

PSY 670, EDUCATIONAL PSYCHOLOGY
(Undergraduate Version)

INSTRUCTOR of Record: Dr. Elden Daniel
Dr. Donna Rice (Alternate)

Email: drdaniel@gojade.org
drdonnausa@gmail.com

Phone: 719-480-2089 (Office)

Prerequisites: none

Course Hours: online

COURSE CREDIT: 3 undergraduate credits

COURSE DESCRIPTION:

The Educational Psychology course explains the cognitive, linguistic, personal, social, and moral development of individuals as well as individual and group differences. This lesson also describes behaviorist and social cognitive views of learning, intrinsic and extrinsic motivation, and informal and formal assessments.

COURSE OBJECTIVES: Students will . . .

1. Describe the key principles and theories that guide teachers in their efforts to adapt instruction to students' cognitive abilities and promote their further cognitive development
2. Explain how students differ from one another in their cognitive and linguistic development, and how teachers can accommodate such differences
3. Recognize how self-concept and self-esteem affect the classroom performance of students
4. Identify the strategies most likely to promote good relationships among diverse students
5. Discover how students' moral reasoning and behavior change over time, and what teachers can do to promote moral and pro-social development
6. Investigate how to incorporate Gardner's Theory of Multiple Intelligences into classroom teaching
7. Compare and contrast the ways in which students from various cultural and ethnic groups are apt to be alike and differ from one another, and identify the implications of these differences for classroom practice
8. Compare and contrast the ways in which males and females are alike and different, and identify what can be done to provide equitable educational opportunities for both genders
9. Define *learning* and identify the general theoretical perspectives that can be used to describe and explain it
10. Summarize the basic assumptions of social cognitive theory

11. Describe the role played by *self-efficacy* in learning, and identify how teachers can enhance self-efficacy in students
12. Identify the components of *self-regulation*, and explain how teachers can promote this behavior in their students
13. Identify the components of *metacognition*, and explain how teachers can promote this behavior in their students
14. Define motivation and explain its role in learning
15. Compare and contrast intrinsic and extrinsic motivation
16. Compare and contrast the main types of expository instruction, including lectures, mastery learning, and direct instruction
17. Explain discovery learning and identify instructional situations for which it is best suited.
18. Define authentic activity and provide several examples
19. Recognize cooperative learning and identify the situations best suited for cooperative learning
20. Identify the different forms assessment can take in classroom settings
21. Demonstrate an understanding of formal and informal assessment techniques
22. Define and explain the four characteristics of “good” assessment
23. Acquire and implement knowledge of mental models, domain content, and problem construction in the design of quality assessment

READINGS, INSTRUCTIONAL RESOURCES:

COURSE REQUIREMENTS: (2 PRODUCTS)

Welcome - The Welcome section provides instructions on how to use this course, materials needed for this course, and references used in developing this course.

Each lesson includes content sources, and in lieu of a textbook, material composed of narrative plus either links to articles, YouTube presentations, or graphics. You will find yourself being more of a researcher than simply referring to a depository of content as is sometimes common when reading a traditional textbook as a way to gain content knowledge. You will find some of the content redundant, but in education we like to call this repetition which can be an instructional strategy. You also will find that sometimes the sources are not in agreement. This is okay too. Some sources will require careful and thoughtful reading while others will invite you to a less formal perusal. You will probably find the YouTube presentations and the graphics particularly helpful for providing summaries of the content concepts. Feel free as a researcher to explore other websites to gather further information.

Explanation of Points

Product One: Evidence of completing the lessons is the submission of the certificate of completion. This score is strictly a pass option with scores of 70% or more required. Exam must be retaken for any score below 70%.

Product Two: Up to 1100 points will be awarded based on the quality and thoroughness of the responses to writing assignment prompts. Final grade will be determined as a percentage of points earned calculated on total possible points.

Product One:

As you proceed through this course, you will initially be required to access and complete the appropriate topic identified online lesson package, earning a mandatory completion certificate for the subject matter content. You can access your topic by logging on and registering yourself at this web page: <https://www.leadershipcredit.info/dod-jrotc-certification/>.

Once you complete the online effort with a successful score of 70% or better for this topic you will be provided a completion certificate; which in turn will be submitted along with **Product Two**, page 18 below, as a scanned attachment to your instructor.

Lesson 1 – Introduction to Educational Psychology - This lesson will summarize the principles that characterize human development as well as describe the key principles and theories that guide teachers in their efforts to adapt instruction to student’s cognitive abilities and promote their further cognitive development. Additionally, the lesson will demonstrate how students differ from one another in their cognitive and linguistic development.

Objectives: -Summarize the principles that characterize human development. - Describe the key principles and theories that guide teachers in their efforts to adapt instruction to students' cognitive abilities and promote their further cognitive development. - Explain how students differ from one another in their cognitive and linguistic development, and how teachers can accommodate such differences.

Reading Assignment:

Psychologist believe that young people grow through a series of definable stages, and suggest that teaching should be matched to the developmental level of students. Teachers know that children develop skills and abilities in a somewhat predictable sequence. Piaget has proposed distinct stages. Open these content source links for more information.

<https://www.verywellmind.com/piagets-stages-of-cognitive-development-2795457>

<https://www.webmd.com/children/piaget-stages-of-development#1>

<http://www.biography.com/people/jean-piaget-9439915>

Piaget's Periods of Cognitive Development			
Birth to 2 years	Sensori-motor	Uses senses and motor skills, items known by use	Object permanence learned
2-6 yrs	Pre-operational	Symbolic thinking, language used; egocentric thinking	Imagination/experience grow, child de-centers
7-11 yrs	Concrete operational	Logic applied, has objective/rational interpretations	Conservation, numbers, ideas, classifications
12 yrs to adulthood	Formal operational	Thinks abstractly, hypothetical ideas (broader issues)	Ethics, politics, social/moral issues explored

Educators look at the concept of scaffolding. The term provides a visual of creating ways for students to move upward in their learning experience and should be stable. Jerome Bruner is associated with scaffolding. Be sure to review the content source links to explore concepts about scaffolding about cognitive development: guided participation, scaffolding, apprenticeships, and peer interaction. Also notice the importance of questions and frequent feedback.

<https://iris.peabody.vanderbilt.edu/module/sca/cresource/q1/p02/#content>

<https://www.edutopia.org/blog/scaffolding-lessons-six-strategies-rebecca-alber>

<http://trevorcairney.com/index.php/scaffolding-in-action/>

<https://www.britannica.com/biography/Jerome-Bruner>

<https://www.pearsoned.com/tips-for-encouraging-positive-interactions-between-students-with-behavioral-disorders-and-peers/>

<https://cirt.gcu.edu/teaching3/tips/effectivefeed>

<https://beyondpenguins.ehe.osu.edu/issue/energy-and-the-polar-environment/questioning-techniques-research-based-strategies-for-teachers>

Lesson 2 - Personal, Social, and Moral Development - This lesson will explain how self-concept and self-esteem affect the classroom performance of students as well as identify the strategies most likely to promote good relationships among diverse students. This lesson will also explain how students' moral reasoning and behavior change over time and what teachers can do to promote moral development.

Objectives: - Explain how self-concept and self-esteem affect the classroom performance of students - Identify the strategies most likely to promote good relationships among diverse students - Explain how students' moral reasoning and behavior change over time, and what teachers can do to promote moral and pro-social development.

Reading Assignment:

Our beliefs about ourselves, our personalities, strengths, weaknesses tell us much about our self-concept. How do you describe yourself? Are you a good teacher? Are you physically attractive? friendly? likable? moody? intelligent? empathetic? energetic? physically active? How do you think your students regard themselves? And how do you think this might influence their learning? How do self-concept and self-esteem affect the classroom performance of the students with whom you are working? The bottom line is self-concept and self-esteem do effect performance. Look at the content source links about Erikson's psychosocial stages, Kohlberg's studies, the value of self-concept and self-esteem and positive self-talk.

<https://www.psychologynotesHQ.com/erikerikson/>

<https://www.verywellmind.com/kohlbergs-theory-of-moral-developmet-2795071>

<https://study.com/academy/lesson/promoting-self-esteem-in-the-classroom.html>

<https://www.thepathway2success.com/how-to-teach-positive-self-talk/>

Lesson 3 - Individual and Group Differences - This lesson will enable you to investigate how to incorporate Gardner's Theory of Multiple Intelligences into your teaching as well as compare and contrast the ways in which students from various cultural and ethnic groups are apt to be alike and different from one another, and identify the implications of these differences for classroom practice. Additionally, the lesson will enable you to compare and contrast the ways in which males and females are alike and different and identify what can be done to provide equitable educational opportunities for both genders.

Objectives: - Investigate how to incorporate Gardner's Theory of Multiple Intelligences into your teaching - Compare and contrast the ways in which students from various cultural and ethnic groups are apt to be alike and different from one another, and identify the implications of these differences for classroom practice. - Compare and contrast the ways in which males and females are alike and different, and identify what can be done to provide equitable educational opportunities for both genders.

Reading Assignment:

	Intelligences	Simpler Terms	Brief description
1	Verbal Linguistic	Word Smart	Ability to read, write and comprehend, ability to use a language and communicate.
2	Math Logic	Number Smart	Ability to <u>analyse</u> and reason, understand the abstract, ease of understanding math and Science concepts.
3	Bodily Kinesthetic	Body Smart	Ability to learn by doing, agility, good in body movement, good in sports.
4	Musical	Music Smart	Ability to understand music, <u>pick</u> up a tune, sing, play instruments, compose music.
5	Spatial	Picture Smart	Understanding patterns, drawings, diagrams and maps, organizing a space, sense of direction.
6	Interpersonal	People Smart	Interacts with people freely, understands the dynamics between people, ability to resolve conflicts, organize teams, events etc.
7	Intrapersonal	Self Smart	Self <u>aware</u> , connected with self, Knowing the self, who am I, what are my patterns of thinking, feeling and acting, what drives me, what blocks me.
8	Naturalist	Nature Smart	Understanding nature and ecology, sensitivity towards plants and animals and understanding their world, ability to appreciate the beauty, love and care for pets and street animals.

The chart above lists Gardner's identification of eight intelligences. The basis of his theory is that individuals have a preferred learning style. Review the links to content sources to discover details of Gardner's theories and consider implications for how teachers deliver instruction. Be sure to check out the links concerning cultural and ethnicity as factors and gender schemas. Also, be sure to look at the link on jigsawing.

<http://www.nsta.org/publications/news/story.aspx?id=40969>

<https://www.youtube.com/watch?v=cf6lqfNTmaM>

<http://infed.org/mobi/howard-gardner-multiple-intelligences-and-education/>

<https://www.verywellmind.com/gardners-theory-of-multiple-intelligences-2795161>

https://www.huffingtonpost.com/matthew-lynch-edd/6-ways-teachers-can-foste_b_6294328.html

<https://owlcation.com/social-sciences/gender-shema-theory>

<http://www.teachhub.com/jigsaw-method-teaching-strategy>

<https://www.youtube.com/watch?v=euhtXUgBEts>

Lesson 4 - Learning and Knowledge Construction - This lesson will enable you to define learning and identify the general theoretical perspectives that can be used to describe and explain it as well as demonstrate an understanding of how students learn concepts. The lesson also explains how teachers can promote conceptual change in students and the importance of transfer in learning, and identify the factors that affect transfer.

Objectives: - Define learning and identify the general theoretical perspectives that can be used to describe and explain it. - Demonstrate an understanding of how students learn concepts. - Explain how teachers can promote conceptual change in students. - Explain the importance of transfer in learning, and identify the factors that affect transfer.

Reading Assignment: -

Learning results in a change. Behaviorists theorists' learning theorirs typically looks for external evidence while cognitivists are more interested in internal mental processes. Learning theories about positive and negative transfer are helpful for understanding how learning takes place. Explore these links for further understanding.

<https://lynnmunoz.wordpress.com/learning-theories/behaviorist-learning-theory/>

<http://teachinglearningresources.pbworks.com/w/page/31012664/Cognitivism>

<http://www.psychologydiscussion.net/educational-psychology/6-important-theories-of-transfer-of-learning/1827>

<https://www.youtube.com/watch?v=sKuUiIugTZE>

Positive vs. Negative

- Positive transfer: when learning in one context *improves* performance in some other context
 - Speakers of one language find it easier to learn related rather than unrelated second languages
- Negative transfer: when learning in one context has a *negative* impact on performance in another context
 - Contrasts in vocabulary, pronunciation, and syntax create difficulties
 - Typically causes problems only in the early stages

11/09/08

Free template from www.brainybetty.com

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Lesson 5 - Behaviorist Views of Learning - This lesson will enable you to demonstrate an understanding of the basic principles of behaviorism as well as explain classical conditioning and describe how it can be used in the classroom and explain operant conditioning and describe how it can be used in the classroom. Additionally, the lesson will summarize some of the strengths and potential weaknesses of behaviorist teaching techniques, particularly the use of reinforcement.

Objectives: - Demonstrate an understanding of the basic principles of behaviorism. - Explain classical conditioning and describe how it can be used in the classroom. - Explain operant conditioning and describe how it can be used in the classroom. - Summarize some of the strengths and potential weaknesses of behaviorist teaching techniques, particularly the use of reinforcement.

Reading Assignment:

Behaviorist approaches are useful in promoting greater academic success and more appropriate classroom behavior, particularly when combined with cognitive approaches. Theorists introduce classical conditioning and operant conditioning. Review the links below.

<https://www.slideshare.net/JamieRBouret/classical-conditioning-in-the-classroom-15195207>

<https://classroom.synonym.com/uses-classical-conditioning-classroom-7603215.html>

<http://www.psychologydiscussion.net/learning/learning-theory/operant-conditioning-definition-and-educational-implications/2507>

<https://www.learning-theories.com/operant-conditioning-skinner.html>

Students' fear or anxiety interfere with learning so teachers want to develop strategies to reduce them. Associated with these issues are strategies for eliminating nonproductive or counterproductive classroom behaviors. Open and review these links.

<https://www.psycom.net/classroom-help-anxious-child-at-school/>

<https://www.newtimes.co.rw/section/read/228669>


<https://1313lola.wordpress.com/2015/04/27/unproductive-student-behaviors-procrastination/>

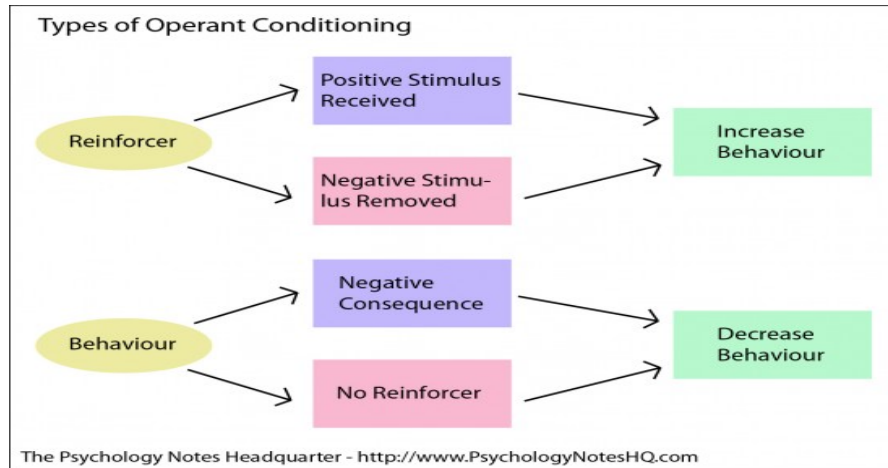
CLASSROOM IMPLICATIONS

If the teacher is consistent and repetitive with these stimuli, eventually the students will come to learn to behave properly through classical conditioning.

	If the teacher...	Then the students...
Before conditioning	Instructs the class to quiet down	Will get quiet.
	Claps 3 times.	Will not get quiet.
During conditioning	Claps 3 times and instructs the class to quiet down.	Will get quiet.
After conditioning	Claps 3 times.	Will get quiet.

The students' behavior has been conditioned!





Lesson 6 - Cognitive Views of Learning - This lesson will enable you to summarize the basic assumptions of social cognitive theory, explain how modeling can be used to facilitate learning and describe the role played by self-efficacy in learning, and identify how teachers can enhance self-efficacy in students. Additionally, this lesson will also identify the components of self-regulation and metacognition, and explain how teachers can promote these behaviors in their students.

Objectives: - Summarize the basic assumptions of social cognitive theory. - Explain how modeling can be used to facilitate learning. - Describe the role played by self-efficacy in learning, and identify how teachers can enhance self-efficacy in students. - Identify the components of self-regulation, and explain how teachers can promote this behavior in their students. - Identify the components of metacognition, and explain how teachers can promote this behavior in their students.

Reading Assignment:

The power of observation and modeling in learning is often undervalued. Look into these links.

<http://www.idemployee.id.tue.nl/g.w.m.rauterberg/lecturenotes/UFTdirectobservation.pdf>

<https://www.smartclassroommanagement.com/2012/02/18/how-to-be-a-great-teacher/>

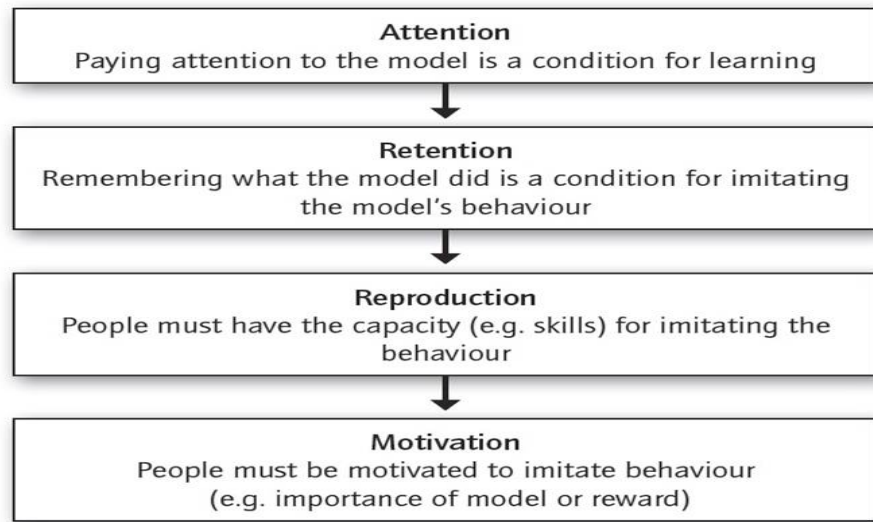
<p style="font-size: 2em; color: red; margin: 0;">I Do - No talking </p> <p>Your job is to..</p> <p style="color: blue; font-weight: bold;">watch, listen and learn.</p> <p>My job is to...</p> <p style="font-weight: bold;">teach and explain. </p>	<p style="font-size: 2em; color: orange; margin: 0;">We Do </p> <p style="color: blue; font-weight: bold;">We work as a team and:</p> <ul style="list-style-type: none"> • practise the new skill • check for understanding • work together • low-level working noise 	<p style="font-size: 2em; color: green; margin: 0;">You Do </p> <p style="color: blue; font-weight: bold;">You work independently:</p> <ul style="list-style-type: none"> • show me what you have learnt • work by yourself • no noise or working noise
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<https://www.leadinggreatlearning.com/4-key-components-effective-modeling/>

The basic assumptions of social learning theory are an important to understand the learning process. Open and read these links.

<https://www.verywellmind.com/social-learning-theory-2795074>

Four important factors in social learning
(observational learning)



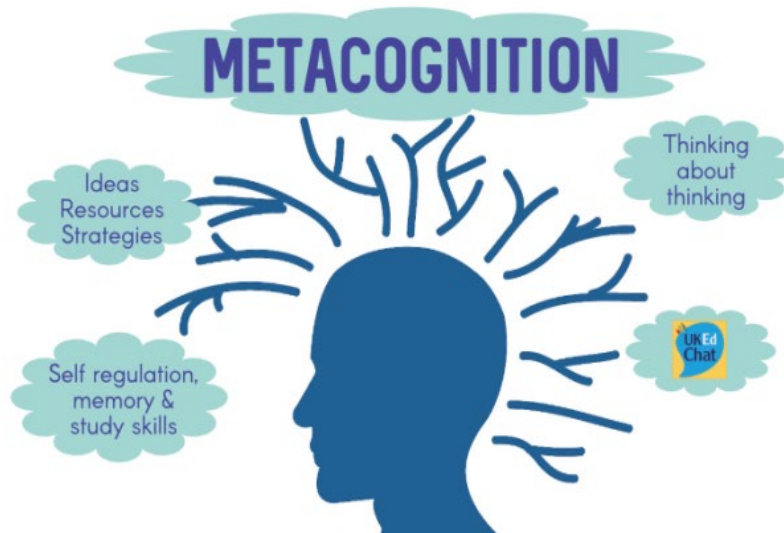
There are some ways teachers can promote self-regulation in their students to improve student learning.

<https://thehighlyeffectiveteacher.com/how-to-develop-self-regulation-in-your-students/>

Self-reflective behaviors are key to metacognition. Metacognition is thinking about thinking.

<https://academic.oup.com/femsle/article/364/11/fnx096/3814095>

<https://childmind.org/article/how-metacognition-can-help-kids/>



Metacognition is thinking about thinking and it is important understanding about how students learn.

<https://ctl.yale.edu/MetacognitioninClassrooms>

<http://www.spencerauthor.com/metacognition/>

<https://www.youtube.com/watch?v=6vxOI6nlQY>

<https://www.youtube.com/watch?v=iXKy1E17nU0>

Lesson 7 - Motivating Students - This lesson will enable you to define motivation and explain its role in learning, compare and contrast intrinsic and extrinsic motivation and explain how the basic human needs for self-worth and relatedness influence motivation. Additionally, this lesson describes the role played by emotion in learning.

Objectives: - Define motivation and explain its role in learning. - Compare and contrast intrinsic and extrinsic motivation. - Explain the how the basic human needs for self-worth and relatedness influence motivation. - Describe the role played by emotion in learning

Reading Assignment:

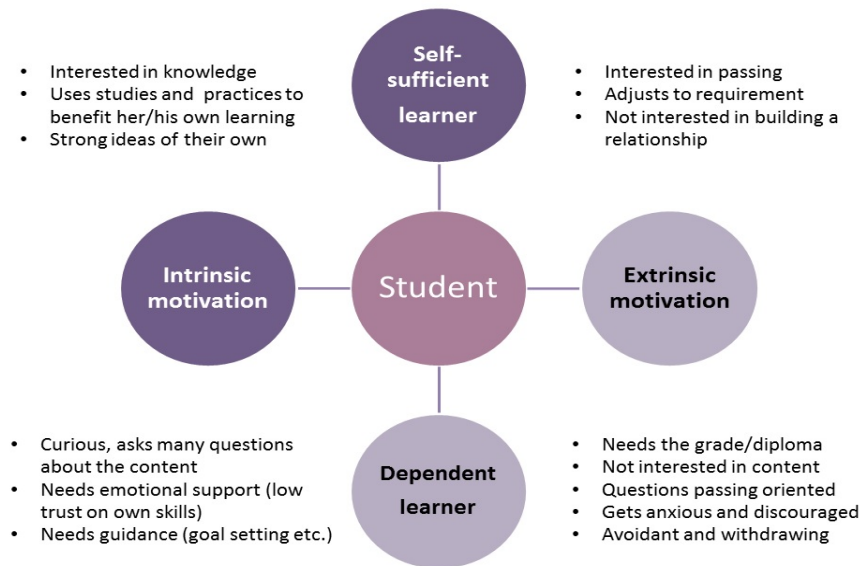
Student motivation is an important factor for student learning. Intrinsic motivation and extrinsic motivation are two categories of motivation. Open these links for further understanding.

<https://www.verywellmind.com/differences-between-extrinsic-and-intrinsic-motivation-2795384>

<https://www.weareteachers.com/understanding-intrinsic-vs-extrinsic-motivation-in-the-classroom/>


https://www.youtube.com/watch?v=v2eRnhBvI_I

<https://www.youtube.com/watch?v=m6YsDMS-bmw>



Relevance and student choice are important factors in understanding the nature of motivation.

Core Elements



- **RELEVANCE** is evident when teachers ensure that students make connections within the content, across contents, and to the outside world in ways that are meaningful and important to them.
- *Why Relevance?*
- Research indicates that higher levels of engagement, learning and retention occur when teaching is relevant to students' lives. For the work of students to have meaning and impact beyond the classroom, pedagogy must make it clear that what students are learning has impact beyond the classroom.

Anne Arundel County Public Schools

<https://www.facultyfocus.com/articles/effective-teaching-strategies/why-are-we-doing-this-establishing-relevance-to-enhance-student-learning/>

<https://www.learnersedgeinc.com/blog/building-a-student-choice-based-classroom>

Sometimes students self-handicap themselves in ways that hinder their learning.

<https://study.com/v/academy/lesson/self-handicapping-definition-examples-strategies.html>

Learning can also be influenced by students who underestimate or overestimate their abilities both run the risk of failure and disappointment.

<https://thewinninglane.com/are-you-overestimating-or-underestimating-your-abilities/>

Student-teacher relationships and connections are important to enhance student learning.

<https://www.edutopia.org/blog/make-meaningful-connections-with-students-nick-provenzano>

Reducing student anxiety helps create an atmosphere conducive to learning.

<https://childmind.org/article/classroom-anxiety-in-children/>

Lesson 8 - Instructional Strategies - This lesson will enable you to compare and contrast the main types of expository instruction, including lectures, mastery learning, and direct instruction as well as explain discovery learning and identify instructional situations for which it is best suited. The lesson will also enable you to define authentic activity and compare and contrast cooperative learning with other forms of learning.

Objectives: - Compare and contrast the main types of expository instruction, including lectures, mastery learning, and direct instruction. - Explain discovery learning and identify instructional situations for which it is best suited. - Define authentic activity and provide several examples. - Compare and contrast cooperative learning with other forms of learning, and identify the situations for which cooperative learning is best suited

Reading Assignment:

Effective instructional strategies are essential to being an effective teacher. Expository instruction is simply teachers talking, modeling, demonstrating, explaining and/or guiding. Review these links.

<http://www.vkmaheshwari.com/WP/?p=928>

<https://www.slideshare.net/AdryBncMcsb/expository-method-of-teaching>

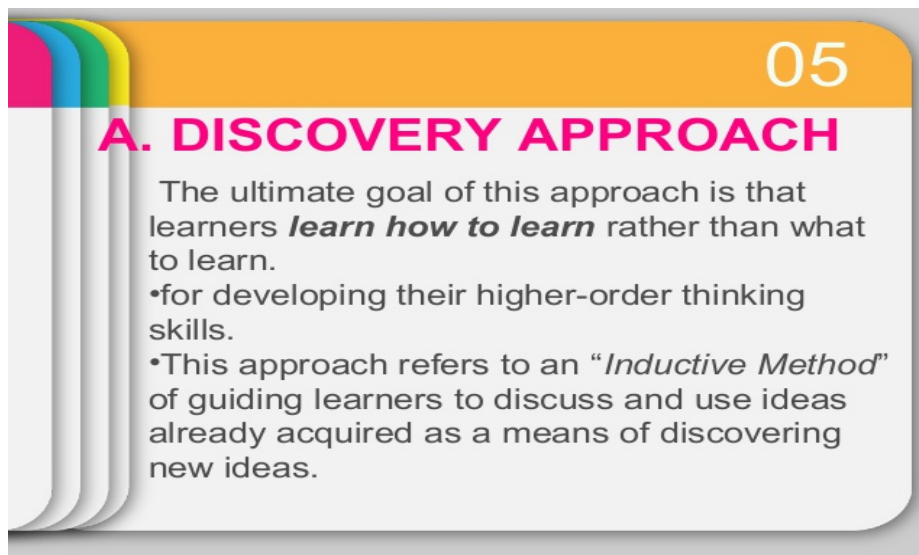
Direct/Expository Instruction Approach

Direct instruction is a way of teaching which is aimed at helping students acquire some basic skills and “procedural knowledge.”

It is straight forward and is done in “a step-by-step manner.” The emphasis is on how to execute the steps of the entire procedure.

This may involve a simple or a complex skill such as solving a problem by using mathematical equations.

The discovery instructional strategy is applicable for some classes in many content situations.



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A. DISCOVERY APPROACH

The ultimate goal of this approach is that learners *learn how to learn* rather than what to learn.

- for developing their higher-order thinking skills.
- This approach refers to an “*Inductive Method*” of guiding learners to discuss and use ideas already acquired as a means of discovering new ideas.

<https://elearningindustry.com/discovery-learning-model>

<https://www.youtube.com/watch?v=QjBomAG63L0>

Cooperative learning is another effective instructional strategy.

<http://www.teachhub.com/5-cooperative-learning-strategies-try-today>

COOPERATIVE LEARNING STRUCTURES

Discussion:

- ✓ Think-pair-share
- ✓ Three-step interview

Reciprocal teaching:

- ✓ Note-taking pairs
- ✓ Jigsaw

Graphic organizers:

- ✓ Group grid
- ✓ Sequence chains

Writing:

- ✓ Dyadic essays
- ✓ Peer editing

Problem solving:

- ✓ Send-a-problem
- ✓ Three-stay, one-stray



Including authentic activities is a useful instructional strategy.

<http://authenticlearning.weebly.com/>

Lesson 9 - Classroom Management - This lesson demonstrates strategies for creating a classroom culture, a community of learners, explains how to deal effectively with misbehavior in the classroom, and identifies the classroom strategies that are especially helpful in a diverse classroom. Additionally, the lesson explains how to communicate effectively with parents.

Objectives: - Demonstrate strategies for creating a classroom culture, a community of learners.
- Explain how to deal effectively with misbehavior in the classroom. - Identify the classroom strategies that are especially helpful in a diverse classroom. - Explain how to communicate effectively with parents.

Reading Assignment:

Each classroom automatically becomes a community because grouping people in a confined space for a period of time naturally forms into a community. In these communities roles develop, leaders, followers, active participants, reserved participants, cooperative participants and sometimes there are uncooperative and disruptive community members. Teachers have the opportunity and responsibility to influence the class of students into a classroom culture of learners. JROTC classroom communities are supported by requirements and protocols. Open these links for further understanding.

<https://www.lernersedgeinc.com/blog/4-ways-to-create-a-classroom-community>

<http://mams.rmit.edu.au/y6xh29nmrcwr.pdf>



Misbehavior happens in classrooms in spite of instructors seeking to clearly state behavioral expectations. It is important to have strategies for handling situations of misbehavior when they arise. Open these links to review some helpful suggestions.

<https://www.scholastic.com/teachers/articles/teaching-content/25-sure-fire-strategies-handling-difficult-students/>

<https://www.interventioncentral.org/blog/behavior/how-handle-common-classroom-problem-behaviors-using-behavior-management-menu>


<https://courses.lumenlearning.com/educationalpsychology/chapter/responding-to-student-misbehavior/>

<https://www.youtube.com/watch?v=cOrOZ1o5beg>

<https://www.youtube.com/watch?v=pTVFoXNZh6c>

1. They have been previously “rewarded” for their misbehavior

- No teacher or parent would ever think of purposefully rewarding bad behavior, but it subtly happens quite often.
- Positive or negative attention is still attention so if they misbehave and get either yelled at or given tangibles they have just been rewarded.



“We’ll discuss your misbehavior in a moment Billy, but in the meantime, why don’t you help yourself to a nice piece of candy?”

The cartoon depicts a principal sitting at a desk with a sign that says "PRINCIPAL". A student named Billy is sitting across from him. On the desk is a bowl of candy. The principal is offering Billy a piece of candy while talking to him about his misbehavior.

Often student populations are made up of diverse ethnic backgrounds. This can cause challenges for instructors. Open these links to explore considerations that may be helpful to you.
Disclaimer: Probably not all of these ideas are appropriate for your classroom.

https://www.imaginelearning.com/blog/2010/06/esl_struggling-readers-2

<https://www.middleweb.com/9471/culturally-responsive-classrooms/>

<https://www.youtube.com/watch?v=tPutAPc9gB8>

Another difference in many classroom populations has to do with variations in family incomes. There are considerations concerning distinctives of low-income students. Check out these websites for more insight.

<https://classroom.synonym.com/teach-children-low-socioeconomic-status-8506012.html>

<https://www.youtube.com/watch?v=5uBLd91Uspk>

<https://www.youtube.com/watch?v=-xSZbyAhyFw>

<https://www.youtube.com/watch?v=KYwCxmigAx8>

Connections with the parents of your students can be very valuable both in acquiring useful information about the students and gaining parent support for both the student and you as an instructor. Open these links to explore suggestions for parental involvement. *Caution: Some of the suggestions will not be applicable to your situation.*

<https://www.responsiveclassroom.org/what-research-says-about-parent-involvement/>

<https://choiceschools.com/10-simple-ways-get-parents-involved-classroom/>

<https://www.youtube.com/watch?v=0973bx1bA8Y>

Lesson 10 - Assessing Students - This lesson enables you to define the four characteristics of good assessments as well as demonstrate and understanding of formal and informal assessment techniques. The lesson will also explain the importance of knowledge of mental models, domain content, and problem construction in the design of quality assessment.

Objectives: - Compare and contrast the different forms assessment can take in classroom settings. - Demonstrate an understanding of formal and informal assessment techniques. - Define the four characteristics of "good" assessment. - Explain the importance of knowledge of mental models, domain content, and problem construction in the design of quality assessment. - Observe several classroom sessions and assess the quality of student thinking.

Reading Assignment:

Assessment is a critical component of instruction. Assessment is how the teacher can determine if the students have learned the skills or gained the knowledge that were the teacher's instructional objective. First there must be the performance tasks. These tasks can be either a content area or a skill or perhaps even a combination. The performance tasks need to be clearly stated to the students and then the taught followed by assessment to determine if the learning goals have been achieved. The assessment can be either formal or informal. Both can be appropriate depending upon the situation. Sometimes portfolios are an appropriate option. The bottom line is the instructor needs to determine what they want the students to know or be able to do and use an appropriate assessment to see if this indeed has happened. Open these links to find information on these concepts, Also, find information on these terms: content knowledge, mental models, and problem construction.

<https://blog.performancetask.com/what-is-a-performance-task-part-1-9fa0d99ead3b>

<https://www.youtube.com/watch?v=KWayNIvuxMc>

https://www.youtube.com/watch?v=sVGm_AQKem4

<https://abdao.wordpress.com/2015/07/18/formal-and-informal-assessments/>

<https://teachereducation.steinhardt.nyu.edu/assessment-methods/>

<https://www.youtube.com/watch?v=2gqGEufIS60>

<https://www.youtube.com/watch?v=6PVun4eAceQ>

<https://www.youtube.com/watch?v=sacuuqjHPXo>

<http://etale.org/main/2015/11/18/3-reasons-to-use-portfolios-in-education/>

<https://study.com/academy/lesson/pedagogical-content-knowledge-definition-lesson-quiz.html>

<https://www.scholastic.com/teachers/blog-posts/shari-edwards/mental-models-challenging-them-better-understanding/>

<https://www.youtube.com/watch?v=5Tx1LzkNhRw>

<https://globaldigitalcitizen.org/5-steps-to-a-problem-solving-classroom-culture>

<https://www.prodigygame.com/blog/advantages-disadvantages-problem-based-learning/>

<https://www.youtube.com/watch?v=PQy5DBUj3Pg>

Product Two:

Culminating Activity – Writing assignment to provide a comprehensive summary of the course.

Objectives:

- Reflect knowledge from course lessons
- Demonstrate implementation and application to classroom and program
- Demonstrate writing skills and use of APA format

Submit Paper: To Dr. Elden Daniel, Instructor of Record

Student Writing Assignment:

Please respond to the following questions/statements in one paper. Please be thorough in your discussion. Each part should contain an introduction, main body and a conclusion /summary. Be sure to include a title page, number pages and include course title. Writing tip: Be sure to use spell check and grammar check and have someone proofread your paper before you submit it. (Your paper's combined responses should be between a minimum of ten to twelve pages in length.) Many students find that they need to write more pages to thoroughly cover the content of the writing assignment. That is okay!

Use the links below as content sources.

The content source links for the information required to answer the assignments is listed in each part. Feel free to research for additional sources on the topics.

Part 1. How do self-concept and self-esteem affect the classroom performance of the students? Discuss Erikson's psychosocial stages and discuss Kohlberg's studies about the value of selfconcept, self-esteem and positive self-talk. (3-4 pages) 300 points.

<https://www.simplypsychology.org/Erik-Erikson.html>

<https://www.simplypsychology.org/kohlberg.html>

<https://positivepsychology.com/self-esteem/>

<https://www.youtube.com/watch?v=dq4rB5RgZXQ>

Part 2. Choose one of the following topics, discuss basic concepts and explain how you would relate to these concepts to your classroom experience. (2-3 pages) (400 points) A. Classroom management B. Instructional Strategies C. Personal, Social and Moral Development

A. Classroom management

<https://education.cu-portland.edu/blog/classroom-resources/classroom-management-strategies-for-high-school-teachers/>

<https://www.weareteachers.com/5-quick-tips-for-secondary-classroom-management-that-actually-i-promise-you-work/>

https://www.youtube.com/watch?v=W3fr4tm_mkE

<https://www.youtube.com/watch?v=nvZyE02EZ8U>

B. Instructional Strategies

http://www.fortheteachers.org/instructional_strategies/

<https://ctl.yale.edu/FacultyResources/Instructional-Tools>

<https://www.youtube.com/watch?v=kLnEhd3yCTc>

C. Personal, Social and Moral Development

<http://www.lotc.org.uk/why/personal-and-social-development/>

<https://www.youtube.com/watch?v=GTzBrjxKHLg>

<https://prezi.com/omxwsfmi7wnf/personal-social-and-moral-development/>

https://www.slideshare.net/jvirwin/theoriesofstudentdevelopmentchapter3?next_slideshow=1

<https://www.youtube.com/watch?v=x4HpTlc4jFI>

Part 3. Discuss the basic principles of human development and stages of cognitive development as described in the course. How can you apply this information in your work with students? (2-3 pages) (400 points)

<https://www.simplypsychology.org/piaget.html>

<https://www.verywellmind.com/piagets-stages-of-cognitive-development-2795457>

https://www.google.com/search?tbm=isch&sa=1&ei=HrBYW8juGsvYjwTJzZ2ADw&q=cognitive+development+youtube&oq=cognitive+development+youtube&gs_l=img.3..0i24k1.141841.144241.0.146030.7.2.0.5.5.0.154.303.0j2.2.0....0...1c.1.64.img..0.7.451....0.SIKa5NOWJS4#imgrc=UzWtDcQ_fOJH5M:&spf=1532539057856

Return your student assignment and a copy of your online completion certificate by email to:

Email submission:

drdaniel@gojade.org

Dr. Elden Daniel

Telephone: 719-480-2089

Students have one full semester to complete the written assignment. All papers should be in APA format. You may learn more about APA style online at apastyle.org or in any grammar

handbook, such as: Diana Hacker's "Rules for Writers." A helpful guide to the APA 6th Edition manual can be found at <http://utsa.edu/trcss/docs/APA%206th%20Edition.pdf>.

Course Grading

Grading will be on an A – F scale based on the thoroughness and quality of the writing assignments.

Online EXAM *Product One* Completion Certificate a must!

Grade Distribution:

EVALUATION PROCEDURES AND CRITERIA

Grading Scale

Grade	Percentage	Points
A	100-93	1100-1023
B	92-85	1022-935
C	84-76	934-836
D	75-67	735-737
U	66 or below	736 or below
I		

Explanation of Points

Product One: Evidence of completing the lessons is the submission certificate of completion. This score is strictly a pass option with scores of 70% or more required. Exam must be retaken for any score below 70%.

Product Two: Up to 1100 Points will be awarded based on the quality and thoroughness of the responses to writing assignment prompts. Final grade will be determined as a percentage of points earned calculated on total possible points.

EVALUATION CRITERIA:

A 100 - 93 = Demonstrates a thorough understanding of course concepts and principles and provides insight into the inter-relatedness of the information. There is clear, convincing, and consistent evidence that the candidate demonstrates achievement. The evidence is comprehensive, thoughtful, and integrated.

B 85 – 92 = Displays a complete and accurate understanding of course concepts and principles. There is clear evidence that the candidate knows what to do, and does it. The

evidence is specific and reasonable. However, at times the evidence may be somewhat uneven, with specific features addressed more effectively than others.

C 76 – 84 = Displays an incomplete understanding of course concepts and principles and have some notable misconceptions. There is limited evidence that the candidate knows what to do, how to do it, or when to do it.

D 67 – 75 = Demonstrates severe misconceptions about course concepts and principles. Candidate does not have a grasp of information; student cannot answer questions about the subject matter presented. There is little or no evidence that the candidate has demonstrated achievement.