

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

Fall, 2000

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Office Hours: M, W, F 1-3 p.m. and by appointment

Texts: Santrock, J. (2000). Educational Psychology. New York: McGraw-Hill.  
(required)

Readings assigned throughout the course when appropriate (required)

Popham, J. (1999). Classroom assessment: What teachers need to know. New York: Allyn & Bacon, (suggested)

Course Description: This series of courses 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 with adolescent students. 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 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 . . .)
4. To synthesize research from journals, the web and books to help address a question about teaching and learning
5. 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
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)}

#### Course Content:

Week(s)	Content
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1-2	Introduction: An integrated approach to development, learning, motivation, and measurement and evaluation through instructional planning
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3-4	Validity and Inferences: A discussion of the nature of validity and inference making and the importance of these concepts with individuals and classrooms
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5-6	Pre-instructional assessment: An overview of methods and sources of information used to make preinstructional judgments on the affective, physical and cognitive development of students
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7-9	The Multifaceted, complex, unique, and whole learner: An overview of physical, cognitive, and socio-emotional theory in relation to the school-aged child
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10-12	Individual differences: A broadening of students' understanding of the complex learner through a focus on individual variation
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13	Theory to practice
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14-15	Program Presentations
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#### Course Requirements:

Community Based Education (50%): The lab component of this course will be completed at the Boy's and Girl's Clubs of Lee County. Each of you will be placed at either the Auburn or Opelika unit; care will be taken to pair you with a desired location.

Your task is to spend one hour/week at the Club. The time that you spend at the Club will be in place of your Friday period after the first week of class. During your time at the Club you will be involved in groups of 1-2 to complete and implement an educational program.

Program Development: For the hour of your time you, in a group of 1-2, are to identify an aspect of the Club that you think you can improve—and implement that change—through a one-hour weekly program for the semester (10 weeks). For example, at the club you find there are often disagreements about the veracity of a foosball goal. Some say their opponents' goals do not count when one blows on the ball from three feet. Some say encouragement like that is a legitimate part of their finesse game. So that you do not have a mutiny lead by six 10 year-olds every Thursday at 3:00 p.m. you need to figure out a resolution and implement it. Your group's program will be evaluated through three assignments: (1) inventory of the Boy's and Girl's Club and Plan of Action and (2) Evaluation of Learning.

You will receive a full description of guidelines and requirements for each assignment during the first few weeks of class. These will be graded on a 100-point scale. Scoring will be provided. The community education hours must be completed before a grade will be submitted at the end of the term.

Project (20%): One project will be assigned during the term. The projects are modules designed to give you experience working with issues of assessment and psychological theory. These are activities that can be completed in the allotted time. These will be scored on a 100-point scale and a rubric will be provided.

Exam (20%): One essay examinations of the different theories of development, learning, and motivation will be completed. It is due one week after it is assigned. The exam will be graded on a 100-point scale and a rubric will be provided.

Pop Quizzes (10%):

Due Dates:

Assignment	Date Assigned	Date Due
Program #1	August 28	September 13
Project #1	September 4	September 18
Exam #1	September 27	October 4
Program #2	November 27	December 9

Grading Scale (%)

100-93 = A

92- 86 = B

85- 78 = C

77- 70 = D

69 or < = F

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).

**Attendance and Participation:** Your attendance and participation is expected. As an adult you must judge when you will come to class and when you will participate. You may miss one class without penalty; however, if you miss more than one unexcused day of class your grade will be dropped one letter grade. Four unexcused absences results in a two-letter grade drop. Your enrollment in this class is taken by me as an act of good faith in your efforts to become an effective practitioner; if you miss more than four days you will be asked to withdraw from the course. 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).

**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 2000-2001 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 2000-2001). If you wish to drop this course, you may do so by the 10th class period with no grade assignment. From the 10th day to mid-quarter, you may drop with a W. After mid-quarter, withdrawal from the course will only be granted under unusual circumstances and must be approved by the Dean of the College of Education.