

OED008 – Educational Psychology

Sample Submission Template – Miami University

<p>Credit Hours: 3 semester hours</p>		
<p>General Course Description: This course deals with the major theories of human development, motivation and learning. Planning of instruction, teaching strategies, assessment and classroom management are examined. Authentic pedagogical practices are used to gain an understanding of the teaching and learning process.</p>		
<p>TAG Learning Outcome (asterisk means required)</p>	<p>Your Students’ Learning Experiences and Evidence/Assessments to Meet the TAG Learning Outcome (Evidence/Assessments Including Details about Summative and Formative Assessments That Measure the TAG Learning Outcome) – The Review Panel Is Interested in Seeing the Students’ Learning Process/Activities and the Methods of Assessment/Evidence. The Narratives Should Dive More In-Depth into What’s Mentioned in the Scope and Sequence Document. [You (as a faculty member) are presenting one representative sample syllabus that best describes your institution’s course. Listing specific examples in your narratives below does not mean that the review panel is expecting other faculty at your institution teaching the same course to use the same methodologies/assessments. However, once the review panel approves a submission, the equivalent rigor from the presented learning activities to meet each TAG outcome is expected from other faculty. So please provide details about assignments and how each assignment meets the performance level (verbiage) expected in each TAG outcome.]</p>	<p>Time Spent on Learning Outcome (Days/Weeks/Hours /Class Periods/ Percentages)</p>
<p>Candidates are expected to:</p> <ol style="list-style-type: none"> 1. Recognize the importance of diversity in individuals and communities (e.g., language, Socioeconomics Status, exceptionalities, etc.) to better understand students.* 	<p>The course contains a module called “Common Themes” which houses several units that pertain to all content in the course. One unit is called “Culture and Diversity” and it focuses on culture and diversity as a factor in learning and development. After completing the readings and multimedia presentations in this unit, students understand and recognize the broader issues related to diversity and its effect on human lives. The issues of culture and diversity are represented in every module in the course as a reading prompt, a reflection prompt, or an in-class activity prompt, and these prompts are tied to the module’s content. Issues such as ethnicity, gender, or age are introduced to each module using the Common Themes</p>	<p>8%</p>

	<p>module as a reference point. For example, issues of culture and diversity are introduced as important factors in the unit on social and emotional development. Students also confront the issue of diversity when they complete their collaborative project for the “Learning” module. For this project, students interview an English Learner (EL) using a set of instructor-created and student-created questions. The questions mostly center on learning experiences, but the final few questions focus on the EL’s culture. The issue of diversity is explicitly addressed in most class sessions. In many cases, discussion prompts include elements that focus on the effect of culture and diversity. Issues related to diversity are explicitly covered in the “Student diversity” chapter of the course text and also in supplementary multimedia presentations. Evidence: Quizzes: The “Culture and Diversity” unit has a corresponding quiz. Tests: Items related to diversity are present in the “Common Themes” module test and in the comprehensive exam. Projects: Students interview an EL and submit their interview for grading. Some students also select topics related to culture and diversity for their Synthesis Project. Service Learning: Students may choose to focus on diversity issues in their reflections. Journal: Students may choose to highlight issues related to diversity in their reflections. Key Assessment: Students must meet standard 1.4 “Teachers model respect for students’ diverse cultures, language skills and experiences.”</p>	
<p>Candidates are expected to: 2. Recognize that all students can learn.*</p>	<p>The “Common Themes” module contains a unit called “Individual Differences.” This unit focuses on individuals with exceptionalities and their development. After completing the readings and multimedia presentations in this unit, students understand exceptionalities and how this affects and is affected by learning experiences and development. The issues related to individual differences are represented in every module in the course as a reading prompt, a reflection prompt, or an in-class activity prompt, and these prompts are tied to the module’s content. Issues of fairness, inclusion, accessibility, and accommodation are selectively introduced to each module using the Common Themes module as a reference point. For example, issues of fairness and accommodation are introduced as important factors in the unit on assessment. Students complete an in-class scenario activity centered on the issue of fairness and accommodation. In</p>	<p>7%</p>

	<p>this scenario, students must recognize that all individuals have the potential to learn. Students work through the case and generate ideas for including and accommodating each student. Resulting ideas are then presented for analysis and critique by the entire class. Issues related to exceptionalities are explicitly covered in the “Students with special educational needs” chapter of the course text and also in supplementary multimedia presentations. Evidence: Quizzes: The “Individual Differences” unit has a corresponding quiz. Tests: Items related to individual differences are present in the “Common Themes” module test and in the comprehensive exam. Projects: Some students select topics related to individual differences for their Synthesis Project. Key Assessment: Students must meet standard 1.2 “Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students.”</p>	
<p>Candidates are expected to:</p> <p>3. Explain major theories of human development (including cognitive, social, emotional, and moral development across the lifespan) in the context of teaching and learning.*</p>	<p>The “Development” module contains units on cognitive, social/emotional, and moral theories of development. After completing the readings and multimedia presentations in this unit, students understand and can explain the development process from differing perspectives and also how development affects and is affected by learning. In-class activities not only focus on knowing the theories, but also the practical aspects of how and where they are visible in everyday life. Activities are mostly scenario-based and they require knowledge and synthesis of the theories. Students also gain experience with the theories as they develop instructional material for their collaborative project on development. In this project, students choose any developmental theory presented in the course and then create an instructional multimedia presentation on that theory. The target audience is a university student similar to themselves, therefore, the product must be accurate and engaging. By creating instruction, students demonstrate understanding of the theories and also the ability to provide useful and engaging explanations. Theories of development are explicitly covered in the “Student development” chapter of the course text and also in supplementary multimedia presentations. Evidence: Quizzes: Each unit in the “Development” module unit has a corresponding quiz. Tests: The “Development” module has a corresponding test and there are items from this module on the comprehensive exam. Projects: Students create an</p>	<p>30%</p>

	<p>instructional multimedia presentation for a chosen theory of development and submit their video for grading. Some students also select topics related to development for their Synthesis Project. Service Learning: Student must reflect on their service experiences along specific developmental themes: cognitive, social/emotional, and language. In each case, students must describe their observations, explain their inferences, and provide evidence to support their conclusions. Journal: Students reflect on their personal development history by first describing specific events that illustrate select developmental theories. They then assess these experiences within the context of their selected developmental theories and explore the shaping effect of these experiences. Key Assessment: Students must meet standard 1.1 “Teachers display knowledge of how students learn and of the developmental characteristics of age groups.”</p>	
<p>Candidates are expected to: 4. Explain major theories of learning (cognitive, behavioral, and social).*</p>	<p>The “Learning” module contains units on cognitive, behavioral, and social theories of learning. After completing the readings and multimedia presentations in this unit, students understand and can explain the learning process from differing perspectives and also how learning affects and is affected by development. In-class activities not only focus on knowing the theories, but also the practical aspects of how and where they are visible in everyday life. Activities are mostly scenario-based and they require knowledge and synthesis of the theories. Students also gain experience with the theories as they complete their collaborative project on learning. In this project, students interview an English Learner (EL) using a set of instructor-created and student-created questions. The instructor-created questions center on learning theories and the EL’s experiences within the context of the theories. Theories of learning are explicitly covered in the “The learning process” chapter of the course text and also in supplementary multimedia presentations. Evidence: Quizzes: Each unit in the “Learning” module unit has a corresponding quiz. Tests: The “Learning” module has a corresponding test and there are items from this module on the comprehensive exam. Projects: Students interview an EL and submit their interview for grading. Some students also select topics related to learning theories for their Synthesis Project. Service Learning: Student must reflect on their service experiences and identify the theories they see in action. In</p>	<p>30%</p>

	<p>each case, students must describe their observations, explain their inferences, and provide evidence to support their conclusions. Journal: Students reflect on their personal learning and educational history by first describing specific events that illustrate select learning theories. They then assess these experiences within the context of their selected learning theories and explore the shaping effect of these experiences. Key Assessment: Students must meet standard 1.1 “Teachers display knowledge of how students learn and of the developmental characteristics of age groups.”</p>	
<p>Candidates are expected to: 5. Explain effective learning strategies (e.g., study strategies).*</p>	<p>Learning strategies are predominantly located in the “Teaching” module, although they are also present in the “Learning” module in sections focusing on learning strategies. After completing the readings and multimedia presentations on this topic, students understand the importance and value of the strategies, and they can explain how these strategies may affect the learning process. In-class activities not only focus on the knowing the strategies, but they also focus on assessing the value of individual strategies depending on the learner and learning context. Activities are mostly scenario-based and they require knowledge and synthesis of the learning strategies. Learning strategies are explicitly covered in the “Planning instruction” and “Facilitating complex thinking” chapters of the course text and also in supplementary multimedia presentations. Evidence: Quizzes: Learning strategies items occur in the “Instructional Strategies” unit quiz. Tests: The “Teaching” module test and the comprehensive exam have items related to learning strategies.</p>	5%
<p>Candidates are expected to: 6. Explain major theories of motivation.*</p>	<p>The “Learning” module contains a unit on motivation. After completing the readings and multimedia presentations in this unit, students understand and can explain motivation from differing perspectives and how it affects and is affected by both learning and development. In-class activities not only focus on knowing the theories, but also the practical aspects of how and where they are visible in everyday life. Activities are mostly scenario-based and they require knowledge and synthesis of the theories. Theories of motivation are explicitly covered in the “Student motivation” chapter of the course text and also in supplementary multimedia presentations. Evidence: Quizzes: The “Motivation” unit has a corresponding quiz. Tests:</p>	5%

	<p>Items related to motivation are present in the “Learning” module test and in the comprehensive exam. Projects: Some students select topics related to theories of motivation for their Synthesis Project. Journal: Students may elect to illustrate issues of motivation as they reflect on their personal learning and educational history.</p>	
<p>Candidates are expected to: 7. Explain principles of classroom management.*</p>	<p>Principles of classroom management are located in the “Teaching” module. After completing the readings and multimedia presentations on this topic, students understand and can explain the principles of classroom management and how these principles may affect the learning process. In-class activities not only focus on the knowing the principles, but they also focus on assessing the value of applying the principles in practice. Activities are mostly scenario-based and they require knowledge and synthesis of the principles. Classroom management principles are explicitly covered in the “Classroom management and the learning environment” chapter of the course text and also in supplementary multimedia presentations. Evidence: Quizzes: The “Classroom Management” unit has a corresponding quiz. Tests: The “Teaching” module test and the comprehensive exam have items related to classroom management.</p>	<p>5%</p>
<p>Candidates are expected to: 8. Understand the basic interrelationships and interactions between planning, instruction, and assessment.*</p>	<p>The “Teaching” module contains units on planning, instruction, and assessment. After completing the readings and multimedia presentations in this unit, students understand how those three elements interact and how they affect the learning process. In-class activities include scenarios that focus on the three elements and how they may affect individual students. Planning, instruction, and assessment are explicitly covered in the “Planning instruction,” “Teacher-made assessment strategies,” and “Standardized and other formal assessments” chapters of the course text and also in supplementary multimedia presentations. Evidence: Quizzes: Each unit in the “Teaching” module unit has a corresponding quiz. Tests: The “Teaching” module has a corresponding test and there are items from this module on the comprehensive exam. Projects: Some students select topics related to learning theories for their Synthesis Project. Service Learning: Student must reflect on their service experiences and identify the teaching strategies they observe. In each case, students must describe their observations, explain their inferences, and provide evidence to support their conclusions. Student</p>	<p>5%</p>

	<p>must also comment on the potential effects of the strategies and suggest alternate options. Journal: Student reflect on their personal educational history and describe teaching strategies to which they were exposed. Students assess these experiences and explore the shaping effect of their experiences.</p>	
<p>Candidates are expected to: 9. Apply teaching strategies and approaches that address the ways individual students learn.*</p>	<p>Students complete a group mini-presentation where they use current events to help explain concepts from the course. One element of the task is to make the presentation as accessible as possible or at minimum describing the necessary steps to making the presentation as widely accessible as possible. Similarly, students demonstrate the ability to apply the strategies and approaches, when they complete their instructional multimedia presentation. One requirement of the task is that students address the issue of accessibility. This means that students can implement any feature such as captioning or providing transcripts for their presentation. Applying teaching strategies to individual needs are explicitly covered in the “Planning instruction” and “Students with special educational needs” chapters of the course text and also in supplementary multimedia presentations. Evidence: Quizzes: The “Individual Differences” unit has a corresponding quiz. Tests: Items related to applying teaching strategies to individual needs are present in the “Common Themes” and “Teaching” modules tests and in the comprehensive exam.</p>	<p>5%</p>