

Process Flow for Learning Science-Level 1 Badge

1. Complete a self-directed study of learning sciences.
2. Compose a 1-2 page summary of learning science concepts and methodologies that includes a recommendation for incorporating learning sciences into a new, existing, or previously attended course.
3. Submit summary for review, feedback, and approval IAW rubric.
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Note: If the summary/recommendation is approved, it can be used toward the completion criteria of the Learning Science-Level 2 badge.

Summary Evaluation Rubric for Learning-Science Level 1 Badge

Topic	Not Effective	Beginning	Developing	Accomplished	Rating
Write a 1-2 page summary clearly describing how discoveries in neuroscience apply to improving learning effectiveness	The summary did not include significant portions of the required topics and/or had many grammatical errors that detracted from the communication of ideas.	The summary included something on each required topic area, however, main ideas required further clarification and/or several grammatical errors reduced the clarity of the information.	The summary included well focused information on each required topic and/or minor grammatical errors that did not hamper the reader's overall understanding of the information.	The summary included well focused, detailed and accurate information on each required topic and was free of grammatical errors and held the reader's interest.	
Explain why the discipline of neuroscience is important to developing effective learning solutions.	The topic and main ideas are not clear.	There is one topic. Main ideas are somewhat clear.	There is one clear, well-focused topic. Main ideas are clear but are not well supported by the detailed information.	There is one clear, well-focused topic. Main ideas are clear and are well supported by detailed and accurate information.	<input type="checkbox"/> Not Effective <input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Accomplished
Explain the impact of sleep, nutrition, and exercise on learner performance.	The topic and main ideas are not clear.	There is one topic. Main ideas are somewhat clear.	There is one clear, well-focused topic. Main ideas are clear but are not well supported by the detailed information.	There is one clear, well-focused topic. Main ideas are clear and are well supported by detailed and accurate information.	<input type="checkbox"/> Not Effective <input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Accomplished
Explain what a life-long learner is and how to foster that mindset.	The topic and main ideas are not clear.	There is one topic. Main ideas are somewhat clear.	There is one clear, well-focused topic. Main ideas are clear but are not well supported by the detailed information.	There is one clear, well-focused topic. Main ideas are clear and are well supported by detailed and accurate information.	<input type="checkbox"/> Not Effective <input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Accomplished
Explain how you propose to incorporate at least two elements of learning science to a course you teach, develop, or can affect.	The summary and main ideas are not clear.	The summary is not fully developed. Has only one element or the summary elements are somewhat unclear.	There are two clear, well-focused elements. Main elements are clear but are not well supported by the research.	There are two clear well-focused elements. Main elements are clear and are well supported by detailed and accurate research.	<input type="checkbox"/> Not Effective <input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Accomplished
Mechanics of writing (spelling, punctuation, grammar, clarity of prose)	There are many spelling, capitalization, punctuation or grammatical errors. Frequent sentence errors interfere with communication of ideas. Use of simplistic or inappropriate vocabulary for audience and topics.	There are several spelling, capitalization, punctuation or grammatical errors. Several run-ons, fragments and/or unclear sentences exist. Use of emerging vocabulary with some awareness of audience and topics.	There are few spelling, capitalization, punctuation or grammatical errors. Only minor errors in sentence structure exist. Use of vocabulary suitable for audience and topics.	There are no spelling, capitalization, punctuation or grammatical errors. Correct and varied sentence structure exists throughout summary. Use of rich and interesting vocabulary for audience and topics.	<input type="checkbox"/> Not Effective <input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Accomplished

Rubric Ratings and Recommendations for Learning Science-Level 1 Badge

Criteria for Award	Rating for Individual Elements	Overall Certification
Summary is 1-2 pages and all topics are rated at the <i>Developing</i> level or higher.	_____ of 5 topics rated <i>Not Effective or Beginning</i> _____ of 5 topics rated <i>Developing</i> _____ of 5 topics rated <i>Advanced</i> .	<div style="text-align: center;"> _____ Certifier/Issuer Signature </div> <p style="text-align: center;">Summary meets criteria for award of digital badge by the issuer.</p>

Earner First Name	Earner Last Name	Earner Email (linked to Credly acct)	Date issued