

FOUN 3120

Adolescent Development,
Learning, and Motivation
Fall, 2010

Educational Foundations,
Leadership, and Technology
College of Education

Chih-hsuan Wang, PhD

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Tue & Wed 9:30~11:30

COLLEGE OF EDUCATION



Faculty, staff and students
strive to prepare and be professionals who are:

Competent

equipped with the knowledge, skills
and technological expertise to help
all individuals learn and develop

Committed

dedicated to the ethical practices and collaboration
that serve as the foundation of a diverse
and intellectually vibrant society

Reflective

devoted to analyzing their own past practices
in ways that fuel ongoing learning
and improve future practices

A Keystone in Building a Better Future for All



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Syllabus

Course Number: FOUN 3120

Course Title: Adolescent Development, Learning, Motivation and Assessment

Semester: Fall, 2010

Credit Hours: 3 credit hours

Prerequisites: Admission to Teacher Education; FOUN 3000, 3110; RSED 3000

Meeting Time: Tuesday 5:00~6:50 pm (3212 Haley)

Instructor: Chih-hsuan Wang

4098 Haley

wangchi@auburn.edu

Office Hour: Tuesday 9:30~11:30

Wednesday 9:30~11:30 or by appointment

Date Syllabus Prepared: July, 2010

Texts:

1. Assessment, Development, Learning, & Motivation of Children and Adolescents
(2007). Custom Edition
2. Forbes, S. & Shannon, D. (2005). *Classroom Assessment Case Book*. Upper Saddle
River, NJ: Merrill-Prentice Hall

IMPORTANT:

I will post additional materials and your grades on the Blackboard. Please check the Blackboard before you come to the class, and print out the materials. I am not going to provide hard copies.

Course Description:

This course will provide an integrated overview of issues central to educational psychology including learning, motivation, measurement, assessment and evaluation in the context of instructional planning. It will be conducted using a case-based, project-based, and learner-centered approach to learning and instruction, while modeling currently accepted best practices that can be used in the learners' classrooms.

Course Objectives:

This course is designed based on the following instructional objectives which are articulated below by subject area.

In addition to the items listed below, course objectives include a subset of key indicators from the Alabama Quality Teaching Standards. Indicators assigned to this course for assessment are highlighted on Attachment A. These indicators pertain to human development, organization and management, learning environment, instructional strategies, assessment, learning styles, collaboration, continuous lifelong professional learning, Alabama-specific improvement initiatives, school improvement, ethics, and local, state and federal laws and policies.

FOUN 3120 Objectives (aligned with the Alabama State Standards as of March 2007)

Content Knowledge

Academic Discipline

- Knowledge of the ways to organize and present content so that it is meaningful and engaging to all learners whom they teach (pedagogical content knowledge).

(1)(c)1.(ii)

Organization and Management

- Knowledge of the principles underpinning a sound age-appropriate classroom organization and management plan and of supportive behavior management strategies. (2)(c)2.(ii)

Learning Environment

- Knowledge of factors and situations that promote or diminish intrinsic motivation.

(2)(c)3.(ii)

Instructional Strategies

- Knowledge of research and theory underpinning effective teaching and learning. (2)(c)4.(i)
- Knowledge of a wide range of research-based instructional strategies and the advantages and disadvantages associated with each. (2)(c)4.(ii)
- Knowledge of strategies that promote retention as well as transfer of learning and the relationship between these two learning outcomes. (2)(c)4.(iii)

Assessment

- Knowledge of the purposes, strengths, and limitations of formative and summative assessment and of formal and informal assessment strategies.
(2)(c)5.(i)
- Knowledge of the relationship between assessment and learning and of how to integrate appropriate assessments into all stages of the learning process.
(2)(c)5.(ii)
- Knowledge of measurement-related issues such as validity, reliability, norms, bias, scoring concerns, and ethical uses of tests and test results. (2)(c)5.(iii)
- Knowledge of current Alabama assessment requirements and procedures.
(2)(c)5.(iv)

Collaboration

- Knowledge of the purposes, processes, structures, and potential benefits associated with collaboration and teaming. (5)(c)1.(i)

Alabama Specific Improvement Initiatives

- Knowledge of Alabama's state assessment requirements and processes.
(5)(c)3.(ii)

School Improvement

- Knowledge of research relating collective responsibility for student learning to increased achievement for all students. (5)(c)4.(i)

Ethics

- Knowledge of appropriate professional behavior and dispositions expected of professionals as outlined in the Alabama Educator Code of Ethics. (5)(c)5.(i)

Tentative Course Content and Schedule

Week	Date	Reading & Class activities
1	08/24	Syllabus & Introduction
2	08/31	Quiz 1 Task: Current educational events (3 presentations) Chapter 14: <i>Types of Achievement Targets</i>
3	09/07	Quiz 2 Task: Current educational events (3 presentations) Chapter 10: <i>The Behavioral Views of Learning</i> Task: Short lesson/activity presentation (4 presentations)
4	09/14	Quiz 3 Task: Current educational events (3 presentations) Chapter 11: <i>The Cognitive Views of Learning</i> Task: Short lesson/activity presentation (4 presentations)
5	09/21	Quiz 4 Task: Current educational events (3 presentations) Chapter 12: <i>Social Cognitive and Constructivist Views of Learning</i> Task: Short lesson/activity presentation (4 presentations)
6	09/28	Quiz 5 Task: Current educational events (3 presentations) Chapter 13: <i>Motivation in Learning & Teaching</i>

Week	Date	Reading & Class activities
7	10/05	<p>Quiz 6</p> <p>Task: Current educational events (3 presentations)</p> <p>Chapter 15: <i>Selecting Proper Assessment Standards</i></p> <p>Case studies exercise: Case # 3, 4, 5, 7</p>
8	10/12	<p>Exam I: The Behavioral Views of Learning, The Cognitive Views of Learning, Social Cognitive & Constructivist Views of Learning, Motivation in Learning & Teaching</p>
9	10/19	<p>Quiz 7</p> <p>Task: Current educational events (3 presentations)</p> <p>Chapter 16: <i>Selected Response Assessment</i></p> <p>Case studies exercise: Case # 18, 19, 20</p>
10	10/26	<p>Quiz 8</p> <p>Task: Current educational events (3 presentations)</p> <p>Chapter 17: <i>Performance Assessment for Class</i></p> <p>Case studies exercise: Case # 21, 23</p>
11	11/02	<p>Quiz 9</p> <p>Chapter 18: <i>Standardized Test Development</i></p> <p>Case studies exercise: Case # 25, 26</p>
12	11/09	<p>Review</p> <p>Task: Self-design Instructional Presentations</p>
13	11/16	<p>Exam II: Types of Achievement Targets, Selecting Proper Assessment Methods, Selected Response Assessment, Performance Assessment, and</p>

Week	Date	Reading & Class activities
		Standardized Test Development Task: Self-design Instructional Presentations
14	11/23	Thanksgiving Break
15	11/30	Task: Self-design Instructional Presentations

Course Requirements/Evaluation:

Grade	Points	Percentage
A	558~600	<i>93-100%_of possible points <u>and</u> excellent attendance and participation</i>
B	516~557	<i>86-92% of possible points <u>and</u> at least good attendance and participation</i>
C	468~515	<i>78~85%</i>
D	420~467	<i>70~77%</i>
F	<420	<i><70%</i>

A final grade of “A” demonstrates work throughout the course that has consistently gone above and beyond the course requirements and reflects a deep-level, conceptual understanding on the part of learner. It is possible to receive 93+ percent of the possible points in the course and receive a B or less due to less than excellent attendance and/or participation. Please note that excellent attendance and participation may be defined as having no more than one unexcused absence. Good attendance and participation may be defined as having no more than two unexcused absences. You are responsible for

readings and class activities each week. If you must miss a class, please contact me in advance.

Peer evaluations in the form of "confidential contribution forms" will accompany all group exercises and assignments. Students who receive an evaluation of less than 100% effort from their group members (based on their contribution to the exercise or assignment) will receive a reduction in the points earned. For example, if your group earned 22 out of 25 points on an assignment but your group members' average contribution rating for you is 80%, you will receive 80% of the 22 points that the group earned for a total of 17.6 points. Therefore, I strongly encourage all group members to work together and to fully participate in each project to avoid any problems and/or loss of points.

Class requirements

G: group assignment; I: individual assignment

Class requirement	Points
Group Presentations (G)	50
Short Lesson/activity presentation (G)	25
Self-design Instructional Unit (I)	100
Individual Presentation (I)	50
Case Reflections (I)	50
Current Educational Event/News (I)	25
Quizzes (I)	100
Exam I (I)	100
Exam II (I)	100

Total Possible Points	600
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Group Presentation (50 points)

For this assignment, your group will choose one class and facilitate a discussion (this part is *not* a lecture-based presentation) of *all* of the major concepts covered in the assigned readings/chapters for that evening. You may want to develop discussion questions to help you to facilitate the discussion. Your objective is to make sure that the class develops a thorough, deep-level understanding of the readings through *active* participation and discussion. You must actively involve all of your classmates in your discussion.

After you thoroughly cover the material from the reading(s), you are required to conduct a class activity to help your classmates to further apply this information. For example, you may choose to do a game such as Family Feud, Jeopardy, Wheel of Fortune, etc. or you may wish to have the class engage in role-plays, debates, projects or any other type of learner-centered activity to help them to actively participate in learning the information. You have a lot of room to be creative for this part of your teaching presentation—please take advantage of that and try to be as creative as possible. Due to the final number of students enrolled in the course, you may do this teaching presentation in pairs.

Finally, you will need to prepare a detailed outline of the major concepts from your readings for each class member so that they may later use it as a study guide. Please be thorough and comprehensive in your outline. The outline is due on Monday right before your presentation so I can post your outline on the Blackboard before the class.

Short lesson/activity presentation (25 points)

In group of 2, you have to design one 10 to 15 minutes class lesson or class activity from your area of specialization and the grade level you choose, and present it in the class. The lesson or class activity should be based on the following learning theories: Behavioral, Cognitive, or Constructive learning theories. You have to explain why your lesson or class activity is based on the specific learning theory after presenting.

Self-design instructional Unit (100 points)

You will develop a self-instructional unit that targets an appropriate objective from your area of specialization. Detailed guidelines are provided at the end of the syllabus.

Instructional presentation (50 points)

You will present the unit above to the class. This is your opportunity to discuss the unit and provide the necessary instruction for a class (rather than the individual).

Current Educational Events Individual Presentation (25 points)

Every student in the class is required to deliver one 10-minute presentation minimum on a current (occurring within the last 7 days) educational event. The event may come from a TV news program, an Internet news website such as CNN.com, a newspaper source, the radio, magazine or other news source. You are expected to prepare a comprehensive overview of the event for your classmates and share this with the class. I would encourage you to bring the information with you if at all possible (if it is in a printed form) in the case that your class members have questions. You may present your current event on any class day during the semester, but it must be completed by

Spring Break. I will begin each class by asking if anyone has a current event for that day. After you present your current event to the class, you are required to engage the class in a discussion of the event. You are strongly suggested to bring discussion questions to help guide your discussion. You will be evaluated on your delivery of your current event using a rubric that I will hand out at the beginning of the semester.

Case Reflections (50 points)

Throughout the semester you will be asked to complete 5 casebook reflections. No more than one reflection can be submitted weekly. All reflections should be submitted by Spring Break. These 5 reflections should be chosen from the following cases:

#9, #10, #11, #12, #13, #14, #17, #27, #28, #29, #31, #33.

If you decide to share your case reflections in the class on 01/20, 01/27, 02/03, 02/10, and 02/17, please let me know one week earlier so I can put you on the schedule. You will get extra 5 points for sharing your case reflection. Limited 2 cases per student.

Quiz (100 points)

At the beginning of each class, a multiple-choice quiz will be administered. The quiz will be comprised of 5~10 simple questions intended only to (a) provide motivation for you to have read the assigned chapter prior to class, and (b) assess whether you have indeed read the material. There will be 7 quizzes during this semester. **Important: There will be no make-up quiz.**

Examinations (200 points)

Two examinations are planned for this semester. These examinations will consist of selected response items (e.g., multiple-choice, matching).

Alabama Quality Teaching Standards and Candidate Proficiencies

The Alabama State board of Education requires all students completing teacher certification programs to be assessed using the Alabama Quality Teaching Standards. These standards have been aligned with the 15 candidate proficiencies in the College's conceptual framework. Students will be assessed on a course-appropriate subset of these proficiencies. The candidate proficiencies assessed in this course are highlighted on Attachment B. These indicators pertain to human development, organization and management, learning environment, instructional strategies, assessment, learning styles, collaboration, continuous lifelong professional learning, Alabama-specific improvement initiatives, school improvement, ethics, local, state and federal laws and policies and professionalism. For each of the targeted proficiencies, students will be assigned a holistic rating that reflects performance throughout the semester (1- poor; 2 – approaching competence/marginal; 3- competent, 4-exemplary).

The primary purpose of this assessment is to provide students with feedback regarding relevant candidate proficiencies. Ratings do not positively or negatively affect the course grade. The instructor submits each student's ratings to the Coordinator of Assessment and Evaluation who is responsible for keeping track of students' ratings on the Alabama Quality Teaching Standards throughout their programs. If a student receives one or more ratings below 2, the instructor forwards a copy of the evaluation signed by the instructor and student to the student's department head and program coordinator to alert them to specific concerns that may require attention. The e-mail is copied to the student.

Class Policy Statements

- A. All assignments must be handed in by the day of Exam II (4/17). Active participation is strongly encouraged throughout the course.
- B. Students are expected to attend all class meetings and participate in all classroom exercises as outlined in the Tiger Cub. Should students need to be absent for any reasons, please contact the course instructor at wangchi@auburn.edu prior to missing that class meeting.
- C. Make-up exams will be given only for University-approved excuses as outlined in the Tiger Cub. Arrangements to take the make-up exams must be made in advance. Students who miss an exam because of illness need a doctor's statement for verification of sickness and should clear the absence with the instructor on the day of the return to class. Other unavoidable absences from campus must be documented and cleared with the instructor **in advance**. Unannounced quizzes cannot be made up under any circumstances.
- D. Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by E-mail. Bring a copy of your Accommodations Memo and Instructor Verification Form to the meeting. If you do not have an Accommodations Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center as soon as possible. Telephone: 334-844-2096(V/TT).
- E. The University Academic Honesty Code and the Tiger Cub Rules and Regulations

pertaining to Cheating will apply to this class.

- F. Professionalism- As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined by the College's conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality

- G. Due to the potential incompatibility of word processing programs and formats, and the potential for the transmission of viruses, absolutely no work for the course will be accepted as an E-mail and/or as an E-mail attachment, or on a disk etc. All graded work must be printed off by you and delivered to me in hard copy format.
- H. All work submitted for the course must be typed.

NOTE: This is a tentative syllabus. Any changes will be announced in class. Students are responsible for being aware of the changes made.

Developing a Self-Design Instructional Unit Instructions

1. Development of the Unit:*

- a. Prepare an instructional unit that will take a student about 30 - 60 minutes to complete.
- b. Choose a topic that you wish to teach later to students of an appropriate grade level. You should consult the state course of study to determine what is taught in each grade level. The Alabama Course of Study can be examined using the following link:

<http://www.alsde.edu/html/CoursesOfStudy.asp>

- c. Include the following sections in your unit:

Title	Content
1. Preview	Purpose, why the unit is worthwhile?
2. Objectives	What do you expect the student to learn?
3. Test of Entering Behavior	What must a person know before beginning the unit?
4. Pretest	How will you know if a person is ready to begin the unit?
5. Instructional Materials	What approaches will be used to teach the skill, knowledge in the unit?
6. Self-tests and answer keys	How will you monitor student progress and provide them feedback?
7. Additional Instruction, Practice or Application (optional)	role play exercises, group discussion, etc.
8. Posttest	How will you know if they met your objective?

9. Answers to test of entering behavior, pretest, posttest	
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***The unit will be self-design instructional. In other words, you will give the unit to the student(s) and they learn the objectives by completing the unit on their own**

2. Tryout #1 of the Unit:

- a. Find a suitable student (i.e., appropriate age, grade, developmental stage, etc...

Preview the unit with the student and be sure the student understands what is expected. You may want to say something like:

"I'm a student inand I'm preparing to teach.....

I'm trying to prepare a self-instructional unit. I would like for you to work the unit. I'd like you to read the unit aloud, think aloud, and write your answers as you go through the unit. That will help me find out how to review and improve the unit."

- b. Give the student the test of entering behavior.
- c. Give the student the pretest. If the student does poorly on the pretest, begin the unit. If the student does extremely well, find another student.
- d. Give the student the unit. Stay out of the instructional situation from this point on. Do not tutor or coach the student. Observe and make notes of mistakes, comments, etc. Make a note of the time the student began the unit.
- e. When the student is finished, give the posttest. Note the time that the student finished so you can tell how long it took to complete the unit.
- f. After the posttest, interview the student to find out what was confusing and what improvements are needed.

3. Revisions:

Make revisions in the unit on the basis of the student's tryout.

4. Tryout #2 of the Revised Unit:

When you complete your revisions, find another student and repeat the procedures described for tryout #1.

5. Project Report:

Please include the following materials assembled in a folder for your final report. The report should be about 3-5 pages in length.

- Title
- Objectives of Unit and Target Audience (include the official course of study objective)
- Description of Instructional Strategies
- Results from Tryout #1 (including pretest and posttest data)
- Description of revisions made after Tryout #1
- Results from Tryout #2 (including pretest and posttest data)
- Description of revisions made after Tryout #2
- Evaluation of the project as a learning experience for you.
- Appendix A: The original unit completed by student in Tryout #1.
- Appendix B: The original unit with your notes from Tryout #1.
- Appendix C: The revised unit completed by student in Tryout #2.
- Appendix B: The revised unit with your notes from Tryout #2.

6. Common Weaknesses in Self-Instructional Units:

- Preview and objectives:
 - a. not always clearly and succinctly written.
 - b. not always written for the student.
 - c. preview not used as a motivational tool.

- Tests are not scored and marked after tryouts.
- Notes of tryouts are not very detailed.
- Data from tryouts 1 & 2 are not clearly labeled and identified.
- Administration of the unit is not timed.
- Information was submitted so pages of Tryout #1 mixed with pages of Tryout #2; difficulty telling which test went with which answers.
- Target audience was not identified

7. Topics for Self-Design Instructional Units

There are many topics that are suitable for such a unit. Pick one that pertains to your area of specialization. These are some of the topics that students have covered in the past. They may suggest topics that you want to teach with your self-instructional unit. Please come see me, I look forward to discussing your ideas with you.

- Identifying numbers divisible by 3
- Lacrosse technique
- Backgammon
- Writing paragraphs presenting arguments
- Music theory
- Conversational French phrases
- Formal table settings
- Longitude and Latitude
- French past tense
- Forming italic letters
- Converting binary to decimal numbers
- Phonetic symbols

- Concepts of Calculus
- Playing a card game
- Math functions
- Actions to take in case of poisoning
- Computing a tip
- Metric conversions
- Basic statistics
- Functions and structure of the Supreme Court
- Conversational Russian phrases
- Basic Fortran programming
- Rhyme schemes in poetry