



## GENERAL INFORMATION

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### Professor Information



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### Course Description And Purpose

This class investigates the primary issues and problems in educational psychology, including those related to development, cognition, behavior, emotion, and culture. We will explore the major theories in these realms and how we can apply these theories to become better teachers and learners.

### Course Objectives

Using the textbook, lecture, and course content, students will be able to:

1. demonstrate the knowledge and ability to think critically about educational psychology theory.
2. apply theories of educational psychology to the interpretation of classroom practices and student behavior.
3. describe the basic principles of child and adolescent development and apply them to the classroom.
4. Graduate Students will create fact sheets to describe some of the difficult issues children face in the school system to assist them in their future work with parents, teachers, and students.

### Coe Conceptual Framework

The desired future of the College of Education (COE) at Florida International University is one in which candidates, faculty, and staff embrace the shared experiences of a diverse, international, professional learning community. (Vision Statement of the Conceptual Framework of the College of Education – Revised 2007, p.1). The three major outcomes become the lens through which each program organizes learning experiences and contributes to the vision and aim of the College. The outcomes include: a) Unit Content Outcome: Stewards of the Discipline (Knowledge); b) Unit Process Outcome: Reflective Inquirer (Skills); and c) Unit Dispositions Outcome: Mindful Educator (Dispositions). The desired performance learning outcomes, or institutional standards, of teacher candidates at the initial level are aligned with state and professional standards (e.g., FEAPs, INTASC).

### Program Standards/competencies Covered In This Course

This course is aligned with the standards, principles, competencies, and practices of the Interstate New Teacher and Assessment Consortium (INTASC) and the Florida Educator Accomplished Practices (FEAP).

#### **Interstate New Teacher Assessment and Support Consortium Standards (INTASC)**

- **Principle 2:** The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

- [Principle 3](#): The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- [Principle 5](#): The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

#### Florida Educator Accomplished Practices (FEAPs)

- [Accomplished Practice 5](#): Acceptance and Fostering of Diversity: The pre-professional teacher establishes a comfortable environment which accepts and fosters diversity. The teacher must demonstrate knowledge and awareness of varied cultures and linguistic backgrounds. The teacher creates a climate of openness, inquiry, and support by practicing strategies such as acceptance, tolerance, resolution, and mediation.
- [Accomplished Practice 7](#): Human Learning and Development: Drawing upon well established human development/learning theories and concepts and a variety of information about students, the pre-professional teacher plans instructional activities.
- [Accomplished Practice 9](#): The Design of Learning Environments. The pre-professional teacher understands the importance of setting up effective learning environments and has techniques and strategies to use to do so including some that provide opportunities for student input into the processes. The teacher understands that she/he will need a variety of techniques and work to increase her/his knowledge and skills.

## IMPORTANT INFORMATION

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### Policies

Please review the [FIU's Policies](#) webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

### Technical Requirements and Skills

One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy we mean being able to manage and organize computer files efficiently, and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the "[What's Required](#)" webpage to find out more information on this subject.

Please visit our [Technical Requirements](#) webpage for additional information.

This course utilizes the following tools:

- Adobe Connect ([Privacy Policy](#))
- **Mozilla Firefox is the browser that works best with Canvas and Studymate** <https://www.mozilla.org/en-US/firefox/new/>

### Accessibility And Accommodation

Please visit our [ADA Compliance](#) webpage for information about accessibility involving the tools used in this course.

For additional assistance please contact FIU's [Disability Resource Center](#). The Disability Resource Center's mission is to provide FIU students with disabilities the necessary supports to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and need assistance or instructional accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center (GC) 190.

### Academic Misconduct Statement

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the

educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Academic Misconduct includes: **Cheating** – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. **Plagiarism** – The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism.

Learn more about the [academic integrity policies and procedures](#) as well as [student resources](#) that can help you prepare for a successful semester.

#### Course Prerequisites

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There are no prerequisites for this course.

#### Academic Integrity Statement

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Be assured and forewarned that cheating will not be tolerated in this course. All cases of suspected cheating or plagiarism will be referred to the University's Committee on Academic Misconduct. This action is required by all instructors. Regarding the consequences of being found guilty of dishonest academic practice, the instructor shall make an academic judgment about the student's grade on that work and in that course and shall report such incidents to the Primary Administrative Officer.

Misconduct includes:

**Cheating:** The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not.

**Plagiarism:** The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student, who fails to give credit for ideas, expressions, or materials taken from another source, including internet sources, is guilty of plagiarism--- ([http://www.fiu.edu/~sccr/standards\\_of\\_conduct.htm](http://www.fiu.edu/~sccr/standards_of_conduct.htm))

#### Expectations Of This Course

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This is an online course, meaning that most of the course work will be conducted online (It may require an on-campus midterm or final exam). Expectations for performance in an online courses are the same as for traditional courses; in fact, online courses require a degree of self-motivation, self-discipline, and technology skills that can make them more demanding for some students.

Online courses are not independent study courses. You will be expected to interact online with the professor and your fellow students; to do assignments; to meet deadlines; and in many classes, to work in virtual groups. In some online courses, you may be required to come to campus to take midterms and exams.



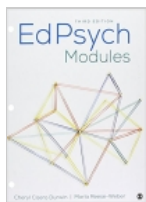
**EXTRA CREDIT:** You may earn up to 6 extra credit points on your final course grade by watching any two optional course

videos and posting a one-page summary of each video in the extra credit drop box #1 and extra credit drop box #2.



**MAKEUP POLICY:** Due to the necessity for sequential mastery of material, no make-ups will be permitted. Please note that the lowest Quiz grade is dropped. If you miss a quiz, that 0 will be your dropped grade.

#### Textbook



#### **EdPsych Modules**

Author: Durwin & Reese-Weber

Pearson College Division, 2015

Sage, 3rd Edition

ISBN: 9781506379470

[Book Info](#). You may purchase your textbook online at the [FIU Bookstore](#).

## COURSE DETAIL

### Course Communication

Communication in this course will take place via Canvas Inbox.

The Inbox feature is an internal communication tool that allows users to send emails to the professor and other users enrolled within the course. Depending on how you set your notifications, you may also receive a copy of the email in you FIU email. The Inbox tool is located on the Course Menu, on the left side of the course webpage.

Visit our [Writing Resources](#) webpage for more information on professional writing and technical communication skills.

### Video Discussion

#### **What's the Point?**

Having the opportunity to connect what you are learning/reading in the textbook to real life situations helps to create stronger pathways in the brain. These pathways help to better understand, recall, and retain the information learned. The video discussions are designed to help you make connections between what you're reading in the text and real life situations and learn from your peers as well.

#### **What do I have to do?**

Six weeks out of the semester (see syllabus calendar) there will be a video to watch within the course. You choose any two videos to watch and participate in a discussion with classmates on the discussion forum. Posts should reference the videos and the reading material and should demonstrate that you read and understand the assigned textbook chapter.

Keep in mind that forum discussions are public, and care should be taken when determining what to post. If you need to send a private message to an instructor or student, please use email.

#### **What's the criteria for completion?**

You will earn up to 5 points for each video discussion assignment, based on your quality and quantity of participation (see rubric below). Your discussion grade will be posted within a week of the due date.

Discussion posts are due on their designated week on Sunday at 11:59pm.

Since you have the opportunity to pick 2 out of the 6 videos throughout the semester, late posts will not be accepted/graded.

	<b>Discussion Board Grading Rubric</b>
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## Group Evaluation Form Details

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### What's the point?

Evaluation is a pivotal piece of any successful project/assignment whether it be done for a class or for a job. It is important to be able to look back on the work that was completed and make honest notes about what worked, what didn't work and how it could be improved for future. This evaluation form will give you the opportunity to reflect on both your group and your own participation for the full group project.

### What do you have to do?

Complete the Group Evaluation Form below and upload it for submission.

- [Group Evaluation Form](#) (Word Doc.)

### What's the criteria for completion?

These will be graded based on completion and submission. As long as you thoughtfully and thoroughly complete the update, you will receive the full 3 points. Be sure you rate yourself in addition to each group member.

## StudyMate Games

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**What's the Point?** Research has shown that the best way to retain information is by continuously testing yourself, also known as the "testing effect". The StudyMate games are based on the text readings and are meant to help you retain the information and help to prepare for the exams.

**What do I have to do?** Complete at least one StudyMate game or activity each week.

**What's the criteria for completion?** You will earn 1 points for each studymate "game", which consists of one or two chapters, for a total of 13 points throughout the semester.

Games are due on Sunday at 11:59pm of the week in which they are assigned.

Note: You are only required to choose one type of game (i.e., crossword puzzle, flashcards, etc.) but you are welcome to utilize additional types of games for study purposes. You will not "submit" anything. The system tracks your participation (behind the scenes).

**There is a studymate app but it will not track your progress. It can be used for study purposes but you must use the MOZILLA FIREFOX browser to access the game.**

## Assessments

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### Syllabus/Website Quiz

During the first week of the semester, you will take a quiz based on the course requirements. You will have two 1-hour attempts to take this quiz. The purpose is to ensure that you clearly understand the course requirements.

UNDERGRADUATE STUDENTS ONLY.

### Quizzes

There will be six online quizzes (4 points each) will be given throughout the semester; the lowest grade will be dropped.

You will have 30 minutes to complete 20 multiple choice, matching, and true/false questions pertaining to the textbook and course material.

You are only allowed one attempt at each quiz so do not enter the quizzes until you are ready to take them.

You will see your grade after you submit your quiz and will see your answers after the due date and time which always falls on Sunday at 11:59pm

**Important information regarding exams:**

- Quizzes have time limits; all questions must be answered and **submitted before** the time expires. When the time has run out, the quiz is submitted automatically with whatever answers have been saved at that point.
- Be aware of the availability window on quizzes.
  - For example: If your quiz is available from 7am - 7pm and you have half an hour to complete the quiz; you would need to start your quiz at 6:30pm in order for you to have the full half hour. If you start at 6:40 then you will only have 20 minutes to complete your quiz. For this course, all quizzes are due at 11:59 on Sunday
- You will be able to view exam questions and answers **AFTER** the availability window for the exam closes (after the due date).

In order to mitigate any issues with your computer and online assessments, it is very important that you take the "Practice Quiz" from each computer you will be using to take your graded quizzes and exams. It is your responsibility to make sure your computer meets the minimum [hardware requirements](#).

Assessments in this course are not compatible with mobile devices and should not be taken through a mobile phone or a tablet. If you need further assistance please contact [FIU Online Support Services](#).

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**Assignments****Group Wiki Details****What's the point?**

Having the opportunity to connect what you are learning/reading in the textbook to real life situations helps to create stronger pathways in the brain. These pathways help to better understand, recall, and retain the information learned. The purpose of the group wiki project is to provide you with the opportunity to grow your collaboration skills, as well as have the opportunity to connect the material in class with something you may be able to use in your current or future career.

**What do you have to do?**

During the first week of the semester, you will self-enroll (directions are in Canvas) into one of the topic groups and over the course of the semester, your group will create a **Wiki page**. This will serve as a group platform for you to complete your taskstream group assignment. If you do not self-enroll, you will automatically be placed into a group during the second week of the semester. While it is a group project, each of you will complete one video presentation and one written portion about your video, and grades will be individually assigned based on your own work.

See the sample Wiki page for an example of how a group Wiki might look.

There are four components that correspond to the Taskstream Wiki Assignment:

1. Group Wiki with Video Presentations, written description and resource list
2. Group Evaluation Form
3. Submit Paper (compilation of written descriptions) to Taskstream
4. Group Project Update

**Group Wiki with Video Presentations, Written Description and Resource List**

Each group will develop **three (3) behaviorist activities and three (3) constructivist teaching/classroom activities** that can be used in the classroom based on your group's topic.

You will use technology (Internet, education websites, etc.) to research and identify the activities. All of the behaviorist and constructivist activities must address the same content (your group's topic).

What needs to be included in the Wiki:

1. **Video Presentations:**

- The groups will upload a **1 ½-2 minute video presentation of each of the six activities** (6 videos total) describing and modeling for the class the six activities selected to the group Wiki.
- Act out teaching the activity
- Group members and/or “extras” (friends and family) can pretend to be students in the videos
- **Your face must be visible in the video**
- **Be sure to include your name to show which video is yours**

2. **Written Description** (Follow the Template below for EACH activity)

- Name of Your Group (e.g., Team Social Studies):
- Your name:
- The material/task and age group you plan to teach:
- The age group being taught:
- Topics to be covered based on your video:
- A statement of whether the information is declarative, procedural, and/or conditional:
- Your rationale for whether the material/task needs to be learned to recognition, recall, or automaticity. (If you select automaticity, you must justify this decision.):
- Your explanation of where the material/task fits into Bloom’s hierarchy (you can choose more than one level)
- Teaching Activities
  - The behaviorist or constructivist activity you have developed
  - Integrate into this section an indication of whether any of these activities entails strategy instruction
- Describe any materials you will need to obtain or develop.

3. Statement of how you have integrated the best practices/guidelines we covered in class, including

- Distributed practice
- Scaffolding of the students’ metacognition
- Dual coding
- Trying to ensure transfer
- Reflection of how you are conveying high expectation to students

3. **Resources/References List:**

- The group will develop a list of references/resources (URL links, websites) based on their research and post it on the Wiki

**What’s the criteria to succeed?**

The written description should be written as a narrative in complete sentences and paragraphs (no bullets).

1. Your name should indicate which section is yours.
2. Use your own words. Only in this way can I be sure that you understand the material.
3. Your face must be visible in the videos.
4. Each group member needs to do their own video.
5. You must be the “teacher” in the video, acting out implementing your activity, and you must have at least one student (who can be a person of any age—a parent, child, friend, neighbor, group member, etc.)

Requirements	3 points (per category)	2 points (per category)	1 point (per category)
<b>Learning Environment:</b>  <b>Models clear, acceptable oral and written</b>	In the group Wiki, candidates effectively model clear, acceptable oral and written communication skills.	In the group Wiki, candidates satisfactorily model clear, acceptable oral and written communication skills.	In the group Wiki candidates fail to model clear, acceptable oral and written communication skills.

<b>communicate skills</b>			
<b>Learning Environment:</b>  · <b>Integrate current information and communication technologies</b>	In the group Wiki, candidates successfully integrate current information and communication technologies.	In the group Wiki, candidates adequately integrate current information and communication technologies.	In the group Wiki, candidates fail to or provides limited integration of current information and communication technologies.
<b>Instructional Delivery and Facilitation:</b>	Candidates completely apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction and to teach for student understanding.	Candidates adequately apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction and to teach for student understanding.	Candidates fail to provide or provide limited varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction and to teach for student understanding.
<b>Resource List: Conveys high expectation to students</b>	In the group Wiki, the Resource List will contain at least 5 resources that correspond with the group's research	In the group Wiki, the Resource List will contain at least 3 resources that correspond with the group's research	In the group Wiki, the Resource List will contain 2 or fewer resources that correspond with the group's research or contain irrelevant resources
<b>Appropriate activities</b>	In the group Wiki, candidates conduct an excellent presentation that is clear, concise, and contains all the elements required: there will be 3 thorough video recorded behavioral activities and 3 constructivist activities with candidates acting out their teaching of the activities; All activities will follow the same general age and theme	In the group Wiki, candidates conduct a satisfactory presentation that for the most part is clear, concise, and contains most of the elements required: there will be 3 satisfactory video recorded behavioral activities and 3 constructivist activities with candidates acting out their teaching of the activities; All activities may not follow the same general age and theme	In the group Wiki, candidates fail to conduct an adequate presentation. The presentation is not always clear, concise, nor does it contain all the elements required: there will not be 3 video recorded behavioral activities and 3 constructivist activities and/or candidates may fail to out their teaching of the activities; All activities may not follow the same general age and theme

**Group Update Details**

**What's the point?**

I understand that working with a group, especially online, can be challenging. However, when you graduate and get a job, you rarely get to pick your colleagues, and because of this, I feel that it is important to learn how to work with different personalities and characteristics. These updates are intended to assist me with understanding your group dynamic so that I can offer assistance if needed.

**What do you need to do?**



Each group member will complete the update on his/her own. Download the document below, fill it out, and upload it to submit.

[Group Update #1](#) (Word Doc.)

## Group Taskstream Paper Details

### Group Taskstream Project: Constructivist and Behavioral Teaching Activities Details

#### What's the point?

The State of Florida requires that those seeking certification or a professional degree in a College of Education demonstrate their ability to understand and apply the Florida Accomplished Educator Practices (FEAPS) by developing an online portfolio of the coursework they have completed. Each course in the College thus has a TaskStream assignment that satisfies a different set of FEAPs requirements. You must successfully complete these assignments with a passing grade before the courses can be used to meet your degree or certification requirements.

The TaskStream assignment you complete in this course, **Group Project: Constructivist and Behavioral Teaching Activities** will demonstrate your understanding of the following competencies:

Course Objective(s)	<ol style="list-style-type: none"> <li>1. Students will demonstrate the knowledge and ability to think critically about educational psychology theory.</li> <li>2. Students will apply theories of educational psychology to the interpretation of classroom practices and student behavior.</li> </ol>
Accomplished Practice(s)	(a).1.f, (a).2. c, (a).2. e., (a).3. g
ESOL Competency (Competencies)	Not applicable.
Reading	Not applicable.
Professional Education Competencies/Skills	1.2, 1.3, 1.5, 2.5, 3.7, 3.10
Subject Area Competencies/Skills	Not applicable.
Uniform Core Curriculum	<p>K. Write and speak in a logical and understandable style with appropriate grammar</p> <p>m. Foundations of education</p>

#### What do you have to do?

After completing the Wiki, the Written Description for each activity in your group (6 written descriptions) will be formatted into a Word document and submitted to taskstream (you can copy and paste into the APA template provided in Canvas).

The paper will be a compilation of each member's written description (each group member will have the same paper)

**Each group member must individually submit the group paper to taskstream [www.taskstream.com](http://www.taskstream.com) (Links to an external site.)** Links to an external site. using the code provided below.

You will be asked to demonstrate your understanding of the course content through a TaskStream written assignment in which you

will apply the theory you have learned during the course. The state of Florida requires that you receive a passing grade on this assignment to pass the class. If you do not pass this assignment, you will be allowed one rewrite. **You will submit this paper individually through TaskStream.**

**What's the criteria for completion?**

To receive credit for the TaskStream assignment, you must post it on TaskStream, the COE's web-based electronic portfolio application. All students enrolled in the College of Education are required to subscribe and maintain a TaskStream account throughout their FIU career so they can generate and maintain an electronic portfolio of their work in the college. You can purchase a TaskStream account online. You have the option of selecting the terms of your subscription. However, you must maintain your Taskstream account throughout your professional preparation program.

- Costs and other Taskstream information can be found at this COE website: [https://w.taskstream.com/ts/chang28/COE\\_WEBSITE](https://w.taskstream.com/ts/chang28/COE_WEBSITE)

and by visiting or calling the COE computer lab in ZEB 165 (305-348-6134).

Once you have a TaskStream account, you will need to self-enroll in an assessment program that houses this course:

- The program code to self-enroll for this course will most likely be:
  - EDP 3004 RVC: EDP3004-RVCFA18
  - GRAD students EDP 5053: EDP5053-RVCFA18

**PANEL REVIEW**

The artifacts you upload onto Taskstream may be reviewed by a Panel of Assessment Raters in the College to ensure fairness and consistency in the scoring of the critical assignments. These reviews are required for accreditation purposes. The students' assignments reviewed will have no identifying information so the raters will not know whose students' work they are reviewing. All data aggregated will contain no personal identifying information to ensure confidentiality of students' work.

Requirements	1 (Meets)	0 (Does not meet)
<b>Quality of Instruction:</b> Instructional Design- Behavioral and Constructivist Activities	In the group paper, candidates thoroughly develops three behavioral and three constructivist teaching activities	In the group paper, candidates does not develop three behavioral and three constructivist teaching activities, or activities are not satisfactory
<b>FEAP 1 (a).1.f- Quality of Instruction: Instructional Design-</b> Develops Learning Experiences that require students to demonstrate a variety of applicable skills and competencies	In the group paper, candidates thoroughly develops learning experiences that require students to demonstrate a variety of applicable skills and competencies	In the group project, candidate fails to or develops limited learning experiences that require students to demonstrate a variety of applicable skills and competencies.
<b>Quality of Instruction:</b> Instructional Design- Integrates Best Practices	In the group paper, candidates thoroughly integrate all of the following best practices: distributed practice, scaffolding, dual coding, and trying to ensure transfer	In the group paper, candidates satisfactorily develop at least 3 best practices

<b>FEAP 2 (a) 2.c.- Quality of Instruction: Learning Environment-</b>  · <b>Conveys high expectation to students</b>	In the group paper, candidates include a well-developed reflection of how they are conveying high expectation to students.	In the group project, candidates fail to include a satisfactory reflection of how they are conveying high expectation to students.
<b>FEAP 2 (a) 2.g- Integrates current information and communication technologies</b>	In the group project, candidate successfully integrates current information and communication technologies.	In the group project, candidate fails to or provides limited integration of current information and communication technologies.
<b>FEAP (a).3.g-Instructional Delivery and Facilitation</b>	Candidate completely applies varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction and to teach for student understanding.	Candidate fails to or provides limited varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction and to teach for student understanding.
<b>Paper Structure</b>	Candidates submit an excellent paper that is written in complete sentences and paragraphs and free of grammatical and spelling errors.	Candidates submit a satisfactory paper that is written in complete sentences and paragraphs and mostly free of grammatical and spelling errors.
<b>Group Evaluation</b>	Candidate submits a complete group evaluation.	Candidate fails to submit a complete group evaluation form.

**IMPORTANT SCORING INFORMATION**

In addition to the aforementioned scoring, you will be assigned a numeric grade up to 15 points for this course (15= perfect score).

- While you will receive your taskstream score of 0-1 fairly quickly (generally within a week of submitting), you may not see your numeric grade in Canvas until several weeks later.
  - If you receive a score of 1 in taskstream, you can assume you will earn a numeric score of 14 to 15 points on your Paper
  - If you receive a score of .75 -.88 in taskstream, you can expect to earn a numeric score ranging from 10-13, depending on the quality of the paper.
  - If you receive a score of 0 in taskstream, that is failing and you will be asked to re-submit the paper once in order to attempt to pass the course.

For help with TaskStream, contact:

800-311-5656

[help@taskstream.com](mailto:help@taskstream.com)

COE Taskstream Website: <http://education.fiu.edu/taskstream/>

COE Computer Lab, ZEB 165: 305-348-6134

COE IT Department, ZEB 269: 305-348-6305 [coesupport@fiu.edu](mailto:coesupport@fiu.edu)

Wiki Summaries

**What's the point?**

When we review our colleagues submissions for work, we are not only able to offer valuable feedback, but more often than not, we learn more about how/what we can improve our own projects. The purpose of the wiki summaries is to learn from your peers and practice summarization skills that you will use throughout your academic and professional career.

**What do you need to do?**

You will examine two of the other groups' Wiki's (there will be approximately 5-8 groups) and write at least a one page summary each for 2 of the group Wikis for a total of at least 2 pages (you cannot summarize your own group), worth up to 10 points. You will submit your summary in the Assignment drop box.

**What's the criteria for successful completion?**

Requirements	5 points (per category)	4 points (per category)	3 points (per category)	2 points (per category)	1 points (per category)	0 points (per category)
Video Summaries	Thoroughly summarizes all videos from 2 groups' Wikis; at least 1 page is dedicated to each groups' video summaries	Vaguely summarizes all videos from 2 groups' Wikis; at least ¾ of a page is dedicated to each groups' video summaries	Minimally summarizes all videos from 2 groups' Wikis; at least ½ of a page is dedicated to each groups' video summaries	Thoroughly summarizes all videos from 1 group's Wiki; at least 1 page is dedicated to the group's video summaries	Minimally summarizes all videos from 1 group's Wiki; at least ½ of a page is dedicated to the group's video summaries	Does not summarize any videos
Written Summaries	Thoroughly summarizes all written portions from 2 groups' Wikis; at least 1 page is dedicated to each groups' written portions	Vaguely summarizes all written portions from 2 groups' Wikis; at least ¾ of a page is dedicated to each groups' written portions	Minimally summarizes all written portions from 2 groups' Wikis; at least ½ of a page is dedicated to each groups' written portions	Thoroughly summarizes all written portions from 1 group's Wikis; at least 1 page is dedicated to the group's written portions	Minimally summarizes all written portions from 1 group's Wikis; at least ½ of a page is dedicated to the group's written portions	Does not summarize any written portions

**Grad Students Only- Fact Sheets**

Graduate students will be required to create a fact sheet about issues students and/or parents may encounter in the classroom. You may choose from:

- How to motivate your child to want to learn (for parents)
  - How to motivate your students to want to learn (for teachers)
  - How to reduce test anxiety (for parents or teachers)
  - Common accommodations for children with ADD/ADHD (for parents or teachers)
  - How to create an effective learning environment (for parents)
  - Development: What to expect during the elementary, middle, and high school years
  - The impact of Screen Time on Learning (for parents)
- I have intentionally left the instructions vague to let your creativity flow. You may use the computer program of your choice to create your fact sheets (i.e., Word, Powerpoint, Adobe PDF, etc.). You will upload these into Canvas upon completion.

Grading

Course Requirements	Weight
<b>Syllabus/Website Quiz (10 points):</b> The syllabus quiz is to be completed during week 1 ( <u>Do not confuse with the practice quiz</u> ). UNDERGRADS ONLY	10%
<b>StudyMate Games (1 point each):</b> There will be a studymate game due each week but the lowest grade will be dropped (ADDRESSES FEAPS 5, 7, 9).	13%
<b>Video Discussions (5 points each):</b> There will be 5 video discussions throughout the semester. You are required to watch TWO of the videos and participate in the discussion (note: discussion= more than one post—see grading rubric).	10%
<b>Quizzes (4 points each):</b> 6 quizzes will be given but the lowest grade will be dropped: <u>No make-up quizzes will be given</u> (Addresses FEAPS 5, 7 & 9)	20%
<b>Group Project Updates (2 points each):</b> You will complete a Group Project Update form twice during the semester and post in in the assignment dropbox.	4%
<b>Group Wiki (15 points):</b> You will post your video recorded activities and associated written portion (Addresses FEAPS 2, 5, 7 & 9).	15%
<b>TaskStream Group Project Paper (15 points):</b> You will combine the written portions for each activity from the Wiki and compile into a paper. A passing grade must be earned in order to pass the course (Addresses FEAPS 2, 5, 7 & 9).	15%
<b>TaskStream Group Project Evaluation Form (3 points):</b> You will individually complete and submit to assignment dropbox	3%
<b>Wiki Summaries (10 points):</b> You will write a summary of two of the other groups' Wikis.	10%
<b>Fact sheet (10 points):</b> Graduate students will create a fact sheet (see instructions below). GRAD STUDENTS ONLY	10%
<b>Total</b>	<b>100%</b>

\*\*\* You can calculate your current grade at any point by adding up the total points you earned and divide it by the total points assigned up to that point. \*\*\*

Letter	Range	Letter	Range
A	Above 92	C+	77 - 79
A-	90 - 92	C	74 - 76
B+	87 - 89	D	61 - 70
B	84 - 86	F	< 61
B-	80 - 83		

COURSE CALENDAR

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## Weekly Schedule

WEEK	DATE	MODULE TOPIC	READ	DUE
1	Aug 20 - 26	Using Science to Inform Practice;	Module 1	<ul style="list-style-type: none"> <li>• Explore Canvas</li> <li>• Introduction Discussion</li> <li>• Syllabus/Website Quiz</li> <li>• Module 1 Game</li> <li>• SIGN UP FOR A GROUP</li> </ul>
2	Aug 27-Sept 2	Contexts of Development; Social Emotional Development;	Module 2 Module 3	<ul style="list-style-type: none"> <li>• Modules 2-3 Game</li> <li>• Quiz Modules 1-3</li> <li>• SUGGESTION: CONTACT YOUR GROUP</li> <li>• *Aug 27-Last day to Add/Drop</li> </ul>
3	Sept 3-9	Moral Development; Brain Development;	Module 4 Module 5	<ul style="list-style-type: none"> <li>• Modules 4-5 Game</li> <li>• Video Discussion Option: Moral Development</li> <li>• SUGGESTION: DECIDE ON YOUR ACTIVITY FOR THE GROUP WIKI</li> </ul>
4	Sept 10 - 16	Cognitive Development; Language Development	Module 6 Module 7	<ul style="list-style-type: none"> <li>• Modules 6-7 Game</li> <li>• Quiz Modules 4-7</li> <li>• Group Project update #1 due</li> <li>• SEPT 13-Deadline to withdraw with 25% refund</li> </ul>
5	Sept 17 - 23	Behavioral Learning Theories; Social Cognitive Theory	Module 8 Module 9	<ul style="list-style-type: none"> <li>• Modules 8-9 Game</li> <li>• Video Discussion Option: Behavior Theories</li> </ul>
6	Sept 24 - 30	Information Processing; Metacognition	Module 10 Module 11	<ul style="list-style-type: none"> <li>• Modules 10-11 Game</li> <li>• Quiz Modules 8-11</li> <li>• SUGGESTION RECORD YOUR ACTIVITY FOR YOUR WIKI</li> </ul>
7	Oct 1 - 7	Transfer of Skills and Knowledge; Higher Order Thinking	Module 12 Module 13	<ul style="list-style-type: none"> <li>• Modules 12-13 Game</li> <li>• Video Discussion Option- Cognitive Development</li> </ul>
8	Oct 8 - 14	Behavioral Theory; Cognitive Theories	Module 14 Module 15	<ul style="list-style-type: none"> <li>• Modules 14-15 Game</li> <li>• Quiz Modules 12-15</li> <li>• --Group Project update #2 due</li> </ul>

WEEK	DATE	MODULE TOPIC	READ	DUE
				–SUGGESTION: WRITE THE WRITTEN PART OF YOUR WIKI
9	Oct 15 - 21	Self Theories; Classroom Management	Module 16 Module 17	<ul style="list-style-type: none"> <li>• Modules 16-17 Game</li> <li>• Video Discussion Option- Classroom Management</li> </ul>
10	Oct 22 - 28	Instruction: Applying Behavioral, Cognitive, and Constructivist Approaches; Grouping Practices	Module 18 Module 19	<ul style="list-style-type: none"> <li>• Modules 18-19 Game</li> <li>• Quiz Modules 16-19</li> </ul>
11	Oct 29 - Nov 4	Intelligence and Giftedness	Module 20	<ul style="list-style-type: none"> <li>• Module 20 Game</li> <li>• WIKI Due</li> <li>• Group Evaluation Due</li> <li>• SUGGESTION: ORGANIZE INDIVIDUAL WIKI CONTRIBUTIONS INTO GROUP PAPER</li> <li>• Oct 29- Last day to drop with DR</li> </ul>
12	Nov 5 - 11	Cognitive Disabilities; Emotional, Social, and Behavioral Disorders	Module 21 Module 22	<ul style="list-style-type: none"> <li>• Modules 21-22 Game</li> <li>• Video Discussion Option</li> <li>• Teaching the LD Child</li> </ul>
13	Nov 12 - 18	Assessing Student Learning	Module 23	<ul style="list-style-type: none"> <li>• Module 23 Game</li> <li>• TaskStream Paper Due online in taskstream (FEAPS 5, 7,9)</li> <li>• Wiki Summaries Due</li> </ul>
14	Nov 19 - 25	Study week—Happy Holiday!		
15	Nov 26 - Dec 2	Standardized Tests and Scores	Module 25	<ul style="list-style-type: none"> <li>• Module 25 Game</li> <li>• Quiz Modules 20-23, 25</li> <li>• GRADUATE STUDENTS: Fact Sheet Due</li> <li>• Extra Credit Due</li> </ul>
<b>ALL ASSIGNMENTS AND QUIZZES MUST BE SUBMITTED BY 11:59PM ON THEIR SUNDAY DUE DATE TO RECEIVE CREDIT</b>				