more than one of these problems.	
<b>Use of Conventions and Professionalism</b>	This paper shows consistent use of standard English and correct spelling, punctuation, capitalization, and paragraphing. It is neat and legible.	This paper indicates a general observance of conventions, but several errors exist in spelling, mechanics, and form.	This paper shows little awareness of writing conventions. Neatness and legibility are minimal.	
<b>Total</b>				