



Midwestern State University
Gordon T. & Ellen West College of Education
Global Education
London, 2020

Instructor: Christina Janise McIntyre, PhD

Most communication will occur via the Remind group of which we are all already a part.

Phone (for emergencies): +15805121711

E-mail: christina.mcintyre@msutexas.edu

Required Texts

All materials will be provided on D2L

Course/Catalog Description

EPSY 3153: Concepts of learning theory and applications, motivation, measurement, and evaluation.

EDUC 3183: This course introduces students to the competencies needed to construct reliable and valid objective classroom assessments. In addition, students will be introduced to formats and options for authentic assessments and the role of technology in designing and analyzing data from various types of assessments. Finally, students will become familiar with the utilization of reliable and valid data obtained from assessments to guide instructional decisions for all students, collectively or individually, in the classroom.

WCOE Conceptual Framework

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

- **Learner Development** - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences.
- **Learning Differences** - understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Learning Environment** - work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- **Content Knowledge** - understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **Application of Content** - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

- **Assessment** - understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **Planning for Instruction** - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Instructional Strategies** - understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- **Professional Learning and Ethical Practice** - engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- **Leadership and Collaboration** - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Academic Honesty

MSU students demand of themselves the highest level of academic honesty as delineated in their honor creed. Academic honesty involves the submission of work that is wholly the student's own work, except in the case of assigned group work. Additionally, academic honesty involves the proper citation of other authors' works.

By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course. The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes.

Disability Support

As the faculty of the West College of Education, we are dedicated to helping meet the needs of our students with disabilities and are eager to provide the accommodations to which such students are entitled. If you have a documented disability and are registered with the Office of Disability, please let your instructor know to expect a letter from that office describing the accommodations to which you are entitled. If you have a documented disability but are not registered with the Office of Disability, please contact that office immediately to register.

Attendance Policy

It is important for each student to be actively involved in all aspects of the academic program. Grades will drop by one letter grade for each event (lecture or field trip) missed. Being late to a class or casually talking during a lecture- especially if a guest lecturer- will also adversely affect your grade.

Assignments & Grading

WCOE Required Assignments

Beginning Dispositions: This is an assessment of candidate's attitudes and behaviors identified as being necessary for the field of teaching; please see rubric in D2L module.

Mental Health, Substance Abuse, and Youth Suicide Training Modules: These are mandated by the state of Texas for all teacher candidates. You will complete the online modules and submit your certificates of completion to D2L; please see links in D2L module.

Data Literacy Assignment: Given a data set, you will analyze and interpret the data. Please see instructions & materials in D2L module.

Global Education Required Assignments

Travel Journal: This will perform two purposes for you: 1) it will help connect the excursions with the required course content, and 2) it will be the data for your autoethnographic research paper. You will write in it every day, recording your thoughts, feelings, impressions, and experiences. The only person who will read it is me, and personal content will not impact your grade. I will read closely the columned content sections (explained below) but will only skim through the rest to ensure that you are consistently writing to collect data for your final research paper. The columned content sections will be organized as the diagram below explains. Topics required include:

- Lesson Planning
- Standardized Testing
- Kohlberg's Moral Development
- Classroom Assessment
- Authentic Assessment
- Bloom's Taxonomy
- ARCS Model, Intrinsic and Extrinsic Motivation, Achievement Goal Theory, & Attribution Theory; Meaning-Making Classrooms
- Vygotsky & Sociocultural/Socio-Cognitive Theory/Constructivism
- Assessment Reliability
- Cultural, Ethnic, Racial, Age, and Gender Differences, Gifted and Talented, & Including Students with Disabilities
- Information Processing Theory (memory)
- Triarchic Theory of Intelligence, GMIs, & Learning Styles
- Maslow's Hierarch of Needs
- Piaget & cognitive development; Brain-based Learning

| Course Content Summary | Excursion Reflection (discuss what you did & what you learned from it) | Explanation of Relationship Between Content & Excursion | Personal & Teaching Reflection (discuss how this has changed you as a person & how you will use it as a teacher) |
|---|--|---|--|
| <p>These four columns will take up both pages of the open journal, two on each side. You will need to be concise and considered when you record these, so do not draft in the chart itself; get your thoughts on paper in true journaling form first, then record your content entry.</p> | | | |

As your journal throughout your time abroad, you will notice that particular themes begin to develop over time. You will talk about the same things repeatedly, notice similar things in different situations, etc. These will be the basis of your autoethnographic research paper (discussed below), so it is imperative that you journal in a consistent and timely manner. Please prepare your travel journal in advance in accordance with the information in the Journal module on D2L.

Lesson Plan: In order to reinforce course content, provide me with classroom-specific opportunities to assess your Beginning Dispositions, and help you begin to focus your autoethnographic research paper, you will each select a content topic (see required journal list) and prepare a lesson plan to teach the class on your topic (see lesson planning materials on D2L). The topic on which you teach will be the content focus of your autoethnographic research paper.

Assessment Portfolio: For each of the five types of assessment discussed, you will create at least one assessment utilizing primary sources from one of the museums we visit; for further details, see the Assessment Portfolio materials on D2L.

Autoethnographic Research Paper: This paper will constitute a significant portion of your grade in both courses; please carefully review the Autoethnographic Research Paper module on D2L.

Global Dispositions: This will be a score on a scale of 0-10 on dispositions that make you a competent classmate, student, and traveler. Considerations will be given for preparedness, timeliness, flexibility, cooperation, collaboration, respectful interactions, etc.

Course Grades

Ed Psych:

| | |
|-----------------------------|-----|
| Required Trainings | 10% |
| Beginning Dispositions | 20% |
| Lesson Plan & Participation | 10% |
| Journal | 20% |
| Research Paper | 20% |
| Global Dispositions | 20% |

Assessment:

| | |
|--------------------------|-----|
| Assessment Portfolio | 20% |
| Data Literacy Assignment | 20% |
| Journal | 20% |
| Research Paper | 20% |
| Global Dispositions | 20% |