



## Assignments & Assessments of Learning

**1. Observation Project.** Each student will observe recorded sessions of at least three different developmental groups; for example, a kindergarten, a middle-school, and a high school class. Students will write a paper (approximately 2,000-2,500 words) summarizing their observations, analyzing their observations and synthesizing their findings with course content. Guidelines for this paper are available on Moodle. Due during Finals week.

**2. Chapter Tests:** Online assessment of comprehension for each chapter studied. Deadlines are on Moodle (self-paced). Due at the end of the week after class coverage of the module.

**3. Concept Reflection Papers:** Students will write short (400-500 words) papers on topics from course material. Details are provided on a later page of this syllabus. Due dates on Course Schedule.

**4. Spotlight Research Talk:** Each student will contribute to one in-class presentation to teach the class about recent research in Ed Psych. Details are provided on a later page of this syllabus.

**5. Assessment Project:** Students will create traditional test items and a performance assessment from this course's content. Details are provided on a later page of this syllabus.

**4. Exams:** There will be two in-class exams. They will be multiple choice and short-answer and contain material from both lecture and text. The purpose is to measure understanding of the significant concepts and principles presented in the course and consolidate, then celebrate, your learning!

**5. Attendance, Participation & Engagement:** Active participation in class sessions is highly valued because the nature of this course is hands-on and collaborative. Each student contributes to the class through group exercises, class discussions, and online activities, Specifically, student engagement will be assessed during the class meetings, including small groups, and through completion points on Vantage.

## Grading

| Requirement                                                               | Grade Contribution |
|---------------------------------------------------------------------------|--------------------|
| Observations Project                                                      | 20%                |
| Exams: Midterm & Final                                                    | 20%                |
| Chapter Tests                                                             | 15%                |
| Concept Reflection Papers (3)                                             | 15%                |
| Assessment Project                                                        | 10%                |
| Spotlight Research Talk                                                   | 10%                |
| Attendance, Participation & Engagement<br>(eg, Vantage Completion points) | 10%                |

## Grading Scale

|            |    |            |           |
|------------|----|------------|-----------|
| 94%-100%   | A  | 77.0-79.9% | C+        |
| 90.0-93.9% | A- | 73.0-76.9% | C         |
| 87.0-89.9% | B+ | 70.0-72.9% | C-        |
| 83.0-86.9% | B  | 64.0-69.9  | D         |
| 80.0-82.9% | B- | 0-63.9%    | No Credit |

## Course Policies and Resources

1. Attendance at each class session is expected. If you need to be absent from our class meetings, you must contact me as soon as possible by email. Your SRT group and I will help you stay caught up.
2. Extensions on due dates may be available based on prior discussion with me! Reach out early if you think you need a different due date in order to submit quality work. However, use this policy wisely: most students do not receive more than 1-2 extensions per course.
3. Late Work: Points will be taken off for un-extended late work. Any assignment turned in two weeks after the due date will be marked as a zero. This policy aims to help students stay on track with the course learning.

**\*\*The success of all students in this class is important. If you are experiencing obstacles to your academic success, you are encouraged to seek the proper resources; for example:**

1. **Educational (dis)ability:** contact our Assistant Dean of Students to make an appointment. Additional information regarding the accommodations process for students with disabilities can be found at [www.macalester.edu/studentaffairs/disabilityservices/](http://www.macalester.edu/studentaffairs/disabilityservices/). I will gladly work with you to create the accommodation deemed most helpful to your learning needs.
2. **Mental health:** Here at Macalester, you are encouraged to make your well-being a priority throughout this semester and your career here. Investing time into taking care of yourself will help you engage more fully in your academic experience. ***Remember that beyond being a student, you are a human being carrying your own experiences, thoughts, emotions, and identities with you. It is important to acknowledge any stressors you may be facing, which can be mental, emotional, physical, financial, etc., and how they can have an academic impact.*** I encourage you to remember that you have a body with needs. In the classroom, eat when you are hungry, drink water, use the restroom, and step out if you are upset and need a break. Please do what is necessary so long as it does not impede your or others' ability to be mentally and emotionally present in the course. Outside of the classroom, sleep, moving your body, and connecting with others can be strategies to help you be resilient at Macalester. If you are having difficulties maintaining your well-being, please don't hesitate to contact me and/or find support from other resources, such as Center for Health & Wellness: Leonard Center Room 53, x6275 (call to make an appointment).

## Ed Psych Course Schedule Spring '22

| <b>Class Meeting</b>  | <b>Topics</b>                                                                                              | <b>To Do</b>                                                                       |
|-----------------------|------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| Week #1: Jan. 19      | Introduction to Course<br>Overview of Ed Psych                                                             |                                                                                    |
| Week #2: Jan. 24, 26  | Tu: Ed. Psych. & the Sciences of Learning<br>Th: intro to Human Development                                | Tu: Module 1 & Kohn article on Moodle, "Well, Duh!"                                |
| Week #3: Jan 31, 2/2  | Cognitive Development<br>Neuroscience & Education<br>Th: SRT 1                                             | Tu: Module 6<br>Th: Module 5 (7 is optional)                                       |
| Week #4: Feb. 7, 9    | Social-emotional development<br>Th: SRT 2                                                                  | Modules 2-4; No ch test for Mod 4<br><b>2/9: Concept Reflection 1 Due</b>          |
| Week #5: Feb. 14, 16  | Learner Differences: Individuals;<br>Intelligence; Exceptionality                                          | Tu: Module 20. Skim Mods 21-22.<br>Th: Moodle readings                             |
| Week #6: Feb. 21, 23  | Learner Differences II: Groups<br>Language, Race & Culture<br>Th: SRT 3                                    | <b>2/23: Concept Reflection 2 Due</b><br>Tatum: skim the Prologue, Read Intro, 1-4 |
| Week #7: Feb. 28, 3/2 | Racial, Cultural, and Ethnic identities & Schools                                                          | Tatum: 6-8,10, Epilogue                                                            |
| Week #8: Mar 7, 9     | Wrap up of first half;<br>Exam #1 in class on 3/9                                                          | <b>3/7: Concept Reflection 3 Due</b>                                               |
| Week #9: Mar 14, 16   | <b>No class for spring Break</b>                                                                           |                                                                                    |
| Week #10: Mar 21, 23  | Ed Measurement & Assessment<br>3/24: Keynote speaker                                                       | Modules 23-24<br>Attend Ed & Advocacy, Fri 7pm                                     |
| Week #11: Mar 28, 30  | No class Tuesday<br>Standardized Testing<br>Th: SRT 4                                                      | Module 25<br><b>3/30: Assessment Project Due</b>                                   |
| Week #12: Apr 4, 6    | Behaviorist views of learning<br>Cognitivist views of learning                                             | Tu: Modules 8-9<br>Th: Module 10 + Read Mods 11-12, no ch tests; 13 is optional    |
| Week #13: Apr 11,13   | Student Motivation<br>Th: SRT 5                                                                            | Modules 14-16                                                                      |
| Week #14: Apr 18, 20  | Teacher expectations, planning and instructional approaches<br>Creating Learning Environments<br>Th: SRT 6 | Tu: Module 18, Read 19, no ch test<br>Th: Module 17                                |
| Week #15: Apr 25, 27  | Course Wrap-up & Review;<br>Exam #2 in class                                                               |                                                                                    |
| Finals Week           | Nothing in person                                                                                          | <b>May 6, 11:59pm:<br/>Observation Project on moodle</b>                           |

### Topic Options for Concept Reflection Papers

### Paper #1

- Accommodation and assimilation
- Zone of Proximal Development & scaffolding
- Private speech
- Cultural tools
- Neural pruning
- synaptic plasticity

### Paper #2

- Self-concept & self-esteem
- Moral reasoning
- Parenting styles
- Multiple intelligences
- Learned helplessness
- Learning disabilities

### Paper #3

- Topic from Tatum book (your choice). Some suggestions: aversive racism, colorblind ideology, theories of ethnic identity...

### **PROCESS:**

Students will write short (400-500 words) papers on topics from course material. Choose topics from the topic list attached to this syllabus that are meaningful to you and have applicability to future teaching or other professions. They will be graded on the quality of the four required components (see below), completeness and correctness of concept explanation, depth of discussion, and thoughtfulness of response. Please bring a paper copy to class. The structure of each paper should be FOUR parts:

1. Fully explain or define the concept.
2. Describe what the concept looks like (an example) based on your personal experience.
3. Discuss how you will apply that concept in ***your*** teaching or professional life. Be specific! This is often a difficult but important step. Even if you are not planning to teach, take the leap and create scenarios or make up examples of how the concept could be applied in *your own life*.
4. Evaluate the importance of this concept to the field of education. Judge why and how it is of value to teachers and students in classroom settings.

## Spotlight Research Talk

### Learning Objectives:

- Establish familiarity with primary research in the field of Educational psychology
- Develop working knowledge of a topic of current importance in the field
- Practice cooperative learning strategies to construct the presentation
- Demonstrate effective peer teaching

### Products:

- 13-15-minute presentation to the class on the determined topic
- Presentation slides depicting your group's learning

### Process:

- Each group member identifies 1-2 articles to contribute to learning about the topic. Articles must be from peer-reviewed journals, preferably in or related to Education Psychology. Priority should be given to recent publications.
- The group will jigsaw the articles, looking for commonalities in: research questions, methodology, findings, applications for teaching, and suggestions for future research.
- Together, the group decides how to synthesize the research articles and offer key points to the larger class. The goal is a concise explanation of the "state of the field" on the topic.
- The group designs presentation outline, slides, and shared speaking roles.

## TOPICS

1. Sleep, Learning & the Brain
2. Anti-bullying Approaches in Schools
3. Students' Perceptions of Belonging at School
4. Test Anxiety: Causes and Interventions
5. Student Procrastination: Causes and Interventions
6. Project-based Learning: potential and challenges

### Rubric for Assessment of Spotlight Research Talks

|                                                                                | 3                                                                                                           | 2                                                                                                               | 1                                                                                                                   |
|--------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| Shows familiarity with primary research in the field of Educational psychology | Explains research methods in detail                                                                         | Explains research methods generally                                                                             | Weak explanations of research methodology                                                                           |
| Shows working knowledge of a topic of current importance in the field          | Very clear and extensive use of terminology and current issues in Ed Psych                                  | Mostly clear and appropriate use of terminology and current issues in Ed Psych                                  | Weak and/or inaccurate use of terms and issues                                                                      |
| Embodies cooperative learning strategies to construct the presentation         | All steps are followed and all members rate the group process highly                                        | Most steps are followed and/or most group members rate the process highly                                       | Steps are missed and/or significant process problems occur                                                          |
| Apply effective peer teaching strategies                                       | There are noticeable efforts to engage the group and/or make meaningful connections to other course content | There are unsuccessful attempts to engage the group and/or offer meaningful connections to other course content | There are no or close to no efforts to engage the group and/or offer meaningful connections to other course content |

## Assessment Project Requirements

Turn in as a hard copy in class.

### Part I. Traditional Assessment

A. Write FOUR multiple-choice questions at the following levels of Bloom's cognitive taxonomy:

- One question at the Knowledge Level.
- One questions at the Comprehension Level
- One question at the Application Level.
- One question at the Analysis Level.

B. Write TWO essay questions:

- One at the Synthesis Level
- One at the Evaluation Level

#### *Guidelines:*

- Use content from this course's text only.
- For each question, provide the **answer** (including a brief outline of an answer for the essays), and the **source** for the question's content, such as the chapter number.
- Clearly state what **taxonomy level** each question is and a one-sentence **justification** for its level.

### Part II. Authentic Assessment

Imagine you are teaching a class (grade level and subject of your choosing). Write 3 learning objectives and design an authentic assessment that measures your students' mastery of the objective. Provide:

- The subject and the grade level you are "teaching"
- The learning objective you will be assessing
- The product intended to demonstrate achievement of the objective
- The process the students must undertake to produce the product
- Your "Analytic" rubric for measuring learning. Rubric must clearly delineate criteria, scores, and descriptions of what constitutes each score **for each criteria point**.