**Adolescent Development, Learning, Motivation and Assessment II**

**Foundations 3120**

**Credit Hours:** 3 semester hours

**Instructor:** Eric Hogan

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**Phone:** 757-613-3959

**Office and Office Hours:** By appointment

**Texts:** All readings will be available on 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:** By the end of the course, you should be able to describe (1) how students differ, (2) how students learn, (3) what motivates students' behavior, and (4) how to best assess student progress. You should be able to discuss the difficulties teachers face when putting educational/psychological theory into practice and should be able to use your knowledge and ingenuity to provide suggestions for improving classroom environments to promote learning.

*In addition, course objectives include a subset of key indicators from the* Alabama Quality Teaching Standards. 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

1. 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

1. 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

1. Knowledge of factors and situations that promote or diminish intrinsic motivation. (2)(c)3.(ii)

Instructional Strategies

1. Knowledge of research and theory underpinning effective teaching and learning. (2)(c)4.(i)
2. Knowledge of a wide range of research-based instructional strategies and the advantages and disadvantages associated with each. (2)(c)4.(ii)
3. 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

1. Knowledge of the purposes, strengths, and limitations of formative and summative assessment and of formal and informal assessment strategies. (2)(c)5.(i)
2. 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)
3. 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)
4. 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)

Continuous, Lifelong Professional Learning

1. Knowledge of a range of professional literature, particularly resources that relate to one’s own teaching field(s).(5)(c)2.(i)
2. Knowledge of the processes and skills associated with peer coaching and mentoring. (5)(c)2.(iii)

Alabama Specific Improvement Initiatives

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

School Improvement

1. 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)

**Grading Scale:**

A = Grade of at least a 90%

B = Grade between 80% and >90%

C = Grade between 70% and >80%

D = Grade between 60% and >70%

F = Grade below 60%

**Course Requirements**

**Learning Presentation 30%:** Each of you will be assigned a group to give a presentation to guide your classmates in one of the various ways learning occurs. These include a behaviorist perspective, cognitivist perspective, or social cognitivist/social constructivist perspective. A rubric will be provided on what to teach.

**Discussion Prompts 20%:** Throughout the semester, you are asked to engage with your peers on various prompts on Canvas regarding learning, motivation, development, and assessment.

**Assessment Assignments 20%:** There are various ways to assess your students’ learning. We will be discussing selected response and performance assessment. You are required to tinker with these various assessments that you may one day be used in your classroom. Directions to follow.

Selected Response Measure (10%)

Performance Assessment Measure (10%)

**Philosophy Statements 20%:** Each of you have either written or at the very least thought about your teaching philosophy. As education is a craft, this ever evolving statement helps lead to how you see development, learning, motivation, and assessment in your classroom.

**Canvas Activities 5%:** To help ground the material and help frame the weekly conversation, you are required to answer various prompts regarding readings and videos.

**In Class Assignments/Participation 5%:** As a future educator, it is important to learn about and engage things that will help you with your craft. Engagement is a way to help understand concepts you will see every day in your classroom. The rubric is on Canvas.

**Course Calendar:**

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| **Week 1 (January 11th)** | Introduction to class and educational psychologyRevisiting BPS |
| **Week 2 (January 18th)** | Adolescent Development Review |
| **Week 3 (January 25th)** | Intro to Learning and Motivation  Prep for Learning Presentations  **Discussion 1 Due** |
| **Week 4 (February 1st)** | Behaviorist approaches towards learning  *Group 1 Presentation* |
| **Week 5 (February 8th)** | Behaviorist approaches towards learning  *Group 1 Presentation* |
| **Week 6 (February 15th)** | Cognitivist approached towards learning  *Group 2 Presentation*  **Discussion 2 Due** |
| **Week 7 (February 22nd)** | Cognitivist approaches towards learning  *Group 2 Presentation* |
| **Week 8 (March 1st)** | Social approaches towards learning  *Group 3 Presentation* |
| **Week 9 (March 8th)** | Social approaches towards learning  *Group 3 Presentation* |
| **Week 10 (March 15th)** | **No Class Spring Break** |
| **Week 11 (March 22nd)** | Introduction to Assessment  **Discussion 3 Due** |
| **Week 12 (March 29th)** | Selected Response Assessment |
| **Week 13 (April 5th)** | Difficulty and Discrimination Indexes  **Selected Response Measure Due** |
| **Week 14 (April 12th)** | Performance Assessment |
| **Week 15 (April 19th)** | Standardized Assessment  **Performance Assessment Measure Due** |
| **Week 16 (April 26th)** | Philosophy and Classroom Management  **Discussion 4 Due** |
| **Week 17 (May 3rd)** | No Class  **Teaching Philosophy Due May 3rd** |

**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).

**Attendance**: Your attendance, inasmuch as it is related to participation, is expected. Your enrollment in this class is taken by me as an act of good faith in your efforts to become an effective practitioner. You may miss one class without an excused absence. More than one unexcused absence will result in a half-letter grade deduction to your final grade for every day missed. If you miss more than four days you will be asked to withdraw from the course. Courtesy to those who are speaking is expected at all times. Participation points are different than attendance. Take note that even with an excused absence, you can still earn a 0 for participation for that day. You can make that day up and receive partial participation credit if you schedule an appointment.

Students are responsible for initiating arrangements for missed work due to excused absences. Work that is missed for unexcused absences will not be accepted. Late materials will only be accepted if arrangements are made before the due date and the absence is excused (see Tiger Cub).

**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 2015-2016 for specifics regarding academic misconduct as well as student’s rights and responsibilities associated with the code.

**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 2015-2016).

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