

Module 2: Behaviorism, Cognitivism, & Rubrics

[Actions for 'Module 2: Behaviorism, Cognitivism, & Rubrics'](#)

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At the end of this module, students will be able to:

- Define behaviorist and cognitivist theories of learning and explore their strengths and weaknesses for online teaching and learning.
- Demonstrate how behaviorist and cognitivist theories can inform pedagogical and technological choices.
- Exercise Best Practices in the creation and implementation of rubrics for assessment.

READINGS / THINGS TO DO

- REQUIRED: Module 02 Overview under Course Content
- REQUIRED: Harasim, Chapters 3 & 4. pp. 30-58.
- REQUIRED: Kanuka, H. (2008). "Understanding eLearning Technologies in Practice through Philosophies-in-Practice" from [The Theory and Practice of Online Learning](#) (online book). pp. 91-118
- REQUIRED: Mertler, Craig A. (2001). [Designing Scoring Rubrics for your Classroom](#).
- REQUIRED: Peirce, W. (2006). [Designing Rubrics for Assessing Higher Order Thinking](#).
- RECOMMENDED: Sangrà, A., Guardia, L., & González-Sanmamed, M. (2007). [Educational Design as a Key Issue in Planning for Quality Improvement](#). In M. Bullen & D.P. Janes (Eds.) *Making the Transition to E-Learning: Strategies and Issues*, pp. 284-299. Hershey, Pa: Information Science Publishing.
- VISIT: the [Quality Matters Website](#) and review the [Quality Matters rubric](#)
- VISIT: the [Rubric for Online Instruction Website](#) and review [their rubric](#).
- PARTICIPATE: in the Module discussion as requested.
- POST in your Learning Journal regularly.