



**Bowles CIED 5022  
EDOK Project Descriptor and Rubric**

**APA STYLE FOR EDOK**

The College of Education and Health Professions at the University of Arkansas has adopted the American Psychological Association (APA) writing style. In order to comply with these requirements, all bibliographies, article critiques or summaries, and papers must be APA style. Consult the 2010 Publication Manual of the American Psychological Association (6th ed.). APA style guidelines can also be found on the Internet at OWL <http://owl.english.purdue.edu/owl/resource/560/01/>.

**Citation example for a scholarly, peer-reviewed journal**

Hoyt-Oukada, K. (2003). Considering students' needs and interests in curriculum construction. *The French Review*, 76(3), 721-737.

**EDOK Article Summary**

You will write one article summary as part of your graded requirements. The purpose of the EDOK is to write a succinct evaluation of a piece of scholarly writing. You may choose one article from the bibliographies at the end of your textbook chapters or choose an article related to your own special interest regarding classroom management. Find the article, \ write your EDOK summary, and upload your summary and the article to Chalk and Wire. All EDOKs are typed, one-two page summaries with a self-reflection as a conclusion. Use 12 pt Times New Roman and include a heading with your name, date, and class name.

**Required Format : EDOK (Expert Distiller of Knowledge)**

The EDOK is a system that enables you to summarize articles in a succinct manner.

- ♣ **Bibliographic information:** Give a complete APA citation for the source (See example above).
- ♣ **Central theme:** State the central theme, concern, or argument of the author. Use your own words.
- ♣ **Main idea:** Each main idea, point, or position in the article should be stated in a complete sentence. Please do not use fragments. Use your own words.
- ♣ **Author's conclusion:** State the author's conclusion. Use your own words. Sometimes the author's conclusion is stated in the article and sometimes you must infer it.
- ♣ **Self-reflection (the most important part!):** State how the article is useful to you as an emerging professional and how it relates to Danielson's domains. Use your own words. First person usage is also acceptable for this part. "I like this article" or "This article was very helpful" are not sufficient. Papers should be well-edited for spelling, grammar, and punctuation. Please use academic discourse in your self-reflection. Slang and vagueness are also unacceptable.

**Example of an EDOK paper:** \*The references to Pathwise in the last paragraph would be replaced with Danielson's model during this semester.

**Bibliographic Information:**

Whicker, K., M., Bol, L., & Nunnery, J. A. (1997). Cooperative learning in the secondary mathematics classroom. *Journal of Educational Research*, 91(1), 42 – 48.

**Central Theme:**

The author investigates the effects of cooperative learning on students' achievement and attitudes in rural secondary mathematics classrooms.

**Main Ideas:**

- ▲ Cooperative learning has been proven to have several positive affective outcomes at the elementary and middle schools level; however, little research has been conducted to prove the effectiveness of cooperative learning at the secondary level.
- ▲ Cooperative learning is a type of teaching technique in which students are separated into learning groups and put in charge of their group's learning through a variety of methods.
- ▲ Cooperative learning facilitates mathematical achievement at the secondary level.
- ▲ Students display a positive outlook concerning cooperative learning.
- ▲

**Author's Conclusion:** The author proposed to investigate the effects of cooperative learning in a rural secondary classroom. In particular, the author explored the effects of cooperative learning on students' achievements and attitudes. Due to similar research that has been conducted regarding this topic, the author hypothesized that cooperative learning groups would have a positive effect on both students' achievement and students' attitudes. The results of this research affirmed the author's hypothesis that students' achievement levels are positively affected by cooperative learning. In fact, the results of this study showed that cooperative learning can be an affective technique used to teach advanced mathematical topics. Additionally, this study proved that students respond positively, thus have a positive attitude towards cooperative learning.

**Self-Reflection:**

This article proved useful as it discussed positively effective techniques that could be used in the mathematics classroom, my discipline area. As a future educator, as most educators, I am extremely concerned with the most effective strategies and techniques that can be used to extend students' understanding as well as techniques that students enjoy and positively respond to. The results of this study showed that the students who learned using the cooperative learning technique out-performed the students who did not receive instruction through cooperative learning on three different unit tests. The study also showed, through the use of surveys, that the students in the experimental group responded positively and gave little negative feedback when asked about the cooperative learning groups. This article proves that cooperative learning is a beneficial technique to use in a mathematics classroom; thus as an educator, I will incorporate cooperative learning into my classroom. The study showed that some students wished their groups had rotated or had not been pre-assigned. When implementing this technique in my own classroom, I will keep these requests in mind when organizing my cooperative groups.

This study relates to Pathwise Domain A4 as one must plan lessons keeping in mind that cooperative learning is beneficial to students and plan accordingly. Thus, I will need to select

the appropriate teaching methods and learning activities that coincide with cooperative learning. The research also relates to Pathwise Domain C2 and C3 as cooperative learning has been proven to make material more comprehensible to students, and student groups will encourage students to extend their thinking to integrate other students learning and understanding into their own.

**Rubric for EDOK  
CIED 5022 Bowles Tenet Four EDOK**

	<b>Excellent</b>	<b>Acceptable</b>	<b>Needs Work</b>
<b>Bibliography 5 pts.</b>	All bibliographic information is included and in correct format. 5	Most bibliographic information is included and in correct format. 4-3	Bibliographic information is not included or is in incorrect format. 2-0
<b>Central Theme 5 pts.</b>	Theme is appropriate and is stated coherently. 5	Theme is stated, but is either partly misunderstood or incomplete. 4-3	Theme is not stated or is inappropriate for the article. 2-0
<b>Main Idea 5 pts.</b>	Main idea is accurate. 5	Main idea is accurate, but is not coherent. 4-3	Main idea is not stated or is inaccurate. 2-0
<b>Author's Conclusion 5 pts.</b>	Author's conclusion is appropriate for the article and is stated in words original to the writer of the summary. 5	Author's conclusion is somewhat appropriate for the article, although the major conclusion has been missed. It is stated in words original to the writer of the summary. 4-3	Author's conclusion is not included or is inappropriate for the article. Words used are mostly copied from the article. 2-0
<b>Self Reflection 7 pts.</b>	Evaluative comments include specific reasons why the article is useful and how it connects to Danielson's domains. Words used are original to the writer of the summary. 7-6	Evaluative comments are vague and not as specific as they need to be; Danielson connection is limited. Words used are original to the writer of the summary. 5-3	Evaluative comments are not included or are so vague as to not make sense; no connections to Danielson occur. Words used may be copied from the article. 2-0
<b>Editing / Usage / Syntax 3pts.</b>	The paper is well-edited and there are no more than five errors. 3	Some editing is apparent. No more than ten errors are noted. 2-1	More than ten errors in editing are noted. 0
<b>Total Points: 30</b>			
<b>Comments</b>			