

Term Information

Effective Term Spring 2016
Previous Value Summer 2013

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Add General Education designation in Social Sciences: Individuals and Groups.

What is the rationale for the proposed change(s)?

This course's focus on the systematic study of human behavior and cognition within the structure of educational institutions.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

This course may be used by other programs to fulfill a GE requirement

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Educ Sts: Education Psychology
Fiscal Unit/Academic Org	School/Educ Policy&Leadership - D1280
College/Academic Group	Education & Human Ecology
Level/Career	Undergraduate
Course Number/Catalog	2309
Course Title	Psychological Perspectives on Education
Transcript Abbreviation	Psych Persp on Ed
Course Description	Examination of research, theory, and practice pertaining to important aspects of learning and teaching; the nature of learners, cognition, problem solving, motivation, teaching approaches and assessment.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 7 Week, 12 Week (May + Summer)
Flexibly Scheduled Course	Sometimes
Does any section of this course have a distance education component?	No
<i>Previous Value</i>	<i>No</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Not open to students with credit for EduPL 309.

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

42.2806

Subsidy Level

Baccalaureate Course

Intended Rank

Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:

Individual and Groups

The course is an elective (for this or other units) or is a service course for other units

Previous Value

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- The purpose of this course is to examine the research, theory, and practice of educational psychology and its application to teaching and learning situations.

Previous Value

Content Topic List

- Cognitive, behavioral and constructivist models of human learning
- Individual and cultural differences in learning needs
- Creating adaptive classroom contexts for all learners
- Student academic motivation, self-regulation and metacognition
- Introduction to the assessment of learning and interpretation of assessment data

Attachments

- ESEPSY 2309 GE Syllabus.docx: ESEPSY 2309 Syllabus
(Syllabus. Owner: Wheaton, Joe Edward)
- ESEPSY 2309 GE Rationale.docx: ESEPSY 2309 GE Rationale
(Other Supporting Documentation. Owner: Wheaton, Joe Edward)
- ESEPSY 2309 GE Assessment Plan.docx: ESEPSY 2309 GE Assessment Plan
(GEC Course Assessment Plan. Owner: Wheaton, Joe Edward)

COURSE CHANGE REQUEST
2309 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
08/25/2015

Comments

- approved by EHE Curriculum Committee
Department (by Odum, Sarah A. on 08/17/2015 03:54 PM)
- Assessment plan updated 8/17/2015. jw (by Wheaton, Joe Edward on 08/17/2015 03:51 PM)
- See feedback e-mail to J. Wheaton. (by Vankeerbergen, Bernadette Chantal on 02/03/2015 03:37 PM)

Workflow Information

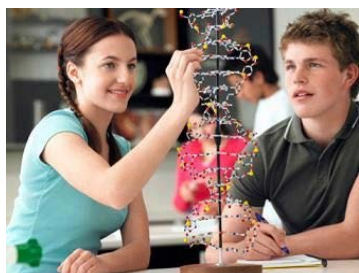
Status	User(s)	Date/Time	Step
Submitted	Wheaton, Joe Edward	12/04/2014 05:07 PM	Submitted for Approval
Approved	Zirkle, Christopher J	12/04/2014 06:51 PM	Ad-Hoc Approval
Approved	Wheaton, Joe Edward	12/08/2014 10:27 AM	Unit Approval
Approved	Odum, Sarah A.	01/21/2015 11:08 AM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	02/03/2015 03:37 PM	ASCCAO Approval
Submitted	Zirkle, Christopher J	02/03/2015 03:47 PM	Submitted for Approval
Approved	Wheaton, Joe Edward	08/17/2015 03:51 PM	Unit Approval
Approved	Odum, Sarah A.	08/17/2015 03:54 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler Hogle, Danielle Nicole	08/17/2015 03:54 PM	ASCCAO Approval

Instructor: Megan Sanders(.539)
169 Ramseyer Hall
Email to set up office hours appointment

Coordinator's info
Tracey Stuckey-Mickell(.1)

Class:
Tuesday & Thursday 11:10-12:30
Enarson 304

**THE OHIO STATE UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN ECOLOGY
DEPARTMENT OF EDUCATIONAL STUDIES
ESEPSY 2309 – PSYCHOLOGICAL PERSPECTIVES ON EDUCATION**



GE COURSE CATEGORY AND GOAL

This course is designed to address the GE course category of Social Science: Individuals and Groups: Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

GE EXPECTED LEARNING OUTCOMES

Social Science: Individuals and Groups

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.
This course will fulfill this outcome by integrating “minds-on” practice, via class work and outside assignments, with applying theory and research to the study of human learning, development, and cognitive processes.
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
This course will fulfill this outcome by requiring students to use a culturally sensitive approach in their study of human learning, development, and cognitive processes and how they occur in and are influenced by various social contexts.
3. Students comprehend and assess individual and group values and their importance in social problem solving and policy making.
This course will fulfill this outcome by requiring assignments that prompt students to critically examine their own beliefs and philosophies concerning

issues related to human learning and development within the larger social context of educational institutions and families.

ADDITIONAL COURSE OBJECTIVES

In this course, I have three broad objectives I'd like us to accomplish:

1. **Learn** – Educational psychology offers a range of theories that are directly relevant to educators. By the end of this course, you will understand different psychological perspectives on development, learning, motivation, culture and diversity, assessment, and learning environments.
2. **Reflect** – However, for this learning to most benefit your future practice, it is also important to reflect on the material we cover. Thinking reflectively is also a skill essential to teaching.
3. **Practice** – Finally, putting what you learn into practice is one of the best ways to solidify your understanding. The activities in class and the course assignments are designed to be opportunities for you to do so.

COURSE DESCRIPTION

Educational Psychology is the study of psychology as it applies to teaching and learning in educational settings. The purpose of this course is to examine the research, theory, and practice of educational psychology as well as its application to teaching and learning situations. This course has been designed to explore what is known about teaching, learning, students' motivation, and classroom management. *Psychological Perspectives on Education* will expose you to classical and contemporary views of educational psychology, and these theories provide frameworks from which to view the learner, the teacher, and the context of instruction.

REQUIRED TEXT

Woolfolk, A. (2012). *Educational Psychology* (12th ed.). Upper Saddle River: Pearson.

*The student value version, the regular version, and the e-text version are all acceptable.

However, **please use the 12th edition of the textbook**. The content and page numbers have changed from earlier editions.

Before every class, a section of reading from the text will be required (see schedule). Please complete the readings before the beginning of the class period for which they were assigned. Success on the in-class work will rely on your knowledge of these assigned readings.

ASSIGNMENTS AND EXAMS WITH DUE DATES

Evaluations (20 Points)

To help you reflect on your learning and engagement with the course and to help me get a better sense of which parts of the course are or are not working, I will ask you to turn in a self-evaluation and an anonymous course evaluation at the middle (**February 20**) and the end of the semester (**April 17**). Evaluations must be typed and will be awarded 5 points each before I read them. More detailed instructions are attached (see page 8) and also posted on Carmen.

Out of Class Activities (40 Points)

Out of class activities are designed to help you prepare for class and begin applying the concepts we learn to your experiences as a student and (potentially!) a future teacher.

You have the opportunity to complete one of the two options each week that we have assigned reading (10 total weeks). These will be graded on your understanding of the class concept, your explanation of the connection between the concept and your observation (In Real Life) or of why that concept is important to your future teaching (Teacher Tool), and meeting the length requirements. **Please submit on Carmen. You may earn up to 20 points before the middle of the semester (Feb 16) and up to 20 points thereafter.**

In Real Life: I hope that the concepts we learn in class become helpful lenses through which you can see and understand the world. Thus, another class activity option is to describe something you observed during the week that you think is an example of one of the concepts we've discussed. For this activity, please write a paragraph explaining what you observed and a paragraph explaining why you think it is an example of something we've discussed. This should be at least one page, double-spaced.

Up to 10 points. Due by 11:59pm on Sunday the week of assigned reading.

Teacher Tool: Finally, you may also start building a "teacher toolbox" of concepts that you think may be especially important or useful for you in your future profession. Choose one concept or big idea from the unit. In the first paragraph, define and describe the concept in your own words. In the second paragraph, explain why you feel it is important and what you want to be sure to remember about it. Think about these as notes to your future self—and write them that way! This should be at least one page, double-spaced.

Up to 10 points. Due by 11:59pm on Sunday the week of assigned reading.

Quizzes (40 Points)

Quizzes are opportunities for you to assess your understanding of the material we covered that week. There will be a quiz posted on Carmen each week that we have assigned reading (10 weeks total), and you may earn up to 5 points per quiz. Thus, to get full credit for quizzes, you must earn 40 points out of the 50 available over the course of the semester. **Quizzes will be open on Thursdays and due by 11:59pm on Sunday the week of the assigned reading.**

Philosophy of Teaching Statement (40 Points)

Part I

The Philosophy of Teaching statement is an opportunity for you to synthesize the wide range of topics we discuss in class into a concise, self-defined, and application-focused approach to your teaching. It should include your goals for your classroom, plans to achieve those goals, and how you will know if you have been successful regarding student learning, motivation, and classroom climate. You may discuss your approach to working with a culturally diverse classroom, your approach to discipline/classroom

management, how you will create a positive learning environment, and/or your use of assessment. This statement will be something that you will continue to develop and revise throughout your teaching career. Your philosophy of teaching statement should be 3–4 double-spaced pages.

Note: If you do not plan to enter a teaching or related career, you may tailor the philosophy of teaching statement to your field of interest. For example, those desiring to enter the field of physical therapy will want to write a personal *Philosophical Approach to Physical Therapy*. If this is the case, please email me ASAP so we can begin discussing how you should approach the assignment.

Part II

In addition, I would also like you to submit a 2–3 page summary explaining specifically how you drew upon course material in creating your philosophy of teaching. Basically, you need to demonstrate that you have thought about the theories, concepts, and ideas we have covered in this class and how you will apply them in your teaching.

April 17: Draft of Philosophy of Teaching due; submit on Carmen **AND** bring hard copy to class

April 25: (1) Final Philosophy of Teaching, and (2) Summary of theory due; submit on Carmen

Group Teaching (40 Points)

Teaching as a group will give you a chance to put into practice the things we learn throughout the semester. Groups will consist of three members, and your responsibility is to lead class for approximately 30 minutes. Activities must relate to topics, issues, concepts, or ideas from the assigned readings. The purpose is to provide clarification, elaboration, examples, applications, critical evaluation, and/or meaning to the material. This could be accomplished through demonstrations, activities, discussion questions, or games. Methodology is pretty much up to you—I only ask that you do not lecture! Be creative and have fun! The topics, schedule, and more detailed instructions are listed on page 9. I will pass out a sign-up sheet a few weeks into the semester.

Please submit a draft of your group’s detailed lesson plan to Carmen one week before you teach (see exact schedule on sign up). Your lesson plan should include your objectives (goals), a description of activities, and estimated times. I will give you feedback on your draft and then **I will briefly meet with your group before or after class the following class meeting.** This is also an opportunity for you to check your understanding of the material before you teach it, so please come with questions. After our conversation, **please submit a revised draft of your lesson plan before class time on the day you teach.**

In addition, each group member must turn in a **2-page reflection of the experience.** Reflections should include a description of how course content shaped your teaching decisions, a synthesis of the planning and teaching experience, and a brief description of the contributions of each of your group members. Reflections are due the class after you teach.

GRADING EVALUATION (TOTAL = 200 PTS.)

Participation and Attendance	20 points
Evaluations	20 points
Out of Class Activities	40 points
Quizzes	40 points
Group Teaching	40 points
Philosophy of Teaching	40 points

GRADING SCALE

A 94-100%	B- 80-83%	D+ 67-69%
A- 90-93%	C+ 77-79%	D 60-66%
B+ 87-89%	C 74-76%	E 59% and below
B 84-86%	C- 70-73%	

CLASS ATTENDANCE/PARTICIPATION POLICY

Participation is essential for success in this course and everyone is expected to be an active participant. Those who actively participate get the most out of this course. But it doesn't stop there. Much learning is social in nature—it involves others. Your active participation enhances the learning of your peers.

You are expected to stay for the full time of the class meeting, to participate actively, and to respect the code of conduct (see page 5) in order to earn credit for participation and attendance. If you have to leave class early for any reason other than an emergency (i.e., sudden illness), please let me know in advance. If you must miss class, please let me know. Any hard-copy assignments for that day are due by the beginning of the next class when you return. Online assignments are due on the original date.

Participation and attendance credit will be assigned at the end of the semester in this way:

- Full credit:** Consistently attended; came to class prepared; engaged actively in class activities; spent time on in-class writing prompts and provided thoughtful responses; respected class code of conduct.
- Half credit:** Attended inconsistently; came to class somewhat prepared; somewhat engaged in class activities; devoted some time to in-class writing but responses not fully developed; generally respected class code of conduct.
- No credit:** Missed a significant number of class days; did not come to class prepared; did not engage actively in class activities; did not give much thought to in-class writing prompts and responses not well developed; did not respect class code of conduct.

WEEKLY CLASS SCHEDULE

Date	Topic	Assignments due
TH Jan 9	Introduction	
T Jan 14	Cognitive Development	Ch 2 (p. 28-32, 42-64)
TH Jan 16	Cognitive Development	SUNDAY Jan 19: Quiz #1 closes on Ch 2
T Jan 21	The Self and Social Development	Ch 3 (p. 75-84, 87-99)
TH Jan 23	The Self and Social Development	SUNDAY Jan 26: Quiz #2 closes on Ch 3
T Jan 28	Behavioral Views of Learning	Ch 7 (p. 246, 250-266, 269-275)
TH Jan 30	Behavioral Views of Learning	SUNDAY Feb 2: Quiz #3 closes on Ch 7
T Feb 4	Cognitive Views of Learning	Ch 8 (p. 282-297, 303-310)
TH Feb 6	Cognitive Views of Learning	SUNDAY Feb 9: Quiz #4 closes on Ch 8
T Feb 11	Complex Cognitive Processes	Ch 9 (p. 318-327, 339-342)
TH Feb 13	Complex Cognitive Processes	SUNDAY Feb 16: Quiz #5 closes on Ch 9
T Feb 18	Constructivism	Ch 10 (p. 358-380)
TH Feb 20	Constructivism	Midterm self and course evaluations due SUNDAY Feb 23: Quiz #6 closes on Ch 10
T Feb 25	Social Cognitive Views	Ch 11 (p. 398-413, 420-424)
TH Feb 27	No class: APA Conference	
T Mar 4	Social Cognitive Views	
TH Mar 6	Learning Sum Up	SUNDAY Mar 9: Quiz #7 closes on Ch 11
T Mar 11	No class: Spring Break	
TH Mar 13	No class: Spring Break	
T Mar 18	Motivation in Learning and Teaching	Ch 12 (p. 430-448, 454-464)
TH Mar 20	Motivation in Learning and Teaching	
T Mar 25	Motivation in Learning and Teaching	SUNDAY Mar 30: Quiz #8 closes on Ch 12
TH Mar 27	Classroom Assessment and Grading	Ch 15 (p. 548-551, 554-567, 578-581)
T Apr 1	Classroom Assessment and Grading	SUNDAY Apr 6: Quiz #9 closes on Ch 15
TH Apr 3	No class: AERA Conference	
T Apr 8	Culture and Diversity	Ch 6 (p. 210-239)

TH Apr 10	Culture and Diversity	SUNDAY Apr 13: Quiz #10 closes on Ch 6
T Apr 15	Semester Sum Up	
TH Apr 17	Workshop PHL of Teaching	Philosophy of Teaching draft due Final self <u>and</u> course evaluations due
Due Friday, April 25, 11:59pm: Philosophy of Teaching and Summary of Theory		

ACADEMIC MISCONDUCT

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term academic misconduct includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentaffairs.osu.edu/csc/>.

ACCOMMODATIONS

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

ESEPSY 2309 – PSYCHOLOGICAL PERSPECTIVES ON EDUCATION
Rationale for GE Category: Social Science—Individuals and Groups

How do the course objectives address the GE category and expected learning outcomes?

The primary course objectives require students to examine, explore, and apply research and theory related to learning, human development, cognitive processes and the socially and culturally diverse contexts in which these activities take place for individuals and groups. Additionally, the course objectives integrate reflection—a personally intellectual endeavor that requires learners to make text-to-self and text-to-world connections while also evaluating major course themes and their interactions with those themes. Students in this course are prompted to thoroughly examine human behavior, learning, cognition within individuals and groups and examine the cultural and social contexts that frame and influence this aspect of the human experience.

How do the readings assigned address the GE category expected learning outcomes?

The readings and multimedia used in the course encompass all major perspectives in educational psychology as it pertains to learning, motivation, human development, individual differences, as well as the various social and cultural contexts in which learning and development occur. The primary text was chosen because it is a thorough treatment of the major perspectives in this field. Via class activities and homework, students are required to interact with the concepts presented in the course materials, make applications, integrate additional resources, and problem-solve collaboratively to form a collective understanding and mastery of the expected learning outcomes.

How do the topics address the GE category expected learning outcomes?

The topics address all major individual and group aspects of human development, learning and cognition. Coverage of these topics also integrates these themes using one of the world's most broad-reaching social contexts: education. The course has been developed to provide an extensive coverage of many theoretical and research-based aspects of psychology as it is applied to learning and cognition and the facets of human development that influence this aspect of the human condition.

How do the written assignments address the GE category expected learning outcomes?

The course assignments address the expected learning outcomes by: (1) requiring students to practice and demonstrate comprehension of theory and research on topics related to human development, learning, and cognition in various social and cultural contexts from an individual and group processing perspective; (2) requiring students to engage with the content individually and collaboratively in the “minds-on” application of research and theory related to human development, learning, and cognition in various cultural and social contexts; and (3) requiring students to evaluate and deeply reflect on different aspects of human development, learning, and cognition and how these aspects play out for self and others in various social and cultural contexts.

GE Assessment Plan
ESEPSY 2309: Psychological Perspectives in Education
GE Category: Social Science: Individuals and Groups

Goal

Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Expected Learning Outcomes (ELO)

Learning Outcome	Direct Assessment Methods	Indirect Assessment Methods
1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.	Group Teaching Project Weekly Teacher Tool Papers	Student Survey questions: <ul style="list-style-type: none"> • I can explain how research is used to understand human development and learning. • I can explain the key differences between cognitive and sociocultural theories of human development. • I can explain the key differences between behaviorist learning theories, cognitive learning theories, and social learning theories.
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.	Philosophy of Teaching (or Practice) Statement and Reflection	Student Survey questions: <ul style="list-style-type: none"> • I can explain how individual differences may influence behavior. • I can explain how cultural norms influence human development.
3. Students comprehend and assess individual and group values and their importance in social problem solving and policy making.	Weekly “In Real-life” Observation Reflection Papers	Student Survey questions: <ul style="list-style-type: none"> • I can recognize when a behavior is motivated by intrinsic versus extrinsic motivation. • I can explain how socialization (e.g., gender, ethnicity, social class) influences human development and behavior.

Expected Learning Outcome (ELO) 1: Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.

Group Teaching Project

Description - Teaching as a group gives students a chance to put into practice the theories of learning studied throughout the semester. Groups consist of three members and are responsible for leading the class (approximately 30 minutes). Activities must relate to theories, methods, issues, concepts, or ideas from the assigned readings. The purpose of the presentation is to apply the knowledge gained to provide clarification, elaboration, examples, applications, critical evaluation, and/or meaning to the material and could be accomplished through demonstrations, activities, discussion questions, or games.

How this assignment addresses this ELO - This assignment addresses the goal by requiring students to teach their peers about research and theory related to human learning and cognition via application of course concepts and ideas. Presenters are required to apply what they know about how people learn to help their peers engage in learning of the content.

Assessment Method –The rubric below is used to evaluate the students’ performance.

	Meets Criteria	Nearly Meets Criteria	Unacceptable
ELO evaluation: Application: Research & Theory in Educational Psychology	Throughout presentation, clearly and accurately applies research/theory on psychology of learning; applies examples to theory/research to real-world situations and scenarios	Applications of research/theory are loosely and/or sparingly made throughout presentation; uses few examples to demonstrate real-world application	No attempt to make connections between research/theory and life experience
Creativity	Employs uniqueness throughout presentation; combines several presentation elements (media, mode of interaction, approach, content application, etc.) that are rarely used in the context of classroom teaching	Employs use of a specific mode of interaction or content not usually used in classroom teaching	Presentation is typical; no unique presentation elements used
Interactivity	Involves class in significant portion of the presentation; prompts for thinking and engaging with other AND with related terms, concepts, ideas, theories	Involves class in significant portion of the presentation; prompts for thinking and actively engaging with each other	Limited to no interaction in presentation; primarily lecture based presentation of content

Teacher Tool Paper

Description – Students build a “teacher toolbox” of concepts important or useful to the teaching profession. They are to choose one concept or big idea from the unit, define and describe it in their own words, and explain why they believe it is important and how the tool is an application of a specific learning theory.

How this assessment addressed this ELO – This assignment requires students to analyze their learning beliefs and future teaching practices via the lens created by the research-based study of human cognition and learning behaviors and processes of both individuals and groups.

Assessment Method – Students’ products are evaluated using the rubric below.

	Meets Criteria	Nearly Meets Criteria	Developing	Unacceptable
ELO evaluation: Application: Research & Theory in Educational Psychology	Clearly and accurately uses a research/theory concept to select or create an instructional technique; clearly and accurately explicates how the technique is a representation of the chosen concept	Uses a research/theory concept to select or create an instructional technique; explanation of how technique represents concept is unclear or contains some inaccuracies	Makes application, but explanation lacks sufficient detail to fully support the application	Explanation does not provide any support for application of research/theory to the instructional technique
Depth of Connection	Effectively makes text-to-world, text-to-self, and text-to-text connections	Makes either/or text-to-world and text-to-self connections	Makes text-to-text connections only	Makes no connections

ELO 2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.

Philosophy of Teaching (or Practice) Statement and Reflection

Description: Philosophy of Teaching (or Practice) Statement and Reflection – This assignment requires students to explain how teaching practices must be differentiated to enhance learning for all learners based on individual differences and group differences, such as cultural background and socio-economic status.

How this assessment addressed this ELO: In the philosophy statement, students must demonstrate an understanding of the interaction between individual traits, social/cultural contexts, and group interaction and how learning is influenced by the interplay of these factors. Additionally, students must explain and provide examples of the ways in which instructional decisions must take into account these factors so that every student has an opportunity to learn as much as possible.

Assessment Method: Students’ products are evaluated using the rubric below.

	Meets Criteria	Nearly Meets Criteria	Developing	Unacceptable
ELO evaluation: Explanation of interaction between individual traits, social/cultural contexts, and group interaction	Clearly and accurately explains how individual traits, social/cultural contexts, and group processes interact to influence how students learn	Explains how individual traits, social/cultural contexts, and group processes interact to influence how students learn; explanation is somewhat unclear or contains some inaccuracies	Provides explanation, but lacks detail to fully support assertions	Explanations completely unfounded, inaccurate or unintelligible
ELO evaluation: Explanation of how instructional decisions may be affected by individual differences, social contexts, and group processes	Clearly and accurately explains how instructional decisions must account for the influence of individual and contextual factors; clearly and accurately explicates how teaching is influenced by student characteristics	Explains how instructional decisions must account for the influence of individual and contextual factors and how teaching is influenced by student characteristics; explanation is somewhat unclear or contains some inaccuracies	Provides explanation, but lacks detail to fully support assertions	Explanation completely unfounded, inaccurate, or unintelligible
Depth of Connection	Effectively makes text-to-world, text-to-self, and text-to-text connections via use of examples within explanations	Makes either/or text-to-world and text-to-self connections	Makes text-to-text connections only	Makes no connections

ELO 3: Students comprehend and assess individual and group values and their importance in social problem solving and policy making.

Real-life Observation Paper

Description – Provide an example of one of the concepts discussed in class from an event observed during the week. Students will write a paragraph explaining what was observed and a paragraph explaining why it is an example of the class topic discussed and applies to the course concepts in terms of learning and social problem-solving.

How this assessment addressed this ELO – This assignment requires students to make direct applications of course concepts to individuals they observe in real-life social settings. Student explanations must specifically address how concepts (e.g., intrinsic motivation, cultural background, individual differences, etc.) influence individual and group values and the role of these values in learning and social problem-solving.

Assessment Method – The students’ products are evaluated using the rubric below.

	Meets Criteria	Nearly Meets Criteria	Developing	Unacceptable
ELO evaluation: Understand how a teacher’s values affects student learning and social problem solving	Clearly and accurately explicates how course concepts apply to a real-world observation in terms of how individual and group differences influence values and their role in learning and problem-solving	Explains how course concepts apply to a real-world observation in terms of how individual and group differences influence values and their role in learning and problem-solving; contains some inaccuracies and/or loose connections	Explains connection between observations, individual and group values, and learning/problem solving, but explanation lacks sufficient detail	Explanation does not provide any demonstration of understanding of connection between values and learning/problem solving
Depth of Connection	Effectively makes text-to-world, text-to-self, and text-to-text connections	Makes either/or text-to-world and text-to-self connections	Makes text-to-text connections only	Makes no connections

Level of Student Achievement Expected

Direct Assessment: Seventy-five percent (75%) of the students should meet the criteria on each of the direct measures used to evaluate the ELOs in the above rubrics.

Indirect Assessment: It is expected that a minimum of 80% of the students will indicate Agree or Strongly Agree to all of the statements of the student survey (survey follows).

Follow-up/Feedback Process

Results of the direct and indirect methods of assessment will be gathered and examined after each offering of the course. This data will be stored in the Carmen site for the course and downloaded to the Buckeye Box for long-term storage. The data will be analyzed to find areas where students are performing lower on the criteria (see above), and course content, teaching method, or both will be adjusted accordingly.

**ESEPSY 2309 Student Survey
(Indirect Assessment Method)**

DIRECTIONS: Please circle the response that indicates how much you agree to each of the statements. Use the rating scale below.

I can explain the nature versus nurture debate in human development.	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
I can define key elements of the social context in which human development takes places.	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
I am aware of the role of language as part of culture and its importance in development and learning.	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
I can define the scientific research process.	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
I can explain how research is used to understand human development and learning.	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
I can explain the key differences between cognitive and sociocultural theories of human development.	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
I can explain the key differences between behaviorist learning theories, cognitive learning theories, and social learning theories.	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
I can explain how individual differences may influence behavior.	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
I can explain how cultural norms influence human development.	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
I can recognize when a behavior is motivated by intrinsic versus extrinsic motivation.	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
I can explain how socialization (e.g., gender, ethnicity, social class) influences human development and behavior.	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree