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

**Spring 2019**

**FOUN 3120, CRN 19247, 3 credit hours**

**Instructor:** Svetlana Chesser, PhD

**Office Hours and Location:** Monday and Tuesday 11a.m.-12:00 p.m., Haley 4076

**Course Meeting Days, Time, and Location:** Thursdays, 5:00 pm - 7:50 pm, Haley Center 2414

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**Course Description:** This course will provide an integrated overview of adolescent development, learning, motivation, and assessment concepts central to effective instruction.

**Course Prerequisites:** (FOUN 3110 or FOUN 3113) or CTSE 4090 or (CTSE 4070 or CTSE 4073) and EDUC 3000 or (FOUN 3000 and RSED 3000 or RSED 3003).

Admission to Teacher Education.

**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 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)}
3. 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 . . .)

1. To synthesize research from journals, the web and books to help address a question about teaching and learning
2. To communicate your research findings through an appropriate medium of your choice, such as through a workshop, poster, brochure, web page, presentation etc.
3. 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
2. To understand and recognize expected developmental progressions during the preschool, elementary, middle and high school years {2.a.1(ii)}
3. To draw educational implications from each developmental level of students
4. To understand the importance of language development and recognize the role language plays in the learning process {2.a.1(iv)}
5. To recognize students= level of readiness and different learning styles {2.a.1(i)}
6. To learn and recognize ways to stimulate critical thinking and problem solving {2.a.1(iii)}
7. To construct developmentally-appropriate goals and objectives for learners {2.c.1(ii)}
8. 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:

1. To learn and use strategies to help students become self-motivated {2.a.1(v)}
2. To develop motivational strategies which promote student learning and increase student self-esteem {2.a.2(ii)}
3. To learn strategies which help individuals work productively and cooperatively with others (2.a.1(vii)}
4. To encourage students to assume increasing responsibility for themselves and their learning {2.d.2(i)}
5. To recognize when and how plans need to be adjusted based on student responses and other contingencies {2.c.1(iv)}
6. To recognize the advantages and disadvantages associated with various instructional strategies {2.c.1(iii)}
7. 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
9. 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)}
11. 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)}
2. To learn and apply guidelines for the selection and construction of a variety of traditional and alternative assessment methods {2.e.1(ii)}
3. To understand and apply measurement properties such reliability and validity to a variety of traditional and alternative assessment methods {2. e.1.(iii)}
4. To learn strategies which are used to evaluate teachers {2.e.1(iv)}
5. To construct a variety of traditional and alternative assessment methods for informal and formal purposes {2.e.2(i)}
6. To use feedback obtained from observation and student responses to improve practice {2.e.2(ii)}
7. 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)}
8. To describe classroom environments and instruction that develops and extends students’ competence in reading, writing, speaking, and listening {2.c.1(vi)}

**List of assignments and a brief overview of each:**

Chapter Quizzes         (10 @ 3% each)                            30 %

Tests                           (2   @ 25% each)                         50 %

Presentation     (1  @ 20 % each)                        20 %

 **Total                                                                               100%**

**Quizzes.** You will complete **10 quizzes online in Canvas**.  The questions on these quizzes will relate to your readings and our class discussions. You are welcome to use resources such as the text and the PowerPoints that are provided on course website.  If you do not submit a completed quiz by the deadline, you will not receive a credit for that quiz. **There will not be any opportunities for making up the quiz.** These quizzes will help to ensure that you keep up with the readings and learning material.

**Tests.** There will be 2 non-cumulative tests. These tests will contain 50 multiple-choice questions, 2 points each, drawn randomly from a large pool of questions and **will be completed in class during the class time on the assigned dates.**

**Group Presentation.** Each student will be expected to work either alone or with one other students in developing an oral presentation. This presentation will be a summary of your research on topic of adolescents’ development. The presentation should be creative, encourage class participation, and relate to the topics we discussed in class. Presentations should range between 20 and 25 minutes and include outside sources. You may find it useful to have your own discussion questions written out to encourage class participation. Your presentation may, but does not have to, include movie clips, people from outside the classroom, role-plays, etc. It is up to you and you group members, have fun with it! The intent of the presentation is to allow you to have control over a portion of the section and for you to learn more information about an area of interest that you have.

The purpose of the presentation is NOT to repeat what is stated in the chapter; rather, to emphasize key points, expand upon topics of interest, relate key points to current events, address diversity issues, and spark an interesting discussion. Plan this presentation as though you were going to discuss the topic among peers and friends. **Each team member also requires to write no more than two pages double-spaced typed individual essay (due on the day of presentation) summarizing what he or she learned from the assignment and what they contributed to the team.**

Grading Scale:

A = 90% to 100%

B = 80% to 89%

C = 70%to 79%

D = 60% to 69%

F < 60%.

# Text: Medina, J. (2018). Attack of the Teenage Brain: Understanding and Supporting the Weird and Wonderful Adolescent Learner.

**Course Website:** You can find the course website in **Canvas**.  At this site, you will find each week’s **PowerPoint slides**, **presentation topics, quizzes,** **class announcements**, and other helpful information.  This is also where your **grades** will be posted.

**Classroom Policies:** You may **withdraw** without grade penalty until the 15th class day, and until midsemester (although a W will appear on your transcript if you withdraw between the 16th and 36th class day). If you withdraw from the course between the 6th class day and the 15th class day you will pay a course drop fee of $100.

**Attendance Policy:**  This is **NOT a self-paced course**. You are expected to complete **assignments every week.** You should login to the course regularly to read/view your weekly course content and take quizzes as scheduled.

**Policy for Late/Missing Work:** No late quizzes will be accepted. There will be no **make-up** exams unless you contact me **PRIOR** to the scheduled exam or **immediately after** **emergency occurs on the day of the exam** and provide a note from a doctor, or an obituary of a lost family member.

Accommodation Statement**:** Students who need accommodations make an individual appointment with the instructor during the first week of classes – or as soon as possible if accommodations are needed immediately. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

**Academic Honesty:** All portions of the Auburn University Student Academic Honesty code (Title XII) found in the Student Policy eHandbook will apply to this class (<http://www.auburn.edu/student_info/student_policies/>). All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee

**Classroom Behavior:** The Auburn University Classroom Behavior Policy is strictly followed in the course; please refer to the Student Policy eHandbook at <http://www.auburn.edu/student_info/student_policies/> for details of this policy.

**An Emergency Contingency statement:** If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation (such as an H1N1 flu outbreak), the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

**Course Calendar/Schedule:** **VERY IMPORTANT**

Submissions of quizzes, and assignments must be done by 11:59 pm Central-Standard Time on the due date. It is **your responsibility** to learn the posted course content each week.  It is also your responsibility to **plan ahead** so that assignments/assessments can be turned in on time.

This calendar lists the assignments that are due and our meetings:

**January 10 -** Introduction

* Welcome to FOUN 3120, syllabus overview.
* Lecture “Introduction”

**January 17 –** Review of Adolescents Physical and Cognitive Development

* Read Introduction
* **Quiz 1 due** **by January 23** at 11:59 p.m.

**January 24 -** All About Executive Function

* Read “All About Executive Function” before class
* **Quiz 2 due** **by January 30** at 11:59 p.m.

**January 31 –** Brain Structure

* Read “Brain Structure” before class
* **Quiz 3 due** **by February 6** at 11:59 p.m.

**February 7** – Brain Mechanisms of Learning and Memory

* Review PPT “Brain Mechanisms of Learning and Memory”
* **Quiz 4 due by February 13 at 11:59 p.m.**

**February 14** - Brain Development

* Read “Brain Development” before class
* **Quiz 5 due by February 20** at 11:59 p.m.

**February 21– Test 1**

**February 28 –** Safety, Parenting, and Parent Support

* Read “Safety, Parenting, and Parent Support” before class
* **Quiz 6 due** **by March 6** at 11:59 p.m.

**March 7 –** Teaching with Executive Function in Mind

* Read “Teaching with Executive Function in Mind” before class
* **Quiz 7 due** **by March 20** at 11:59 p.m.

**March 21** – Exercise integration

* Read “Exercise integration” before class
* **Quiz 8 due** **by March 27** at 11:59 p.m.

**March 28** – Social-Emotional Learning

* Read “Social-Emotional Learning” before class
* **Quiz 9 due** **by April 3** at 11:59 p.m.

**April 4** **–** Screen Time Meets Mindfulness Training

* Read “Screen Time Meets Mindfulness Training” before class
* **Quiz 10 due** **by April 10** at 11:59 p.m.

**April 11 and 18** – Presentations

**April 25 - Test 2**

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

**Topics for Presentation**

1. [**When the Myth is the Message: Neuromyths and Education**](http://dana.org/Briefing_Papers/When_the_Myth_is_the_Message__Neuromyths_and_Education/)

Outline and debunk most common brain myths (at least 6) related to our cognition. Share how (if) these discredited myths and information learned in this class changed your view on teaching. You are welcome to use this article as a backbone of your presentation.

### [**Wrestling with Our Digital World**](http://dana.org/News/Wrestling_With_Our_Digital_World/)

What effect the new technologies have on our brain? What are risks of pervasive digital exposure, particularly to young people who are its most devoted users. Present a composite portrait of the good, the bad, and the ugly faces of the new technology. You are welcome to use this article as a backbone of your presentation.

### [**Connecting the Dots: New Insights into Creativity and the Brain**](http://dana.org/News/Connecting_the_Dots/)

How creative brain differ from an average brain? According to the new theory, what three brain networks are implicated in creativity and how? Is creativity born or made? You are welcome to use this article as a backbone of your presentation.

1. [**‘Teens get a bad rap’: the neuroscientist championing moody adolescents**](https://www.theguardian.com/science/2018/aug/17/teens-get-a-bad-rap-the-neuroscientist-championing-moody-adolescents?CMP=twt_a-science_b-gdnscience)

Outline major changes in teens brain and relate it to their behaviors – moody, self-centered,hypersensitive, risk taking, grumpy in the morning, embarrassed by their parents. You are welcome to use this article as a backbone of your presentation.

### [**Thinking Outside the Box About Memory**](http://dana.org/News/Thinking_Outside_the_Box_About_Memory%283%29/)

“…**memory** may have evolved **not to recall the past**, but to **simulate future events** by pasting together **unrelated fragments of similar past experiences**…” Our memory does not work like recording device. Memory works by reconstructing fragments of the encoded information rather than retrieving it as one complete piece of information. Relate this view on memory to the business of teaching. You are welcome to use this article as a backbone of your presentation.

### [**Do Complex Tasks Train Your Brain to be More Efficient?**](http://dana.org/News/Complexity-To-Efficiency/)

It’s now common wisdom that learning to play an instrument or taking up a second language is good for the brain. Use your knowledge of brain structure, function, and executive function to explain why brain of a musician or a bilingual person is more efficient. Are there any differences in brain functioning of musicians and bilinguals? You are welcome to use this article as a backbone of your presentation.

### [**The Sleep-Deprived Brain**](http://dana.org/News/The_Sleep-Deprived_Brain/)

We now know that sleep plays an important role in learning and memory. Expand on this. List other benefits of sleep, especially for teenagers. You are welcome to use this article as a backbone of your presentation.

1. [How Goofing Off Helps Kids Learn](https://www.theatlantic.com/education/archive/2017/07/goofing-off-is-good/533427/)

“Stop daydreaming! Pay attention!”, are commonly used phrases in the classroom. What is the brain doing during these “off” times? Should we bring our students back from this state or let them daydream? Provide your recommendation based on the research on free-form attention.