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

##### Foundations 3110

**Credits:** 3 lecture

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

# Instructor: Kristine Forney, MA.Ed.

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**Class Meeting: T and Th from 4-6:50 pm in Haley 2430**

**Office Hours: T on class meeting dates 3-4 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

and measurement and evaluation in the context of instructional planning. It will be

conducted using a case and project based approach to learning and instruction 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, **aligned with the**

**Alabama State Standards as of March 2007**

Objectives continuing through the block experience. . .

1. To engage in self-reflection regarding your abilities as a teacher and develop strategies for improvement

2. 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.

6. To assemble a portfolio to demonstrate learning over the semester including structured reflections

Objectives focusing on developmental issues . . .

1. 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)}

1. 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)}

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)}

8. 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

10. 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

Objectives directly associated with assessment and evaluation tasks . . .

1. 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)}

1. 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)}

1. To describe classroom environments and instruction that develops and extends

students’ competence in reading, writing, speaking, and listening {2.c.1(vi)}

**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 in 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 green black. Each Module (shown in red yellow) 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, **E** = Exam, **R** = Reflection, **V** = Video, **KWL**= KWL Chart, **CA** = Culmination Assignment

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 Dates Mentioned Above)** | **Individual Assignments** | **Service Learning (25 hrs. total)** |
| 1 | January 11, 2018 | Syllabus, hybrid explanation, service learning, course overview, start Module 1 |  |  |
| 2 | January 16, 2018 | Service learning, continue hybrid explanation, continue Module 1  Half Hybrid Day – General Development |  |  |
| 2 | January 18, 2018 | Module 1  Hybrid Day – General Development | KWL |  |
| **Week** | **Date** | **Content/Readings (Due on Dates Mentioned Above)** | **Individual Assignments** | **Service Learning (25 hrs. total)** |
| 3 | January 23, 2018 | In-class discussion of content from prior hybrid day  start Module 2 | D |  |
| 3 | January 25, 2017 | Module 2  Hybrid Day – Biological Beginnings | R |  |
| 4 | January 30, 2018 | In-class discussion of content from prior hybrid day  start Module 2 | D |  |
| 4 | February 1, 2018 | Module 3  Hybrid Day – Validity and Inferences | R |  |
| 5 | February 6, 2018 | In-class discussion of content from prior hybrid day  start Module 4 | D |  |
| 5 | February 8, 2018 | Group Meeting Day (meet where you group selects, no class in classroom) |  | R |
| 6 | February 13, 2018 | In-class discussion of content from prior hybrid days and class time for group work  Continue Module 4 | D |  |
| 6 | February 15, 2018 | Module 4  Hybrid Day – Physical Development  start Midterm | R |  |
| 7 | February 20, 2018 | Midterm | E |  |
| 7 | February 22, 2018 | Group Meeting Day (meet where you group selects, no class in classroom) | V |  |
| 8 | February 27, 2018 | In-class discussion of content from prior hybrid day  start Module 5 | D |  |
| 8 | March 1, 2018 | Module 5  Hybrid Day – Cognitive Development | R |  |
| **Week** | **Date** | **Content/Readings (Due on Dates Mentioned Above)** | **Individual Assignments** | **Service Learning (25 hrs. total)** |
| 9 | March 6, 2018 | In-class discussion of content from prior hybrid day  start Module 6 | D |  |
| 9 | March 8, 2018 | Module 6  Hybrid Day - Intelligence | R in video format |  |
| 10 | March 13, 2018 | **Spring Break (no class meeting)** |  |  |
| 10 | March 15, 2018 | **Spring Break (no class meeting)** |  |  |
| 11 | March 20, 2017 | In-class discussion of content from prior hybrid day  start Modules 7-8 | D | R |
| 11 | March 22, 2018 | Modules 7-8  Hybrid Day- Family, Culture, and Community and Peers, School, and Society | R in video format |  |
| 12 | March 27, 2018 | In-class discussion of content from prior hybrid day  start Modules 9-10 | D |  |
| 12 | March 29, 2018 | Modules 9-10  Hybrid Day- Emotional Development and Development of Self and Social Understanding | R |  |
| 13 | April 3, 2018 | In-class discussion of content from prior hybrid day  start Module 11 | D |  |
| 13 | April 5, 2018 | Module 11  Hybrid Day-Behaviorist Learning Theories | KWL |  |
| 14 | April 10, 2018 | In-class discussion of content from prior hybrid day  start Modules 12-13 | D |  |
| 14 | April 12, 2018 | Modules 12-13  Hybrid Day-Cognitive Learning Theories and Social Cognitive and Constructivist Learning Theories | R |  |
| **Week** | **Date** | **Content/Readings (Due on Dates Mentioned Above)** | **Individual Assignments** | **Service Learning (25 hrs. total)** |
| 15 | April 17, 2018 | Module 14  Hybrid Day-Motivation in Learning and Teaching | R | R |
| 15 | April 19, 2018 | Module 15  Hybrid Day-Achievement Targets and Assessment Methods | R in video format |  |
| 16 | April 24, 2018 | Modules 16-17  Hybrid Day-Selected Response and Performance Assessments; Assessment Types: Diagnostic, Formative, and Summative | D |  |
| 16 | April 26, 2018 | Hybrid Day –  Culmination Assignment | CA |  |
| 16 | April 29, 2018 | Final Exam due on Canvas | E | R |

**Course Requirements:**

**Service-Learning:** As part of the College of Education’s assessment efforts each student enrolled in FOUN 3100 must complete 25 hours of service-learning. Though your participation is a required component to this course your performance will not affect your final grade.

**Service-Learning Assignments (30%):** You will berequired to complete four service learning assignments as part of the course. Two of these will be based on teaching lessons at your service-learning location. These will be guided reflections and posted on Canvas.

**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.

**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 14 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 2016-2017).

**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.