# **Department of Educational Foundations, Leadership & Technology**

# **College of Education**

# **Child Development, Learning, Motivation, and Assessment**

# **Foundations 3100**

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| **Meeting Time: Mon, Wed: 5:00 PM to 7:50 PM**  |
| **Location: HALEY 3304** |
| **Credits: 6 hours (Lecture & Service-Learning)** |
| **Instructor: Yan Dai**  |
| **Office: HC 2320**  |
| **Phone: 419-908-0603**  |
| **E-mail** **yzd0038@auburn.edu** |
| **Office Hours: Tuesday 12-1:30 P. and by appointment**  |
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| **Service-Learning Coordinator:** **Jack Rosenhammer** |
| **Office: HC 3084** |
| **Phone: 718-902-6205** |
| **E-mail:** **jer0093@auburn.edu** |
| **Office Hours: By Appt./As Requested** |

**Texts:** Any potential supplementary readings, cases, hand-outs and projects to be assigned throughout the course will be provided through Canvas.

**Course Description:** This course will provide an integrated overview of issues central to educational psychology: cognitive, psychosocial, and moral development, learning, motivation and measurement 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 with instructional objectives continuing

throughout the block experience as well as objectives designed for specific content

areas. The objectives for each group are listed below separately.

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| **Areas** | **Standards** |
| Objectives continuing through the block experience | * To engage in self-reflection regarding your abilities as a teacher and develop strategies for improvement
* To learn and recognize effective classroom and behavior management techniques {2.d.1(i)}
* To communicate optimal expectations for each student {2.d.2(iii)}

(As a part of modeling in the block experience itself and helping preservice teacher learn to engage in this behavior as practicing teachers)* To synthesize research from journals, the web and books to help address a question about teaching and learning
* To communicate your research findings through an appropriate medium of your choice, such as through a workshop, poster, brochure, web page, presentation etc.
* To assemble a portfolio to demonstrate learning over the semester including structured reflections
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| Objectives focusing on developmental issues | * To understand the synergy of the cognitive, psychosocial and moral aspects of development
* To understand and recognize expected developmental progressions during the preschool, elementary, middle and high school years {2.a.1(ii)}
* To draw educational implications from each developmental level of students
* To understand the importance of language development and recognize the role language plays in the learning process {2.a.1(iv)}
* To recognize students= level of readiness and different learning styles {2.a.1(i)}
* To learn and recognize ways to stimulate critical thinking and problem solving {2.a.1(iii)}
* To construct developmentally-appropriate goals and objectives for learners {2.c.1(ii)}
* To learn how to develop a print and language-rich classroom that fosters interest and growth in all aspects of literacy {2.a.1 (viii)}
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| Objectives focusing on planning and improvement of teaching-learning experiences | * To learn and use strategies to help students become self-motivated {2.a.1(v)}
* To develop motivational strategies which promote student learning and increase student self-esteem {2.a.2(ii)}
* To learn strategies which help individuals work productively and cooperatively with others (2.a.1(vii)}
* To encourage students to assume increasing responsibility for themselves and their learning {2.d.2(i)}
* To recognize when and how plans need to be adjusted based on student responses and other contingencies {2.c.1(iv)}
* To recognize the advantages and disadvantages associated with various instructional strategies {2.c.1(iii)}
* To incorporate a variety of appropriate instructional and assessment strategies when preparing instructional plans {2.c.2(ii)}
* To develop developmentally appropriate activities based on goals and objectives and the cognitive theories of learning
* To develop developmentally appropriate activities based on goals and objectives and the student centered constructivist theories of learning
* To incorporate students’ misconceptions, ideas, and experiences when planning instructional activities (2.a.2(i)}
* To assess the instructional activities on the basis of theories of motivation, Ames' Target model and the APA Learner centered principles and to determine how the activities can be adapted to better foster challenge, intrinsic motivation, and student learning goals
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| Objectives directly associated with assessment and evaluation tasks | * To learn and recognize uses, advantages, and limitations of a variety of traditional and alternative assessment methods {2.e.1(i)}
* To learn and apply guidelines for the selection and construction of a variety of traditional and alternative assessment methods {2.e.1(ii)}
* To understand and apply measurement properties such reliability and validity to a variety of traditional and alternative assessment methods {2.e.1.(iii)}
* To learn strategies which are used to evaluate teachers {2.e.1(iv)}
* To construct a variety of traditional and alternative assessment methods for informal and formal purposes {2.e.2(i)}
* To use feedback obtained from observation and student responses to improve practice {2.e.2(ii)}
* To learn assessment tools to monitor the acquisition of reading strategies, improve reading instruction, and identify students who require additional instruction {2.c.1(vi)}
* To describe classroom environments and instruction that develops and extends students’ competence in reading, writing, speaking, and listening {2.c.1(vi)}
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**Course Requirements (All due dates listed in Canvas)**

**Service-Learning** **Participation and Assignments (20%):** As part of the College of Education’s assessment efforts each student enrolled in FOUN 3100 must complete 25 hours of service-learning. This is done through on-site service visits and completion of service-learning assignments. Assignment descriptions and due dates are posted to Canvas.

**Professional Products (40%):** The creation of three professional products will be required. These will be applications of course content (development, learning/motivation, assessment) in consideration of your future professional responsibilities. Guidelines will be posted to Canvas.

**Canvas Activities (15%):** Activities posted on Canvas as part of unit modules (regarding the course readings and related information) will be required weekly. Most often these will be asking you to post questions and/or comments prior to our class time consideration of the content.

**Module Quizzes (15%):** Quizzes as part of unit modules (regarding course readings and related information) will be required weekly. Quizzes and due dates will be posted on Canvas.

**Participation (10%):** The rubric for participation is as follows:

**A (90-100%)**

A student obtaining a participation grade of “A” will be one who comes to class prepared and is constantly seeking to share experiences and engage professionally in interactions with the class. An “A” grade means all homework/class-activity assignments are completed.

**B (80-89%)**

A student receiving a “B” will be prepared and active within the class, but at times take less than a leadership role in pursuing the issues which arise.

**C (70-79%)**

A student receiving a “C” will play an inconsistent or limited role in the life of the class.

**D/F (60-69% or below 60%)**

The grades of “D” or “F” will be given to those students not regularly participating in class discussions/activities or consistently unprepared for class.

**Bonus Assignments (5%):**

**Course Entry Survey**: At the start of the course, complete a short survey to share a bit about yourself. This helps foster a sense of community and allows for a more tailored learning experience.

**Mid-Semester Check-In:** Provide feedback on the course and reflect on your learning journey thus far. This check-in assists in adapting the course to better suit your needs and enhance your learning outcomes.

**Grading Scale**:

A = 100 – 90%

B = 89 – 80%

C = 79 – 70%

D = 69 – 60 %

F = below 60%

**Course Policies:**

**A. Attendance**: You are allowed to miss one class session without any penalty unless it coincides with your scheduled presentation. However, your attendance is expected in all classes, as it contributes significantly to your participation. Any excusable absences require documented excuses. Students are responsible for initiating arrangements for content related to missed classes due to excused absences.By enrolling in this class, I consider it a commitment on your part to diligently work towards becoming an effective practitioner.

**Penalty for Excessive Unexcused Absences:** To ensure a conducive learning environment and maintain the integrity of the course, regular attendance is expected. The following penalty will apply for unexcused absences exceeding one class session:

**Grade Penalty:** Each additional unexcused absence beyond the second will result in a 5% reduction in the final course grade. This is to reflect the significance of class participation and engagement in the overall learning process.

**Course Failure:** Five or more unexcused absences will result in an automatic failure grade for the course, emphasizing the critical role of attendance in fulfilling course requirements.

**Exceptions and Appeal**s: Students facing extenuating circumstances leading to absences, such as medical or family emergencies, may appeal the penalties by providing appropriate documentation. The course instructor, in consultation with the academic department, will review each case individually.

**B. Communication:** Please be sure to check your email and our canvas page regularly. The following will be posted on canvas: course information, announcements, assignment feedback, dates for assignments; and information on readings that are due. Again, it is highly recommended that you refer to the course canvas page regularly and frequently as there may be information that pertains to you and/or the completion of assignments. **If you have any questions regarding this course, please do not hesitate to email the instructor.**

**C. Scaffolding (Instructional help)**: I encourage you to seek me out, if needed, for assistance with any and all assignments with an understanding of the following: (1) requests are specific, (2) requests are made more than 24 hours before an assignment is due, (3) requests are not made with an expectation that my assistance guarantees a certain score, (4) assistance may require conversations or face-to-face meetings.

**D. Ethics of Grading/Earning Grades:** I am happy to discuss the scores you earn on any and all assignments. All scores will be calculated solely on an application of the posted rubric. Requesting a higher grade than earned is to ask me to disregard my professional responsibilities [see Alabama Educator Code of Ethics, (5)(c)5.(i)].

**E. Accommodations for Students with Disabilities**: 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 Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodation, make an appointment with The Program for Students with Disabilities, 1244 Haley Center, 844-2096 (V/TTY).

**F. Timely Submission of Materials.** Timely Submission of Materials: Students are responsible for making arrangements for missed work due to excused reasons (as outlined in the Tiger Cub). Late submissions will only be accepted if arrangements are made at least 24 hours before the due date. Work missed due to unexcused reasons will not be accepted. Any requests for extensions on course assignments must be submitted via email as needed. These requests will be evaluated on a case-by-case basis. Except in extraordinary circumstances, as determined by the instructor, no late or make-up work will be accepted. Decisions regarding late work and any associated penalties are at the discretion of the instructor.

**G. Academic Misconduct**: The Department of EFLT recognizes university policy regarding academic misconduct. In accordance with University policy regarding academic misconduct, students may be subject to several sanctions upon violations of the Student Academic Honesty Code. See the Tiger Cub publication for 2023-2024 for specifics regarding academic misconduct as well as student’s rights and responsibilities associated with the code.

**H. Incompletes and Withdrawals**: Grades associated with incomplete course work or withdrawal from class will be assigned in strict conformity to University policy (see Auburn University Bulletin 2023-2024).

**I. Course contingency**: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow for completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.

**J. Professionalism:** As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in 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

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

**FOUN 3100 Service-Learning Requirements**

**(Coordinator: Mr. Jack Rosenhammer, jer0093@auburn.edu)**

**General Information:** All service-learning requirements **must be completely met** in order to get full credit for this course. This is mandated by our college and most importantly by the Alabama State Department of Education. Service learning serves as a helpful “primer” to your subsequent practicum/labs and internship. The experience can help give context and reinforce concepts discussed in the class.

Please note that both our college and the Alabama State Department of Education define service learning with essential qualifiers or conditions. Service learning must encompass **25 hours** of work, achieved through a combination of **20 on-site service-learning** hours and **two** **service-learning assignments**. The on-site, unpaid work (service) combined with learning in a setting that educates the student servers provide relevant experience and practice in preparation for their future teaching roles. Unless otherwise specified, service learning must be conducted at an educational program site where the EFLT service-learning coordinator has obtained permission from the school district for student placements within the program. Please be aware: these service-learning hours will not count towards the fulfillment of teaching internships or lab hours for other courses. Moreover, no other service learning or lab experience, volunteer work, internship, or job, whether paid or unpaid, will be credited towards these service-learning hours.

**Documenting Hours:** You should complete this Google Doc form (<https://docs.google.com/forms/d/e/1FAIpQLSfwktfQgYfOHkUmgoNW0hCw2KnI4DRPhVjEBdVBEXrK8vX7nQ/viewform>) **every time** you complete service-learning hours. There is not a specific due date for it because you should be completing it throughout the semester.

**Service-Learning Site:** Your site may be at O Grows or Storybook Farm. You will be provided an orientation with respect to the assigned site. Details on rules and expectations for each site (conduct, attire, and helping the children as directed) will be explicitly communicated to you.

**Missing & Making up Service-Learning Hours:** You are required to contact the service-learning coordinator and me to **promptly** via email to communicate any absences or reschedule at your site. If a service-learning session is missed, you will have to make it up by attending another one at a later time. In this case, **please email Jack and me ASAP as well.**

If you choose to make-up hours at the sites we have provided, you will still need to contact the service-learning coordinator in advance via email, with me cc’d, to detail your plan for making up your time.

**Please be mindful that** **you may commence your service-learning on Friday, August 23rd and must complete all required hours by November 22nd, which is also the deadline for any make-up hours. Given the flexibility of scheduling, you may have varying individual start dates within this timeframe.**

**Tentative** **Course Content and Schedule**

**Note: In addition to the assignments listed in the syllabus, you will have weekly quizzes and canvas activities. Please check Canvas for their due dates.**

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| Weeks | Topics | Assignment |
| 1(08/19/24) (08/21/24) | **Module 0. Course Introduction & SL Orientation*** + Syllabus
	+ Service Learning
	+ Google Doc
	+ Course Entry Quiz
 | Course Entry Survey |
| 2(08/26/24)(08/28/24) | **Module 1. Introduction to Development** * + Blank Slate Theory &BPS Models
	+ Nature vs Nurture
	+ Active vs Passive
	+ Continuity vs Discontinuity
	+ Holistic nature of development theme
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| 3(09/04/24) | **Module 2. Child Biological Development*** + Biological Development
	+ Maturation and Canalization
	+ Genetic-Environmental Correlations
	+ Application in Classroom Settings
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| 4(09/09/24)(09/11/24) | **Module 3. Child Cognitive Development** * + Cognitive Theorists
	+ Information Processing Theory
	+ Strategies for Memory Storage
	+ Application in Classroom Settings
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| 5(09/16/24)(09/18/24) | **Module 4. Psychosocial Development** * Bronfenbrenner: The Social Context for Development
* The Interplay of Temperament and Environment
	+ Family Impact & Parenting Styles
	+ Application in Classroom Settings
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| 6(09/23/24)(09/25/24) |  **Module 5. Developmental Principle I-Support**  **Responsive Relationships for Children*** + The Power of Relationships in Schools
	+ Teacher and Student Relationship
* Peer Relationship
* Creating a Positive Learning Environment
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| 7(09/30/24)(10/02/24) |  **Module 6. Developmental Principle II-Reduce**  **Stress** * + Impact of Stress
	+ Coping Strategies
	+ Increase Resilience
 | Mid-Semester Check-In Survey |
| 8(10/07/24)(10/09/24) |  **Module 7. Developmental Principle III-Improve**  **Executive Function** * + Executive Functioning (EF) Skills
	+ Why EFS matter
	+ Learning Strategies
	+ Classroom Application
 | Professional Product I |
| 9(10/14/24)(10/16/24) | **Module 8. Introduction to Learning & Motivation*** + Behaviorism
	+ Cognitivism
	+ Constructivism
 | Service-Learning Reflection |
| 10(10/21/24)(10/23/24) | **Module 9. Workshop for PPII**   |  |
| 11(10/28/24)(10/30/24) |  **Module 10. PPII-Behaviorism** | Professional Product II |
| 12(11/04/24)(11/0624) |  **Module 11. PPII-Cognitivism** |  |
| 13(11/11/24)(11/13/24) |  **Module 12. PPII-Constructivism** |  |
| 14(11/18/24)(11/20/24) |  **Module 13.** **Assessment**  * Concepts and Principles
* Standardized Testing
* Objective Test & Essay Response Assessments
* Performance/Product/Project-based Assessment
* Student Communication
 | Professional Product III |
| 15 (11/25/24)(11/28/24) |  **Thanksgiving Break- No Classes** |  |
| 16(12/02/24)(12/04/24) | **Module 14. TBD – Flex Day** (Service-Learning Presentation) | Service-Learning Presentation |
| 17(12/09/24) | FINAL EXAM WEEK |  |

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