# Course Description

This course provides an overview of learning theories and their relationship to the facilitation of optimal learning environments. Through research, you will examine human learning over the lifespan, study developmental and cognitive learning theories, and apply learning theories to problems in education. The applied practices of school life, such as classroom management, curriculum development, learning standards, intelligence and testing, diversity, language development and acquisition, exceptionalities, evaluation, outcomes assessment, and technology, will be analyzed and critiqued. This course requires 20 hours of Field Experience.

# University Learning Outcomes (ULO)

* **ULO1**:Knowledge of Human Cultures and the Physical and Natural World
* **ULO2**: Intellectual and Practical Skills
* **ULO3**: Personal and Social Responsibility
* **ULO4**: Integrative and Applied Learning
* **ULO5**: Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# Program Learning Outcomes (PLO)

**MSED/Master Teacher**

* **PLO1:** Apply theoretical and practical knowledge in support of your professional practice. (ULO 2, 4)
* **PLO2:** Utilize educational research and develop your own research interests and agenda. (ULO 2, 3)
* **PLO3:** Examine and critique the economic, political, cultural, historical, and social influences that impact education in the United States. (ULO1, 3, 5)
* **PLO4:** Apply policies, statutes, and rules established by state and local agencies relating to judicious application of disciplinary methods and behavioral procedures. (ULO 3, 4)
* **PLO5:** Identify and use instructional methods and curricula that are appropriate and effective in meeting the needs of individual learners. (ULO 1, 2, 4, 5)

# Course Learning Outcomes (CLO)

* **CLO1**: Analyze the developmental stages of learning.
* **CLO2**: Analyze the impact of social, emotional, language, and gender development on learning.
* **CLO3**: Determine how to effectively apply learning theories to issues in education.
* **CLO4**: Determine how to create an optimal learning environment utilizing various learning theories.
* **CLO5**: Evaluate the impact of educational technologies on school life.

# Student Expectations

Students are expected to:

* ask probing and insightful questions related to course content.
* make meaningful and relevant connections and application to their own learning process.
* be productive and contributing members of class discussions.

# Required Course Materials

The American Psychological Association. (2012). Publication manual of the American Psychological Association (6th ed.). Washington, DC.

ISBN: 978-1433805615

# Suggested Point Values

|  |  |  |
| --- | --- | --- |
| **Assessment** | **Point Value** | **Due** |
| **Week 1** |  |  |
| Discussion: Video Introduction | 10 |  |
| Discussion: Educational Perspectives | 25 |  |
| Reflective Journal: Educational Perspectives | 50 |  |
| Assignment: What Motivates Me | 50 |  |
|  |  |  |
| **Week 2** |  |  |
| Discussion: Human Development and Education | 25 |  |
| Discussion: Nature versus Nurture | 25 |  |
| Assignment: Tracking Human Development | 50 |  |
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| **Week 3** |  |  |
| Discussion: Diversity and the Changing Role of Classroom Teachers | 20 |  |
| Discussion: Differences Amongst Learners | 20 |  |
| Assignment: Inquiry into Educational Diversity Paper | 50 |  |
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| **Week 4** |  |  |
| Discussion: Student Viewpoints of Educational Technology | 20 |  |
| Discussion: Impact of Technology | 20 |  |
| Reflective Journal: New Learners of the 21st Century | 10 |  |
| Discussion: Draft of Education Theorists Presentation | 75 |  |
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| **Week 5** |  |  |
| Discussion: Learning Styles Preparations | 20 |  |
| Discussion: KTS-II Results | 20 |  |
| Assessment and Reflection | 100 |  |
| Assignment: Final Education Theorists Presentation | 100 |  |
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| **Week 6** |  |  |
| Applying Motivation Theories | 25 |  |
| Discussion: Motivation and Classroom Management | 20 |  |
| Assignment: Draft of Learning Theory Application Presentation | 150 |  |
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| **Week 7** |  |  |
| Discussion: Assessment | 20 |  |
| Discussion: General Lessons on Teaching and Learning | 20 |  |
| Assignment: Final Learning Theory Application Presentation | 25 |  |
| Field Experience Log | 50 |  |
|  |  |  |
| **Total Points** | **1000** |  |

**Grading Scale**

|  |  |
| --- | --- |
| **Grade** | **Range** |
| A | 93-100 |
| A- | 90-92 |
| B+ | 87-89 |
| B | 83-86 |
| B- | 82-80 |
| C+ | 77-79 |
| C | 73-76 |
| C- | 70-72 |
| D+ | 67-69 |
| D | 63-66 |
| D- | 60-62 |
| F | 59 |

# Course Schedule

|  |  |  |
| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |
| Six |  |  |
| Seven |  |  |

# Weekly Learning Modules

|  |  |  |
| --- | --- | --- |
| Start Here: Your Course Experience |  | |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Describe the major assignments of the course. | CLO1 | |
| ***Required Learning Resources and Activities****: Students must complete any resources and activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Field Experience**  For this course, you are expected to complete **20 hours** of field experience. For this experience, you must find a variety of classroom teachers to observe at the grade level of your concentration.    Please make sure to use the Field Experience Log to document your hours (must be signed by the professional you are observing).    **Review** the Field Experience Log and Instructions Sheet located in Blackboard. | N/A | N/A |
| **Assignments Overviews**  **View** the major assignment overviews on the following:   * Theorist Presentation Assignment (includes lecture and activity) * Learning Theory Role Play Assignment (click-through presentation)   *Note*: Each overview provides information about the assignment, as well as an overview of relevant content.  **Post** a confirmation that you have viewed each of the overviews, along with any questions you may have about the assignments to the Assignments Overview discussion forum. | 1.1, 1.2 | Lecture Activity and Post:  **30 minutes** |
| **Tutorials**  During this course, you will be asked to use and participate in various technologies to complete activities and assignments.  **Review** the tutorials available on Blackboard as needed.  **Click** the **Student Resource** button from the sidebar menu on the left. | N/A | N/A |
| **Resource: Weekly Discussion FAQ**  **What are weekly discussions?**  Each week of this course, and indeed, most courses, you’ll be required to participate in weekly discussion forums on course topics. The purpose of the weekly discussions is to work through course concepts in a group, to offer opinions and thoughts, and get feedback from your instructors and your peers. Discussions are one of the primary ways in which you will collaborate with your peers throughout the program, and it’s very important that you take these discussions seriously.  **What are the requirements?**  Each week, you will respond to the discussion questions with a substantive post of 200–250 words that addresses all the prompts for the question by 11:59 p.m. EST of the listed due date. By the conclusion of each week, Sunday at 11:59 p.m. EST, you will make at least one substantive comment of 100–150 words to three of your classmates’ posts for each assigned discussion question.  **What is a substantive post?**  A substantive post has the following features:   * Addresses all the questions and/or prompts in the discussion * Adds your own perspective to the discussion * Is well reasoned and well researched. This means you should include in-text citations as well as a reference section at the end of your initial post. * Includes information that adds to the discussion through further questions, noting resources you found on the subject or responding to material that you’ve used to prepare for the discussion   You should complete all your reading, watch each required video, and complete all assigned activities before participating in your weekly discussions. Do not participate in the discussion until you have learned about the subject!  **What is a substantive comment?**  A substantive comment, like a substantive post, will accomplish the following:   * Addresses the interesting, controversial, or relevant points of the original post * Adds your own perspective to the comment * Is well reasoned and well researched * Furthers the discussion by following the RISE Model for Peer Feedback   The components of the RISE Model include:   * Reflect   + A comment that ***reflects***will restate the ideas and focus on singular aspects of them, clearly stating assumptions and outcomes, and articulate the cause and effect of actions and individuals. * Inquire   + A comment that ***inquires*** will look to ask questions about the initial post to reveal more information or help the original poster come up with new ideas. * Suggest   + A comment that ***suggests*** will provide concrete ideas for improving, expanding, or repurposing information in the post for immediate use. * Elevate   + A comment that ***elevates*** will provide concrete ways to improve, expand, or repurpose the information in the post for future iterations. This is useful because it shows that you are thinking at a higher level and gives valuable feedback that helps the other student grow as well.   **What’s my timeline for my initial post? How about my comments?**  The schedule for the initial post and the comments for each week is the same throughout the entire program:   * Your initial post to any discussion must be made before 11:59 p.m. EST on **THURSDAY**. * All your required comments must be made before 11:59 p.m. EST on **SUNDAY**.   It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement for discussion boards.  It’s important that you make your discussion posts on time, because other students are waiting to read your posts so they can process them and then write their comments for the week.  **I have other questions about discussion forums!**  Contact the instructor for your course. They have the final authority over discussions in their course and can answer any of your questions. | N/A | Review and prep: research, preparation, composition, feedback=  **30 minutes** |

# Faculty Notes

**Start Here: Your Course Experience**

The purpose of this section is to collect all the resources that a student needs to get oriented to the course and de-conflict them from the Week One Activities. If students are having issues with discussion forums, refer them to this section. A similar resource exists for APA formatting – it is located in Week Two and on the sidebar.

Be sure to explain the Field Experience Log and Instructions perhaps in your Adobe Connect session or through an announcement.

**Course Welcome**

Make sure you record/post a short introduction for your students. Model the sort of presentation you would like to see from your students. This should be a video introduction if at all possible.

**Safe Assign and Plagiarism**

Announce to students at the beginning of the course that the assignments in the course will be checked by Safe Assign for plagiarism. This toggle has already been set for all assignments in the course, but not for discussion boards.

**Watch** the following video, which explains how to set up Safe Assign for assignments: <https://cloud.ensemblevideo.com/Watch/i5FAa7s4>

*Note*. The video also explains how to add materials to the Safe Assign check list – if you suspect students are copying from the discussions, you can add those posts to the Safe Assign list to check.

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| Week One: Educational Perspectives |  | |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Explain various perspectives on teaching and learning. | CLO3 | |
| * 1. Analyze key principles from various educational theorists. | CLO4 | |
| * 1. Apply American Psychological Association (APA) style guidelines. | CLO4 | |
| ***Required Learning Resources and Activities****: Students must complete any resources and activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Course Welcome**  **View** the “Welcome to EDU 502” video posted by your professor.  **Post** a short biography introducing yourself that includes how you would define teaching and learning to the Introductions discussion forum by Wednesday.  **Respond** to five of your classmates’ posts by Sunday. | 1.1 | Discussion: **1 hour** |
| **Week One Reading**  **Read** the following articles:   * Steele, C. F. (2010). Inspired responses. *Educational Leadership, 68*(4), 64–68, located on Blackboard. * Sitler, H. C. (2009). [Teaching with awareness: The hidden effects of trauma on learning](http://libproxy.gmercyu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ821074&site=ehost-live). *Clearing House: A Journal of Educational Strategies, Issues and Ideas, 82*(3), 119–123. * Jacobs, A. K., Vernberg, E., & Lee, S. J. (2008). [Supporting adolescents exposed to disasters](http://libproxy.gmercyu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ809080&site=ehost-live). *The* *Prevention Researcher, 15*(3), 7–10.   **Post** any comments or questions in the Week One General Discussion. | 1.1, 1.2 | Discussion: Reading, comments, review=  **30 minutes** |
| **APA Self-Assessment**  **Complete** the APA Self-Assessment, located on Blackboard, before reviewing the APA resources below.This self-assessment is not scored. |  |  |
| **Resource: American Psychological Association Formatting**  During this program, you will be using American Psychological Association (APA) formatting for your formal papers. In some courses, you will be expected to use APA style in your general writing, including in discussion forums. In some courses, you may use a more informal mode of writing, generally during reflective journals where you are not asked to integrate any other sources into your reflection. Still, learning and using APA style guidelines in your writing will help you to produce better work, and it is well worth the effort to ensure you use the style as best as you can.  For more information about APA, review the American Psychological Association’s webpage: <http://www.apastyle.org/learn/faqs/what-is-apa-style.aspx>  **General Guidelines for Using APA in your Work:**  **When is it appropriate to use the APA style guidelines in your Gwynedd Mercy educational career?**  You should assume that the APA style guidelines are the default assumption for all your academic writings in your program. Occasionally an assignment may specifically say that you do not have to use the style, but that’s more of an exception than a rule.  Anytime you are using a journal article, a book, a website, or any other outside materials, you should cite those materials using the APA style guidelines. It doesn’t matter if you’re writing a discussion post, a journal, or a formal research paper – if you have used a separate resource, you **MUST** cite that resource using the correct APA style.  **When can I use a different style?**  You should assume that the APA style guidelines are the default for all of your works. However, if you are writing one or two paragraphs that require no citations, a personal reflection or description of a previous experience, or if you have explicit instructions, you may use a more informal writing style. If in doubt, always contact your instructor, who has the final authority on the requirements of your assignments.  Remember that you are writing for an academic audience – informal writing must still be *professional* writing.  **APA Resources and References**  It is highly recommended that you purchase a copy of the current APA style guidelines, as having a ready reference will make it easier for you to ensure you’re using the style correctly.  There are also online references that contain much of the pertinent APA style guidelines, but these references sites are not guaranteed to be accurate. Among the best of these sites is the Purdue Online Writing Lab website: <https://owl.english.purdue.edu/owl/resource/560/01/>  The Academic Resource Center at Gwynedd Mercy has also released a condensed set of APA style guidelines for students, which you can save to your computer: [http://my.gmercyu.edu/web/academic-resource-center/academic-resource-center?p\_p\_id=20&p\_p\_lifecycle=0&p\_p\_state=maximized&p\_p\_mode=view&p\_p\_col\_id=column-2&p\_p\_col\_count=1&\_20\_struts\_action=%2Fdocument\_library%2Fview&\_20\_folderId=1345601&\_ga=2.110341645.944974433.1529586970-838633151.1529586969](https://na01.safelinks.protection.outlook.com/?url=http%3A%2F%2Fmy.gmercyu.edu%2Fweb%2Facademic-resource-center%2Facademic-resource-center%3Fp_p_id%3D20%26p_p_lifecycle%3D0%26p_p_state%3Dmaximized%26p_p_mode%3Dview%26p_p_col_id%3Dcolumn-2%26p_p_col_count%3D1%26_20_struts_action%3D%252Fdocument_library%252Fview%26_20_folderId%3D1345601%26_ga%3D2.110341645.944974433.1529586970-838633151.1529586969&data=02%7C01%7Ccsalemma%40synergiseducation.com%7C9d22259ff47442bf6b2508d5d77c1397%7C7a9bcbb102ab4062aafc53c0ba30b9ac%7C0%7C0%7C636651850282965499&sdata=O5r0PJ1GvU1YnxKTegXnZw9jC7HEDOTtBFMXPmIBsYM%3D&reserved=0)  The Writing Center at Gwynedd Mercy can help you learn and use APA style appropriately. If you anticipate needing extra assistance, be sure to contact them as soon as you can – they will help you work through the guidelines, but they will not write your citations for you.  **Read** the article titled [“Teaching Students to Avoid Plagiarism”](https://www.cultofpedagogy.com/preventing-plagiarism/) by Jennifer Gonzalez. It not only provides you with tips on how to teach this topic to students, but it also provides you with tools to be successful in this area.  **Post** any comments or questions in the Week One General Discussion. |  | Discussion: Reading, comments, review=  **30 minutes** |
| **Upcoming Assignment: Education Theorists**  In this course, you will be exploring learning theories, applying those theories to problems in education, and analyzing the state of education today through these theories and your own individual lens of experience. This assignment will have you describe the biography of a leading education theorist, explain their contributions, and explain how their contributions affect the educational landscape today.  During this week, your instructor will assign you one of the following theorists:   * Albert Bandura * Benjamin Bloom * Jerome Bruner * Carl Rogers * John Dewey * Erik Erikson * Paulo Freire * Robert Gagné * Howard Gardner * Carol Gilligan * William Glasser * Lawrence Kohlberg * John Locke * Robert Mager * Abraham Maslow * Ivan Pavlov * Jean Piaget * Jean-Jacques Rousseau * B. F. Skinner * Lev Vygotsky   **Create** a multimedia presentation using Microsoft® PowerPoint® or another presentation software, including full audio narration, about your assigned theorist and the impact of their ideas. Be sure to adhere to APA requirements. The audience for this presentation would be teaching colleagues attending a professional development conference. Be sure to include interactive components. Nobody likes to sit through a professional development session that has no active engagement.  **View** the following presentation to see an exemplary model that adheres to these general guidelines for any presentation:  **Complete** each of the following in your presentation:   * Briefly discuss your assigned theorist’s biographical information. * Analyze the key principles and theories associated with your assigned theorist. * Discuss your assigned theorist’s influence on teaching and learning. * Provide three examples that apply the key principles and theories associated with your assigned theorist to problems in education.   **Post** the initial draft of your presentation to the Theorists Presentations discussion forum by Sunday of Week Four.  **Review** your classmates’ presentations, and post two substantive comments no later than 11:59 p.m. EST on Thursday of Week Five.  **Review** thecomments and questions from your classmates.  **Revise** your presentation to take into account the feedback you’ve received.  **Submit** a revised presentation to Blackboard no later than 11:59 p.m. EST on Sunday of Week Five. | CLO4 | Review and prep: research, preparation, composition, feedback=  **45 minutes** |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Adobe Connect Live Discussion**  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the class and will discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  *Note***:** A recorded lecture will be made available to those who are unable to attend the live session. | N/A | Live Discussion: lecture and discussion = **1 hour** |
| **What Kind of Teacher Should I Be? Quiz**  **Click** on the link to take this quiz to see which concentration suits you best. Do your results match the concentration track in which you are currently enrolled? Just some food for thought.  <https://www.gmercyu.edu/academics/learn/what-kind-of-teacher-should-I-be> | N/A | N/A |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: Video Introduction**  **View** the “Welcome to EDU 502” video posted by your professor.  **Record** a video introducing yourself.  **Include** the following:   * Your professional goals * Your hobbies/interests * Whether or not you work in a classroom environment * What led you to the teaching profession * How you define teaching and learning   **Post** your video to the discussion forum by Wednesday.  **Respond** to all of your classmates’ posts by Sunday. \*\*You do not have to use the RISE Model for these responses.\*\* | 1.1 | Discussion: **1 hour** |
| **Discussion: Educational Perspectives**  In this week’s reading, you’ve encountered a few different education pedagogies – different ways of thinking about the process of teaching and learning. In this discussion, you will offer your personal thoughts about how these perspectives differ and how they are similar. In addition, you will be asked to share a personal experience that demonstrates at least one of these perspectives.  **Respond** to the following questions in the “Educational Perspectives” discussion forum no later than 11:59 p.m. EST on Thursday:   * What are the differences and similarities in the educational perspectives you encountered this week? * Have you had an educational experience that was influenced by one of the educational perspectives that you encountered this week?   + If so, briefly describe that experience, including how effective you felt the techniques involved were.   + If you have not had an experience with these educational perspectives, describe a way that you could apply one of these perspectives to a real-life situation.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates’ posts by Sunday.  *Note*: You should be applying the RISE Model for Peer Feedback in your discussion responses. **Review** the RISE Model for Peer Feedback and ensure that your responses are substantive. | 1.1 | Discussion= Initial post, thoughtful commentary: **1 hour** |
| **Reflective Journal: Educational Perspectives**  This assignment is intended to be a more formal version of the elements of the discussion that you had this week regarding various educational perspectives. While you are responding to the journal prompts and questions, ensure that you are following APA writing style guidelines.  **Write** a 350–500-word reflective journal in which you address the following questions:   * Which perspective on teaching and learning do you agree with the most? Which do you disagree with the most? Justify your responses. * If you had to put one of these perspectives into practice in a classroom, how would you go about it? Provide concrete details and justifications from journal articles and other academic resources.   *Note*: In this journal assignment, it is mandatory that you cite at least two academic sources to justify your work and thoughts.  **Submit** your assignment to your instructor via Blackboard no later than 11:59 p.m. EST on **SUNDAY**. | 1.2, 1.3 | Reflective Journal: Composition, research, feedback=  **30 minutes** |
| **Assignment: What Motivates Me**  One of the best ways to put yourself in the shoes of your students is to ask them what excites or motivates them to do their best work. Part of knowing how to motivate your students is knowing what you yourself are motivated by. In this assignment, you’re going to create a visual collage in which you describe the types of things that motivate you. This assignment can include visual references, written references, and other types of multimedia.  **Create** an audio-visual depiction of what motivates you using Microsoft® PowerPoint®. .or another similar program.  **Include** the following in your presentation:   * Visuals – Images, quotations, etc. * Audio – A recording of yourself synced to your presentation   *Note*: You can access the course tutorials for more information about how to create an audiovisual presentation using PowerPoint.  **Submit** your assignment to your instructor via Blackboard no later than 11:59 p.m. EST on **SUNDAY**. | 1.1, 6.1 | Assignment: Composition, research, feedback= **1 hour** |

# Faculty Notes

**Resource: American Psychological Association Formatting**

Students in this program are expected to follow APA guidelines for formatting. Refer students to the APA FAQ on the sidebar or to the Writing Center if they continue to have issues with formatting/sourcing.

**Adobe Connect Live Discussion Session**

During the live class discussion session using Adobe Connect you should take the time to show students where they go to get the results of the rubrics used to grade discussion assignments.

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| Week Two: Human Development and Education |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Analyze the influence of human development on the psychology of education. | CLO1, CLO2 | |
| * 1. Compare the impact of nature versus nurture on academic, social, and emotional development. | CLO1 | |
| ***Required Learning Resources and Activities****: Students must complete any resources and activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Week Two Reading**  **Read** the following articles:   * Trost, S. G. & van der Mars, H. (2010). [Why we should not cut P.E](http://eprints.qut.edu.au/72258/1/72258(pub).pdf). *Educational Leadership, 67*(4), 60–65. * Collins, K. M., & Griess, C. J. (2011). It's all in the game: Designing and playing board games to foster communication and social skills. *Young Children, 66*(2), 12–19. * Robins, R. W., Trzesniewski, K. H., & Donnellan, M. B. (2012). [A brief primer on self-esteem](http://libproxy.gmercyu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ976380&site=ehost-live). *Prevention Researcher, 19*(2), 3–7. * Graham, S. (2010). [What educators need to know about bullying behaviors](http://libproxy.gmercyu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ898515&site=ehost-live). *Phi Delta Kappan, 92*(1), 66–69. * Winters, K. C., & Arria, A. (2011). [Adolescent brain development and drugs](http://libproxy.gmercyu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ925546&site=ehost-live). *Prevention Researcher, 18*(2), 21–24.   **Post** any comments or questions to the Week Two General Discussion Forum. | 2.1, 2.2 | Discussion: Reading, comments, review=  **45 minutes** |
| **Resource: Development in Children**  **View** “[The Developing Child](http://www.learner.org/series/discoveringpsychology/05/e05expand.html)” video [27:33] from the Discovering Psychology video series.  **Post** any comments or questions to the Week Two General Discussion Forum. | 2.2 | Lecture: Viewing, discussion, responses=  **45 minutes** |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: Human Development and Education**  **Respond** to the following questions in the “Human Development and Education” discussion forum by Thursday:   * How does human development affect student learning? * Does our current system of education match up to our understanding of development? Justify your response.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates’ posts by Sunday. | 2.1, 2.2 | Discussion= Initial post, thoughtful commentary: **1 hour** |
| **Discussion: Nature versus Nurture**  **Respond** to the following questions in the “Nature Versus Nurture” discussion forum by Thursday:   * In your opinion, do your genes determine who you are? * In your opinion, do environmental factors shape your personality, your height and weight, and the other characteristics that make you ‘you’? * How do these factors affect a student’s academic success? Can teachers make a difference? Why or why not?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates’ posts by Sunday. | 2.1, 2.2 | Discussion= Initial post, thoughtful commentary: **1 hour** |
| **Assignment: Tracking Human Development**  **Select** two continuous age groups of school-age children.  **Write** a 450–700-page paper that compares students from two age groups, explaining the developmental changes that occur and how they influence how the target population changes.  **Include** the following in your paper:   * A summary of the general state of development in the first stage * An explanation of the changes on the age group’s academic, social, and emotional development * Strategies for teaching to the group as their development changes   **Submit** your paper to Smarthinking by Wednesday. **Take** a screenshot of your submission.  **Review** the feedback from Smarthinking and **revise** your paper accordingly**.**  **Submit** your Smarthinking submission screenshot, Smarthinking feedback, and final paper to Blackboard by Sunday. | 2.2 | Paper: Research, composition, feedback=  **1 hour** |

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| Week Three: Differences Amongst Learners |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Analyze the impact of diversity on learning. | CLO2, CLO4 | |
| * 1. Compare the educational impact of traditional and evolving roles in our society. | CLO2, CLO3 | |
| ***Required Learning Resources and Activities****: Students must complete any resources and activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Week Three Reading**  **Read** the following articles:   * Solar, E. (2011). [Prove them wrong: Be there for secondary students with an emotional or behavioral disability](http://libproxy.gmercyu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ940126&site=ehost-live). *TEACHING Exceptional Children, 44*(1), 40–45. * Dill, V. S. (2010). [Students without homes](http://libproxy.gmercyu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ971280&site=ehost-live). *Educational Leadership, 68*(3), 43–47. * Eliot, L. (2010). [The Myth of Pink and Blue Brains](http://libproxy.gmercyu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ971278&site=ehost-live). *Educational Leadership*, 68(3), 32–36. * Gould, J. C., Staff, L. K., & Theiss, H. M. (2012). [The right fit for Henry](http://libproxy.gmercyu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ982178&site=ehost-live). *Educational Leadership, 69*(5), 71–73. * Morgan, H. (2010[). Improving schooling for cultural minorities: The right teaching styles can make a big difference](http://libproxy.gmercyu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ872489&site=ehost-live). *Educational Horizons, 88*(2), 114–120.   **Post** comments or questions to the Week Three General Discussion. | 3.1, 3.2 | Discussion: Reading, comments, review=  **30 minutes** |
| **Resource: Diversity in Learners**  **View** the “[Valuing Diversity in Learners](http://www.learner.org/workshops/tfl/session_06/analyze.html)” video [28:22] from the Teaching Foreign Languages K–12 Workshop by Annenberg Learner.  *Note*: Scroll down the webpage to locate and play the video.  **Post** comments or questions to the Week Three General Discussion. | 3.1 | Lecture: Viewing, discussion, responses=  **45 minutes** |
| **Upcoming Assignment: Learning Theory Application Presentation**  In this assignment, you’re tasked with creating the initial draft of a comprehensive presentation on an influential pedagogical theory, how that theory is structured, and its application in a real-world setting.  *Note*: This assignment will require independent research. You are required to use at least three outside sources of information. Plan accordingly.  By the end of this week, your instructor will have assigned you one of the following learning theories:   * Behavioral Learning Theory * Social Cognitive Theory * Cognitive Information-Processing Theory * Constructivist Learning Theory * Motivation Theory   **Create** a multimedia presentation using Microsoft® PowerPoint® or another presentation software, including full audio narration, on your assigned theory. Be sure to adhere to APA requirements. The audience for this presentation would be teaching colleagues attending a professional development conference. Be sure to include an interactive component as nobody likes to sit through professional development without actively engaging in the content. View the following presentation for an exemplary model of how to achieve these general guidelines.  Your presentation should include the following requirements:   * Analyze the key principles associated with your assigned theory. * Identify a classroom situation in which you would be able to facilitate a teaching episode through the application of the key elements associated with your learning theory. Explain the application of your theory to this situation. * Explain how you would use your learning theory to create an optimal learning environment.   **Include** at least three APA style references from sources other than the textbook or articles selected for the course.  **Post** the initial draft of your presentation to the “Learning Theory Application” discussion forum by ***SUNDAY of WEEK SIX***.  **Review** your classmates’ presentations, and post three substantive comments no later than 11:59 p.m. EST on ***THURSDAY of WEEK SEVEN***.  **Review** thecomments and questions from your classmates.  **Revise** your presentation to take into account the feedback you’ve received.  **Submit** a revised presentation to Blackboard no later than 11:59 p.m. EST on Sunday of Week Seven. | CLO4 | Review and prep: research, preparation, composition, feedback=  **45 minutes** |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: Diversity and the Changing Role of Classroom Teachers**  As our country becomes more global and inclusion becomes mainstream, our classrooms become more diverse. Managing this classroom and creating effective learning becomes the responsibility of the regular classroom teacher.  **Respond** to the following prompts in the Diversity and the Changing Role of Classroom Teachers discussion forum by Thursday:   * How does the changing diversity of today’s classroom affect learning? * Discuss the changing and complex role of the classroom teacher. * Share your own personal experiences or research.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates’ posts by Sunday. | 3.1, 3.2,  ULO5 | Discussion= Initial post, thoughtful commentary: **1 hour** |
| **Discussion: Differences Amongst Learners**  **Respond** to the following question in the “Differences Amongst Learners” discussion forum by Thursday:   * How can learning theories be used to create an effective learning environment for a diverse group of learners? Include citations in your post that support your viewpoint.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates’ posts by Sunday. | 3.1, 3.2 | Discussion: Reading, comments, review=  **1 hour** |
| **Assignment: Inquiry into Educational Diversity Paper**  **Choose** one of the academic articles from this week’s readings.  *Note*: You may locate and choose your own academic article touching on the theme of differences in learners.  **Write** a 700–1,050-word analysis of the article in which you accomplish the following:   * Summarize the main ideas presented in the article. * Explain how the ideas presented in the article can be used to improve classroom practice. * Explain how the article can be used to create or reinforce an effective learning environment.   **Follow** APA style guidelines and the writing rubric for this course.  **Submit** your paper to Smarthinking by Wednesday. **Take** a screenshot of your submission.  **Review** the feedback from Smarthinking and **revise** your paper accordingly**.**  **Submit** your Smarthinking submission screenshot, Smarthinking feedback, and final paper to Blackboard by Sunday. | 3.1, 3.2  ULO5 | Paper: Research, composition, submission, feedback=  **1 hour** |

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| Week Four: Educational Technology |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Evaluate how technology is transforming learning and instruction in the 21st century. | CLO5 | |
| * 1. Assess the impact of technology on students and the educational system. | CLO5 | |
| ***Required Learning Resources and Activities****: Students must complete any resources and activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Week Four Reading**  **Read** the following articles:   * Horn, M. B. & Staker, H. (2014). [Blended learning is about more than technology](http://www.edweek.org/ew/articles/2014/12/10/blended-learning-is-about-more-than-technology.html). *Education Week, 34*(14), 22–28. * Scherer, M. (2011). [Transforming education with technology](http://libproxy.gmercyu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ913801&site=ehost-live). *Educational Leadership, 68*(5), 16–21.   **Post** comments or questions to the Week Four General Discussion. | 4.1, 4.2 | Discussion: Reading, comments, review=  **30 minutes** |
| **Technology and the Classroom**  **View** “[Blended technology and classroom learning: Jessie Woolley-Wilson at TEDxRainier](https://www.youtube.com/watch?v=o0TbaHimigw)” video [11:33] from YouTube.  **Post** comments or questions to the Week Four General Discussion. | 4.1 | Lecture: Viewing, comments, review=  **30 minutes** |
| **Digital Media: New Learners of the 21st Century**  **Watch** the following sections of “[Digital Media: New Learners of the 21st Century](https://az.pbslearningmedia.org/resource/88156606-82dc-4c6e-bdc0-65cf0dc37692/digital-media-new-learners-of-the-21st-century/#.W3rn1c5KiM8%20)” video series located on your Blackboard course webpage:   * Introduction * Quest 2 Learn * Digital Youth Network * Smithsonian Institution * Middleton * Science Leadership Academy   **Post** comments or questions to the Week Four General Discussion. | 4.1, 4.2 | Discussion: Reading, comments, review=  **1 hour, 30 minutes** |
| **Field Experience Log Check-In**  **Email** your Field Experience Log thus far to your instructor for feedback on accuracy and completion in order to avoid any problems at the end of the course. |  |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: Student Viewpoints of Educational Technology**  **Respond** to the following questions and provide specific examples to support your answers in the “The Impact of Educational Technology” discussion forum by Thursday:   * How has technology affected the viewpoints and experience of modern students? * Have these effects reached all students equally? If not, why?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates’ posts by Sunday. | 4.1, 4.2 | Discussion= Initial post, thoughtful commentary: **1 hour** |
| **Discussion: Impact of Technology**  **Respond** to the following questions and provide specific examples to support your answers in the “Impact of Technology” discussion forum by Thursday:   * How has technology impacted the practice of education, both in teaching and learning? * Would you describe this impact as positive or negative?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates’ posts by Sunday. | 4.2 | Discussion= Initial post, thoughtful commentary: **1 hour** |
| **Reflective Journal: New Learners of the 21st Century**  **Write** a 200–350-word reflective journal entry on the ways in which students and learners experience learning in the modern day.  **Include** in your reflection responses to the following:   * What new tools exist to help learners overcome obstacles in their learning? * How do you think teaching and learning will evolve in the future? What research or developments support your thinking? Cite at least one outside source using APA style.   **Submit** this assignment to your instructor no later than 11:59 p.m. EST on Sunday. | 4.1, 4.2 | Reflective journal: Research, reflection, and feedback =  **30 minutes** |
| **Discussion: Draft of Education Theorists Presentation**  In this assignment, you will describe the biography of a leading education theorist, explain their contributions, and explain how their contributions affect the educational landscape today.  **Create** a multimedia presentation using Microsoft® PowerPoint® or another presentation software, including full audio narration, about your assigned theorist and the impact of their ideas. Be sure to adhere to APA requirements. The audience for this presentation would be teaching colleagues attending a professional development conference. Be sure to include interactive opportunities as nobody likes to sit through a professional development session without actively engaging with the content. Take into consideration all of the feedback you received on your previous presentation.  **Complete** each of the following in your presentation:   * Briefly discuss your assigned theorist’s biographical information. * Analyze the key principles and theories associated with your assigned theorist. * Discuss your assigned theorist’s influence on learning and teaching. * Provide three examples that apply the key principles and theories associated with your assigned theorist to problems in education.   **Upload** your presentation to the Theorists Presentation discussion forum by ***SUNDAY of WEEK FOUR***.  **Review** your classmates’ presentations, and post three substantive comments no later than 11:59 p.m. EST on ***THURSDAY of WEEK FIVE***.  *Note*: This is a great opportunity to review the RISE Model for Peer Feedback – you have the opportunity here to practice giving feedback that helps someone else improve their assignment. | CLO4 | Presentation: **2 hours** |
| **Final Presentation: Education Theorists**  **Review** thecomments and questions from your classmates.  **Revise** your presentation with consideration of the feedback you’ve received from your peers.  **Submit** a revised presentation to Blackboard no later than 11:59 p.m. EST on Sunday. | CLO4 | Final Draft:  Revision, submission, feedback=  **30 minutes** |

# Faculty Notes

Review the students’ Field Experience Logs for accuracy and completion according to the Field Experience Instruction sheet. Be sure to check that the PDE Competencies are clearly explained. Let the students know if revisions are needed and/or if they can continue as is.

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| Week Five: Learning Styles |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Explain theories related to individual learning styles and temperament. | CLO4 | |
| * 1. Differentiate between continuous improvement techniques. | CLO4 | |
| ***Required Learning Resources and Activities****: Students must complete any resources and activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Week Five Readings**  **Read** the following articles:   * Childre, A., Sands, J. R., & Pope, S. T. (2009). [Backward design: Targeting depth of understanding for all learners](http://libproxy.gmercyu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ842575&site=ehost-live). *TEACHING Exceptional Children, 41*(5), 6–14. * Coiro, J., & Fogleman, J. (2011). [Using websites wisely](http://libproxy.gmercyu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ972028&site=ehost-live). *Educational Leadership, 68*(5), 34–38. * Richardson, R. C., & Arker, E. (2010). [Personalities in the classroom: Making the most of them](http://libproxy.gmercyu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ898402&site=ehost-live). *Kappa Delta Pi Record, 46*(2), 76–81. * Education Week Spotlight “Differentiated Instruction”   **Post** comments or questions to the Week Five General Discussion. | 5.1, 5.2 | Discussion: Reading, comments, review=  **30 minutes** |
| **Resource: Keirsey Temperament Sorter**  The Keirsey Temperament Sorter is a personality test composed of 71 questions. Once you’ve taken the test, you will be presented with the option of purchasing a variety of test results. The free test result at the bottom is the Temperament Sorter.  **Complete** the [Keirsey Temperament Sorter](http://www.keirsey.com/sorter/register.aspx) (KTS-II) to discover your personality type.  **Select** the Temperament Sorter test results.  **Read** the Temperament Report results.  **Post** comments or questions to the Week Five General Discussion. | 5.2 | Activity:  **30 minutes** |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: Learning Styles Preparations**  **Respond** to the following question in the “Learning Styles Preparations” discussion forum by Thursday:   * How can an educator prepare to teach a new class of diverse learners with a variety of learning styles each year? Is it worth it to make the attempt? Justify your response.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates’ posts by Sunday. | 5.2  ULO5 | Discussion: Reading, comments, review=  **1 hour** |
| **Discussion: KTS-II Results**  **Respond** to the following questions in the “KTS-II Results” discussion forum by Thursday:   * What major temperament group was indicated for you? Do you feel the results were accurate? Why or why not? * Did the results of your KTS-II impact your perspective on teaching and learning?   + If so, how?   + If not, why not?   **Provide** meaningful feedback to three of your classmates’ posts by Sunday. | 5.1 | Discussion: Reading, comments, review=  **1.5 hours** |
| **Assessment and Reflection**  Background Information about Certification Tests    To receive your Pennsylvania Department of Education (PDE) certification, you must achieve a passing score in your respective area of certification. PreK-4 and Special Education K-8 majors are required to pass the PECTs. Secondary Education majors are required to pass the PRAXIS for their specific content area. Your required passing score is dependent on your GPA. You can find this information on the PRAXIS website. **Secondary students must pass their PRAXIS and fulfill all identified competencies before they can student teach as this is evidence of subject area expertise. It is recommended, but not required, that PreK-4 and Special Education students pass their certification tests before student teaching.**    This week you will complete a sample assessment which is adapted from the Pennsylvania Educator Certification Tests website: <http://www.pa.nesinc.com/Home.aspx>  To further explore this website:   * Click on the "Preparation Materials" link which will take you the options available for your specific certification area. * This sample assessment does not contain specific subject content.   Directions for Assessment and Reflection  **Complete** the Assessment.  **Review** your answers with the Answer Key and Reflection document.  **Write** a substantial (at least 300 words) reflection of your performance on the assessment within the Answer Key and Reflection document. Include specific examples to support your reflections as well as steps to take to improve performance. Note: Your grade for this assignment will not come from the number of correct answers but rather your analysis of the assessment and your reflection.  **Submit** the Answer Key and Reflection document no later than 11:59 p.m. EST on Sunday. | Wks 1-5 | Exam=  **1 hour** |
| **Assignment: Final Education Theorists Presentation**  **Review** thecomments and questions from your classmates.  **Revise** your presentation with consideration of the feedback you’ve received from your peers.  **Submit** the revised presentation to Blackboard no later than 11:59 p.m. EST on Sunday. | CLO4 | Final Draft:  Revision, submission, feedback=  **30 minutes** |

# Faculty Notes

**Assessment and Reflection**

The points for this assignment are not be based on the performance of the assessment, rather the completion of the assessment with the required documentation and the reflection. You should grade the submitted Answer Key and Reflection document accordingly.

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| Week Six: Motivation and Classroom Management |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Analyze human motivation theories. | CLO4 | |
| * 1. Analyze the effectiveness of motivation theories in explaining various behaviors. | CLO4 | |
| * 1. Analyze effective classroom management strategies. | CLO4 | |
| ***Required Learning Resources and Activities:*** *Students must complete any resources and activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Week Six Reading**  **Read** the following articles:   * Dweck, C. S. (2007). [The perils and promises of praise](http://libproxy.gmercyu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ777079&site=ehost-live). *Educational Leadership, 65*(2), 34–39. * Beaty-O'Ferrall, M. E., Green, A., & Hanna, F. (2010). [Classroom management strategies for difficult students: Promoting change through relationships](http://libproxy.gmercyu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ887746&site=ehost-live). *Middle School Journal, 41*(4), 4–11. * Kraft, M. A. (2010). [From ringmaster to conductor: 10 simple techniques can turn an unruly class into a productive one](http://libproxy.gmercyu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ882370&site=ehost-live). *Phi Delta Kappan, 91*(7), 44–47.   **Post** comments or questions to the Week Six General Discussion. | 6.1, 6.2, 6.3 | Discussion: Reading, comments, review=  **30 minutes** |
| **Video: TED Talks Education**  **View** “[TED Talks Education](https://www.youtube.com/watch?v=dilnw_dP3xk),” available on YouTube [55:31].    **Post** comments or questions to the Week Six General Discussion. | 6.2, 6.3 | Lecture: Viewing, discussion, responses=  **1 hour** |
| **Video: Development in Children**  **View** “[Motivation and Emotion](http://www.learner.org/series/discoveringpsychology/12/e12expand.html),” available on Discovering Psychology [27:39].    **Post** comments or questions to the Week Six General Discussion. | 6.2 | Lecture: Viewing, discussion, responses=  **30 minutes** |
| ***Assignment:*** *Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: Applying Motivation Theories**  **Review** the Applying Motivation Theories Scenario handout.  **Respond** to the following prompts in the “Applying Motivation Theories” discussion forum by Thursday:   * What motivation theories described in this week’s videos might be affecting Audrey’s motivation? Justify your response. * What steps would you take to help Audrey become motivated in school again? What evidence makes you think these steps will be effective?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates’ posts by Sunday. | 6.2 | Discussion: Reading, comments, review=  **1 hour** |
| **Discussion: Motivation and Classroom Management**  **Respond** to the following questions in the “Motivation and Classroom Management” discussion forum by Thursday:   * Should teachers have a philosophy governing their classroom management? Or should they deal with each situation using whatever means seem best in the moment? Justify your response. * Is it fair to call a collection of classroom management techniques a philosophy of classroom management? Why or why not?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates’ posts by Sunday. | 6.3  ULO5 | Discussion: Reading, comments, review=  **1 hour** |
| **Assignment: Draft of Learning Theory Application Presentation**  In this assignment, you’re tasked with creating the initial draft of a comprehensive presentation on an influential pedagogical theory, how that theory is structured, and its application in a real-world setting.  *Note*: This assignment will require independent research. You are required to use at least three outside sources of information. Plan accordingly.  By the end of Week Three, your instructor will have assigned you one of the following learning theories:   * Behavioral Learning Theory * Social Cognitive Theory * Cognitive Information-Processing Theory * Constructivist Learning Theory * Motivation Theory   **Create** a multimedia presentation using Microsoft® PowerPoint® or another presentation software, including full audio narration, on your assigned theory. Be sure to adhere to APA requirements. The audience for this presentation would be teaching colleagues attending a professional development conference. Be sure to include interactive activities throughout the presentation as nobody likes to sit through a professional development presentation without actively engaging with the content. Take into consideration the feedback you received on your previous presentations.  Your presentation should include the following requirements:   * Analyze the key principles associated with your assigned theory. * Identify a classroom situation in which you would be able to facilitate a teaching episode through the application of the key elements associated with your learning theory. Explain the application of your theory to this situation. * Explain how you would use your learning theory to create an optimal learning environment.   **Include** at least three APA style references from sources other than the textbook or articles selected for the course.  **Upload** the initial draft of your presentation to the Learning Theory Application discussion forum by ***SUNDAY of WEEK SIX***.  **Review** your classmates’ presentations, and post three substantive comments no later than 11:59 p.m. EST on ***THURSDAY of WEEK SEVEN***. | 7.1, CLO3, CLO4 | Review and prep: research, preparation, composition, feedback=  **30 minutes** |

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| Week Seven: Assessment |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Determine the core concepts of educational assessment. | CLO4 | |
| ***Required Learning Resources and Activities****: Students must complete any resources and activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Week Seven Reading**  **Read** the following articles:   * Marsh, J. A., & McCaffrey, D. F. (2011). [What are achievement gains worth--to teachers?](http://libproxy.gmercyu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ964400&site=ehost-live) *Phi Delta Kappan, 93*(4), 52–56. * Salend, S. J. (2011). [Creating student-friendly tests](http://libproxy.gmercyu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ963099&site=ehost-live). *Educational Leadership, 69*(3), 52–58.   **Post** comments or questions to the Week Seven General Discussion. | 7.1 | Discussion: Reading, comments, review=  **30 minutes** |
| **Testing, Testing**  **View** [Testing, Testing | Linda Darling-Hammond | TEDxStanford](https://www.youtube.com/watch?v=2G_vWcS1NTA).  **Post** comments or questions to the Week Seven General Discussion. | 7.1 | Lecture: Viewing, discussion, responses=  **30 minutes** |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Adobe Connect Live Discussion**  **Participate** in the scheduled live session with the course instructor. This session will provide a summary of the course.  **Prepare** to ask questions concerning the content of the course and provide constructive feedback.  *Note***:**A recorded lecture will be made available to those who are unable to attend the live session. | N/A | Live Discussion: lecture and discussion = **1 hour** |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: Assessment**  **Respond** to the following questions in the “Assessment” discussion forum by Thursday:   * What is the purpose of assessment? Justify your response. * Is it useful for an instructor to use the same assessment for every child in a classroom of 20–30 students? What are the advantages and what are the drawbacks as you see them? How does this align with your idea of the purpose of assessment?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates’ posts by Sunday. | 7.1 | Discussion: Reading, comments, review=  :  **1 hour** |
| **Discussion: General Lessons on Teaching and Learning**  **Respond** to the following questions in the “General Lessons on Teaching and Learning” discussion forum by Thursday:   * Which of the educational theorists has been most influential throughout time? Why? * Which theorists and theories do your own beliefs most closely relate to? Why? * What assignments and activities in this course have most notably shaped your thoughts on educational psychology? Why?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates’ posts by Sunday. | CLO1, CLO2, CLO3, CLO4, CLO5 | Paper:  **30 minutes** |
| **Assignment: Final Learning Theory Application Presentation**  **Review** thecomments and questions from your classmates on your Draft of Learning Theory Application Presentation.  **Revise** your presentation with consideration of the feedback you’ve received from your peers.  **Submit** a revised presentation to Blackboard no later than 11:59 p.m. EST on ***SUNDAY***. | CLO3, CLO4, 7.1 | Presentation: Review, feedback =  **30 minutes** |
| **Field Experience Log**  **Submit** your field experience log in Blackboard by **Sunday.** Be sure all pages are included in one file. | N/A | N/A |

# Breakdown of Academic Instructional Equivalencies

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|  | **AIE Hours** |
| **Week 1** |  |
| Required | 4.5 hours |
| Supplemental | 1 hour |
| **Week 2** |  |
| Required | 4.5 hours |
| Supplemental |  |
| **Week 3** |  |
| Required | 4.5 hours |
| Supplemental |  |
| **Week 4** |  |
| Required | 8.5 hours |
| Supplemental |  |
| **Week5** |  |
| Required | 4.5 hours |
| Supplemental |  |
| **Week 6** |  |
| Required | 4.5 hours |
| Supplemental |  |
| **Week 7** |  |
| Required | 6 hours |
| Supplemental | 1 hour |
|  |  |
| **Total Required Hours** | 37 hours |
| **Total Supplemental Hours** | 4 hours |
| **Total Hours** | 41 hours |