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

##### Foundations 3120

**Credits:** 3 lecture

**Term:** 2017 Spring (hybrid class)

# Instructor: Kristine Morris, MA.Ed.

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**Class Meeting: Mondays from 4-6:50 pm in Haley 3326**

**Office Hours: M 3-4 pm and T on class meeting dates 4-5 pm, and by appointment (unless otherwise mentioned)**

**Required Texts:**

Readings will be provided and posted on Canvas as linked files and PDFs.

**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.

**Objectives Continuing Throughout the Courses FOUN 3110 and 3120**

Knowledge of:

* Levels of readiness in learning and different learning styles. **2(b)1(iv)**
* How student learning is influenced by individual experiences, talents, and prior learning,

including language and family/community values and conditions and that each disability has many ability levels. **2(c)1(i)**

* Developmentally appropriate teaching practices. **2(d)1(iv)**
* How to use a wide variety of school and community materials and human and technological resources. **2(d)1(vii)**
* How to identify the interests and preferences of students with diverse needs including students with disabilities. **2(e)1(i)**
* The importance of teacher expectations and their relationship to student performance. **2(e)1(v)**
* Standard speech and written communication. **2(f)1(i)**
* Appropriate professional behavior and dispositions expected of professionals. **2(i)1(i)**
* Importance of keeping accurate records including IEPs, especially records related to federal, state and district policies, and other records with legal implications. **2(i)1(iii)**
* How to reflect on and modify personal/cultural biases that can affect teaching practice. **2(i)1(iv)**
* Current educational issues and trends. **2(i)1(vi)**
* How to access school, community, state, and other resources and referral services**. 2(j)1(iv)**

Ability to:

* Recognize individual variations in learning and development that exceed the typical range and use this information to provide appropriate learning activities. **2(b)2(i)**
* Apply knowledge of student learning and development in planning, selection of instructional strategies, classroom management techniques, communication, assessment, and collaboration to create appropriate, challenging and supportive learning opportunities for students. **2(b)2(ii)**
* Share responsibility for education of students with diverse needs including students with

disabilities to ensure implementation of appropriate instructional strategies. **2(d)2(i)**

* Modify tasks and/or accommodate individual needs. **2(d)2(iii)**

Provide a variety of ways for students with diverse needs including students with disabilities to demonstrate their learning. **2(d)2(iv)**

* Adjust instruction in response to information gathered from ongoing monitoring of performance and progress of students with diverse needs including students with disabilities. **2(d)2(v)**
* Use strategies that promote the independence, self-control and self-advocacy of all students. **2(d)2(vi)**
* Vary teaching roles such as instructor, facilitator, coach, listener, and mentor. **2(d)2(xiv)**
* Use interests and preferences of students to design activities that encourage students with diverse needs including students with disabilities to make positive contributions. **2(e)2(i)**
* Take action to promote positive social relationships among students, including age-appropriate peers and students with disabilities. **2(e)2(ii)**
* Create learning environments that encourage engagement, self-motivation, academic and social learning. **2(e)2(iii)**
* Design learning environments to respect and accommodate diverse needs. **2(e)2(v)**
* Encourage students to assume increasing responsibility for themselves and promote each others’ learning. **2(e)2(vii)**
* Organize, allocate, and manage the resources of time, space and activities **2(e)2(viii)**
* Select teaching resources, curriculum materials, and technology appropriate for students with diverse backgrounds and reading skills. **2(g)2(iv)**
* Engage all students in assessing and understanding their own learning and behavior. **2(h)2(iii)**
* Engage in and reflect on meaningful professional development activities in order to enhance teaching and learning. **2(i)2(i)**
* Communicate and collaborate effectively with colleagues, students, parents, guardians and significant agency personnel who are included and valued equally as partners. **2(i)2(iii)**
* Articulate a personal philosophy and its relationship to teaching practices. **2(i)2(v)**
* Use best practices, professional literature, and collegial assistance to improve as a teacher and a learner. **2(i)2(vi)**
* Maintain confidential student information in a professional manner. **2(i)2(vii)**
* The importance of families as active partners in planning instruction and services. **2(j)1(iii)**
* Use confidential student information in a professional manner **2(j)2(vi)**

**Learning Objectives of FOUN 3120**

Knowledge of:

* Multiple learning theories and research-based teaching practices. **2(b)1(v)**
* How individual students learn. **2(b)1(vi)**
* Advantages and limitations associated with various instructional strategies. **2(d)1(i)**
* How to select and support the use of instructional and assistive technologies. **2(d)1(ii)**
* Teaching and learning theory. **2(d)1(iii)**
* Factors and situations that promote or diminish intrinsic motivation. **2(e)1(ii)**
* Appropriate classroom/behavior management and discipline techniques such as positive behavior support strategies. **2(e)1(iv)**

Ability to:

* Make developmentally appropriate choices in selecting teaching strategies to meet the needs of diverse learners. **2(d)2(vii)**
* Evaluate, select and integrate a variety of strategies such as cooperative learning, discussion, discovery, problem-based learning, and direct instruction. **2(d)2(xiii)**
* Use appropriate classroom/behavior management and discipline techniques.**2(e)2(ix)**
* Communicate optimal expectations for each student. **2(e)2(x)**
* Organize, use and monitor a variety of student groupings for instruction. **2(e)2(xi)**

**Assessment Objectives of FOUN 3120**

Knowledge of:

* Methods for assessing advantages and limitations of current and emerging technologies and tools for instruction, student assessment, management, reporting purposes and communication. **2(d)1(vi)**
* Purposes, strengths and limitations of formal and informal assessment approaches. **2(h)1(i)**
* Measurement - related issues such as validity, reliability, norms, bias, scoring concerns and ethical uses of tests and test results. **2(h)1(iii)**
* Current state assessment requirements and procedures. **2(h)1(iv)**
* Importance of keeping accurate records including IEPs, especially records related to federal, state and district policies, and other records with legal implications. **2(i)1(iii)**

Ability to:

* Model appropriate verbal and written communication. **2(f)2(iv)**
* Use data to guide instruction. **2(g)2(i)**
* Design and use a variety of formal and informal assessment techniques to plan instruction, modify teaching, and measure and report student progress related to curriculum objectives. **2(h)2(i)**
* Collaborate with others to incorporate accommodations into all assessments. **2(h)2(ii)**
* Focus on student learning based on interpretation of reports from standardized tests currently required statewide, other assessments of student learning, use of assessments in instruction, and development of meaningful learning experiences for students based on their developmental levels and prior experience. **2(h)2(vii)**
* How to evaluate one’s performance as a teacher. **2(i)2(v)**

**Grading Scale**:

A = Average grade of at least 90

B = 80-89

C = 70-79

D = 60-69

F = Average below 60

**Hybrid Education Format:**

Course material (*most of it*) is to be accessed via Canvas files; some have assignment instructions, while other files have video lectures, etc. It is entirely the obligation of the student in this course, since it is in this format, to ensure they have proper, reliable access to a desktop or laptop computer with Internet (at home, work, or school) to access this Internet based material. This will mean, for example, downloading Flash (free) to be able to view the lectures and downloading Adobe Acrobat Reader (free) to open and view text files and assignments posted on Canvas. No other substitute, replacement or arrangement for Canvas is possible in terms of accessing lectures or other course material (**not** e-mail, thumb-drive, DVDs, CDs, printed course packets, etc.).

If you are at a place of work where the computer is controlled by I.T. staff, please quickly communicate to them your needs of accessing any and all files on the Canvas site and for them to download any and all software needed to open documents (*Adobe Reader*) and to view videos (such as *Flash* player). Taking the appropriate steps to access the material online will be required. Many of the videos for this course, with films or speeches or animations, will be on Internet websites so please download whatever video player software is needed (*often* *is Flash but could be sometimes other player depending if you use a Mac or PC computer*). Flash works on both platforms.

This course has been designed in accordance with Auburn University consulting from IMG and from LRC Distance Learning Staff in terms of functioning videos, viewable PDFs and links, etc.

This functionality, please note, is for computers including desktop and laptop computers.

Anything that is not the above may (might) very possibly not have all functionality of videos, links, and/or other materials being accessible and I will not be able to change my course materials in Canvas in order to accommodate. The best the university could do is possibly recommend browsers or other software that may enable more functionality at your end. So, in other words, cell phones, smart phones and even tablets like iPads or these same tablet devices from other companies, I am unable to design the course material around due to limitations in our operation. Those devices are NOT recommended for this course in terms of accessing course materials or responding to course assignments. Do not keep enrollment this course if this is a problem for you.

Please watch all the lectures and films as directed in each module, but you may do so according to times of day or on days that meet your schedule best as long as you complete each module and its assignment(s) before or by the posted due date for the module assignment. These dates are shown in this syllabus in Canvas. In addition, you can pause, start and stop the lectures anytime, replay them as many times as you wish, etc. You can stand or exercise while you listen or watch them, or sit at your home or school computer to view them. All of these choices help with the main goal of allowing more time for actual focused watching, listening, non‐stressed note taking, more in‐depth thinking and writing. The time factor is in your hands as long as components and assignments of the course are completed by the specified dates/times (*indicated in this syllabus).* I think you will enjoy the freedom of this course format, but be aware that with this freedom comes responsibility and expectation of going through the material in its entirety and in a timely manner. Again, please be 100% sure to read and watch all course material in a timely manner in order to maximize your potential for success in the course. This will be a core expectation.

**How to access all learning modules and assignments:**

Each module will be posted so you have at least 1 week to complete the materials.

**Instructions**: Class meetings are shown in red yellow. Each Module has a start date and ending date and in nearly all cases is 7 days in length. Complete work in each Module before or by the date in the second column shown below as the deadline for that module's assignment.

**Assignment Legend: D** = Discussion in class, **+** = plus small items, **E** = Exam,

**R** = Reflection, **KWL**= KWL Chart, **CA** = Culmination Assignment

After each type of assignment shown is the point worth. All deadline times shown below for online submitted work are by midnight except for days we meet. Those are due before class starts at 4 pm (C.T.).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Date** | **Content/Readings (Due on Date Mentioned By 2 pm CNT)** | **Individual Assignments** | **Team Assignments** |
| 1 | January 16, 2017 | **M. L. King, Jr. Day (no class meeting)** |  |  |
| 2 | January 23, 2017 | Syllabus, Explanation of Assessment Project and Presentation, Hybrid explanation, team assignment, start Module 1 |  | Share contact info (e-mail and phone #) |
| 3 | January 30, 2017 | Module 1  Hybrid Day-Behaviorist Learning Theories | KWL |  |
| 4 | February 6, 2017 | In-class discussion of content from prior hybrid day  Team discussions for project, start Modules 2-3 | D | Ideas for lesson in skit, pick lesson as team from all ideas; Behavioral Learning focus per rubric |
| 5 | February 13, 2017 | Module 2-3  Hybrid Day-Cognitive Learning Theories and Social Cognitive and Constructivist Learning Theories | R |  |
| 6 | February 20, 2017 | In-class discussion of content from prior hybrid day  Team discussions for project, start Module 4 | D | Start Dialogue creation, Cognitive, Social Cognitive and Constructivist Learning focus per rubric |
| 7 | February 27, 2017 | Module 4  Hybrid Day-Motivation in Learning and Teaching | R |  |
| 8 | March 6, 2017 | Midterm Due on Canvas and Teaching | E |  |
|  |  |  |  |  |
| **Week** | **Date** | **Content/Readings/Assignments (Due on Date Mentioned By 2 pm CNT)** | **Individual Assignments** | **Team Assignments** |
| 9 | March 13, 2017 | **Spring Break (no class meeting)** |  |  |
| 10 | March 20, 2017 | In-class discussion of content from prior hybrid day  Team discussions for project, start Module 5 | D | Continue dialogue creation, film as needed, Motivation in learning and teaching focus per rubric |
| 11 | March 27, 2017 | Module 5  Hybrid Day-Achievement Targets and Assessment Methods | R in video format |  |
| 12 | April 3, 2017 | In-class discussion of content from prior hybrid day  Team discussions for project, start Module 6 | D | Continue dialogue creation, film as needed, Assessment and Achievements focus per rubric |
| 13 | April 17, 2017 | Module 6  Hybrid Day-Selected Response and Performance Assessments; Assessment Types: Diagnostic, Formative, and Summative | KWL |  |
| 14 | April 24, 2017 | Module 7  Hybrid Day-Teacher Evaluations  Post Team Project Video Presentations to Discussion Board | D and R | CA |
| 15 | April 28, 2017 | Module 8  Peer Evaluations Due  Final Exam Due on Canvas | R and E |  |

**Course Requirements:**

**Exams (20%):** An examination of the different theories of learning and motivation will be completed. The exams will be graded on a 100-point scale and a rubric will be provided if performance assessment.

**Team Project Video/Team Participation (30%):** An individual project will be completed demonstrating your integration of course content using the lesson plan template provided on Canvas. The project and presentation will be graded on a 100-point scale and a rubric is provided on Canvas.

**Reflections and KWL Charts (30%):** Quizzes regarding the course readings and related information will be taken regularly.

**Participation and Discussion (20%):** Scores for participation and discussion will be determined based on the rubric provided in Class Policy Statements:

**Class Policy Statements**

**Participation:** The rubric for participation is as follows:

**A**

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. In addition, this person will be a frequent contributor to online forums, and will seek to test his/her ideas against his/her colleagues. An “A” grade means all homework/discussion assignments are completed.

**B**

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**

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

**D/F**

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

**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 penalty, but every absence thereafter will result in a letter grade drop to your final grade. Because this is a hybrid class, we only have 6 class meetings; plan ahead if you have any teaching assignments at the local high schools so those fall on the hybrid days if needed. Two times being tardy is equivalent to one absence. If you miss more than four days you will receive a failing grade. Courtesy to those who are speaking is expected at all times.

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).

**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).

**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 2014-2015 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 2015-2017).

**Timing Concerns of Assignment Submissions:** If I did not receive your response by the posted deadline, I will post a temporary grade of 0 (zero) points. The grade is then left as a “zero points earned” unless and until the assignment is submitted per your prior communication and permission from me. By doing it this way, you will know right away the status on work in terms of if I have received it or if you are marked as having an extension (if you requested it in time). You will then know the full mathematical effect these unsubmitted items have on your final course grade. You will know if I received late work once I post a grade for the work after looking at it. In order to be safe, always have assignments on at least two other drives as backup. Keep work on a thumb drive and in your Tigermail (as an email attachment to yourself). Do not yank out thumb drives from a computer. Follow the proper steps for removal to be safe.

**Submit responses that meet or exceed word count minimum**. Please keep in mind that with a word count minimum, a person can still submit good quality responses. If a person chooses to submit work beyond the minimum word count that’s more than fine, but it doesn’t constitute more points necessarily and never constitutes extra credit points. If work is within the high quality range, a student will earn either full points or close to full points. The point being made in this paragraph is that more writing does not necessarily equate to being a better or higher quality response for an assignment. So, if a person writes a lot more for an assignment it should be with the understanding that they are doing so for their own purposes of clarity and enjoying the assignment, not with an expectation of topping other people in terms of a grade or in earning any extra credit. Again, if a person can make their thinking known in 300 or 400 words while another person takes more than that to create a response, both are allowed and both will be graded according to WHAT is said and HOW CLEARLY and WELL it is said. The length has little to do with the score earned as long as it (the response) meets the minimum word count.

**Word Count Minimum Definition:** Word count of a student response will never count page labeling, name at the top, restating of the questions, citations, or anything else. The word count minimum required for a student response only counts your response to the questions or task. The word count stated in each module assignment instructions represents the minimum required total response for that assignment. Word count minimum for an assignment does **not** indicate the word count minimum required per each question within that module assignment. It means that your written response to all questions for a certain module assignment, when your response is added up, must be at least the stated word count and it may be more if you wish.

Materials in this syllabus come from a variety of sources including Sean Forbes, PhD. , Paris Strom, PhD., and Teaching Online Pedagogical Repository.

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