

EDF 3210 Competency Assessment 1 **Ed Psych Case Analysis: Development and Learning**

Standards

FL-FAU-FEAP-2013.A.1.f. *Instructional Design and Lesson Planning*. Applying concepts from human development and learning theories, the effective educator consistently:

- f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

FL-FAU-FEAP-2013.A.2.h. *The Learning Environment*: To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:

- h. Adapts the learning environment to accommodate the differing needs and diversity of students

FL-FAU-FEAP-2013.A.3.g. *Instructional Delivery and Facilitation*. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

- g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding

Overview

You may **choose Case 1 from either required educational psychology casebook** to complete this assignment. From the elementary casebook this is Case 1, “Kindergarten Readiness”. From the secondary casebook, this is Case 1, “Adolescent Cliques: To Belong or Not to Belong”. You then **write THREE essays** that demonstrate that you are a reflective decision-maker who can effectively apply knowledge of human development and learning theory and improve the classroom learning environment. **Only choose one of the cases as follows:**

For those interested in the Elementary Grades: Case 1, “Kindergarten Readiness”.

Essay 1: Human Development. What Piagetian cognitive development stage is evident in the children’s thinking in this case? How might the teacher address the main student conflicts occurring in this case (over the green pencil and graham crackers)?

Essay 2: Learning Theory and Teaching for Student Understanding. In reference to the math lesson, explain the range of ZPD’s evident and evaluate attempts at instructional scaffolding thus far. What additional scaffolding strategies would you suggest to assist students’ mathematical learning?

Essay 3: Learning Environment. Highlight any difference in students ‘school readiness’ and offer strategies for helping students’ social-emotional learning and ability to adapt to the routines and rules of kindergarten.

For those interested in the Secondary Grades: Case 1, “Adolescent Cliques”.

Essay 1: Human Development. What stage of Erikson’s personality theory are students experiencing and how does it help to explain some of the concerns in the case? What suggestions would you offer for helping students explore this developmental task?

Essay 2: Learning Theory and Teaching for Student Understanding. Some students are not grasping material in class and are under-performing. From an information-processing standpoint, what strategies would help regain the class’ attention on instructional content so the teacher can help students’ grasp the subject matter?

Essay 3: Learning Environment. Highlight strategies for maintaining a productive classroom learning environment given the socioemotional challenges these adolescent students are experiencing, with an emphasis on interpersonal problem-solving. How would the teacher’s idea to use cooperative learning be best implemented?

Organizing and Writing Your Paper

On the first page, include your name, your degree program, semester/year class meets, and which case you are writing on. Number all pages of your paper. Paper should be double-spaced, use a legible font, have 1-inch margins (all sides), and a final page for references. Your paper should be approximately 1½ - 2 double-spaced pages (excluding reference page). Paper should have a total of three essays, so this equates to roughly one or two paragraphs per essay. The body of your paper should be clearly labeled for each essay and **be submitted together as one paper**. To see an example of this organization, see the sample paper at end of document.

Within your writing, use our class discussion on these cases to help frame your writing, and then build with detail and outside reference support (discussed on following pages). Be sure to analyze case in psychological terms according to theory assigned to it and support your analysis with evidence from the case. Solutions should be PRACTICAL for a teacher in the public schools, so demands on teacher time, cost, etc., must be considered.

References - American Psychological Association Style

You must include THREE outside references (an article, book, or conference presentation), **one per essay**, that supports your assertions. Class texts, encyclopedias and online websites do not count as one of the three outside references! Please use APA style when writing the paper, and attach a final page listing your “References”. Listed below are examples of APA Reference Citations. (APA Manual is available at FAU libraries as a reference material.) The syllabus also offers helpful online resources concerning APA style.

Book

Bandura, A. (1997). *Social learning theory*. Morristown, NJ: General Learning Press.

Journal Article

Schulte, P.L. (1996). A definition of constructivism. *Science Scope*, 20(3), 25-27.

Article in an Internet-only Journal

Fredrickson, B.L. (2000, March 7). Cultivating positive emotions to optimize health. *Prevention & Treatment*, 3, Article 000a. Retrieved November 20, 2000, from <http://journals.apa.org/prevention/volume3/pre0030001a.html>.

Unpublished Paper Presented at a Professional Meeting

Lanktree, C., & Briere, J. (1991, January). *Early data on the Trauma Symptom Checklist for Children (TSC-C)*. Paper presented at the meeting of the American Professional Society on the Abuse of Children, Sand Diego, CA.

When **directly quoting an author**, put author's words in quotation marks and provide author's name, publication year, and page number in parentheses at end of sentence. However, I encourage you to limit use of direct quotes due to page limits of paper. Instead, try **paraphrasing author's findings**, and then only include author's name and publication year in parentheses at end of sentence. See format in the sample paper at end of document.

EDF 3210 Competency Assessment 1 Grading Criteria

Analysis and Theoretical Coverage

1. Effectively applies knowledge of concepts in **human development** and reflects thoughtfully on creating instructional learning experiences that facilitate students' learning and development
2. Demonstrates understanding of **learning theory** and applies instructional strategies and resources to create an environment conducive to student understanding and learning.
3. Reflects equitable and flexible teaching practices that **adapt the learning environment** to students' differing learning needs, developmental levels, levels of mastery, and/or diversity in backgrounds.
4. Includes language of the theories applied.
5. Strategies suggested are theoretically consistent and appropriate.
6. Strategies suggested are practical and realistic for educational contexts.
7. Includes appropriate supporting research/outside reference as outlined in paper requirements.

Paper Organization/Writing Style/Grammar

8. Adequate development and organization of ideas
9. Rules of spelling and grammar are observed (in terms of grammatical correctness and adherence to APA writing style).
10. Paper includes appropriate student information, section headers, double-spacing, legible font, 1-inch margins (all sides), a references page and other formatting issues as outlined in paper requirements.

The paper must be submitted to LiveText. See submission policies and requirements listed on course syllabus.

Rating Scale

Paper is worth a total of 100 points based on criteria above, and instructor will assign a letter grade to student's paper. Each paper is also evaluated according to a 3-point rubric for each FEAP indicator as explained below. This evaluation is submitted separately at time grades are entered. Rubric below is consistent across all sections of EDF 3210:

FAU FEAP Indicators	Exceeds Expectations	Satisfactory	Emerging	Unsatisfactory	No Attempt
FL-FAU-FEAP. 1f	Candidate submits a paper that demonstrates an <u>above average knowledge</u> of concepts in human development and reflects thoughtfully on creating instructional learning experiences that facilitate students' learning and development.	Candidate submits a paper that demonstrates an <u>adequate knowledge</u> of concepts in human development and does a sufficient job of creating instructional learning experiences that facilitate students' learning and development, but <u>some elements are neglected or could be improved.</u>	Candidate submits a paper that demonstrates <u>developing knowledge</u> of concepts in human development and creates limited instructional learning experiences that facilitate students' learning and development, with <u>elements that are neglected or could be improved.</u>	Candidate <u>does not demonstrate adequate knowledge</u> of concepts in human development and does not do a sufficient job of creating instructional learning experiences that facilitate students' learning and development.	Failed to submit, or failed to submit on time
FL-FAU-FEAP. 2h	Candidate submits a paper that demonstrates an <u>above average ability</u> to adapt the learning environment to accommodate students' differing learning needs, developmental levels, levels of mastery, and/or diversity in backgrounds.	Candidate submits a paper that demonstrates an <u>adequate ability</u> to adapt the learning environment to accommodate students' differing learning needs, developmental levels, levels of mastery, and/or diversity in backgrounds, but <u>some elements are neglected or could be improved.</u>	Candidate submits a paper that demonstrates a <u>developing ability</u> to adapt the learning environment to accommodate students' differing learning needs, developmental levels, levels of mastery, and/or diversity in backgrounds, with <u>elements that are neglected or could be improved.</u>	Candidate <u>does not demonstrate adequate ability</u> to adapt the learning environment to accommodate students' differing learning needs, developmental levels, levels of mastery, and/or diversity in backgrounds.	Failed to submit, or failed to submit on time

FAU FEAP Indicators	Exemplary	Satisfactory	Emerging	Unsatisfactory	No Attempt
FL-FAU-FEAP. 3g	Candidate submits a paper that demonstrates an <u>above average knowledge of learning theory</u> and reflects thoughtfully on applying instructional strategies and resources to create an environment conducive to student understanding and learning.	Candidate submits a paper that demonstrates <u>adequate knowledge of learning theory</u> and presents sufficient application of instructional strategies and resources to create an environment conducive to student understanding and learning, but <u>some elements that are neglected or could be improved.</u>	Candidate submits a paper that demonstrates <u>developing knowledge of learning theory</u> and presents sufficient application of instructional strategies and resources to create an environment conducive to student understanding and learning, with <u>elements are neglected or could be improved.</u>	Candidate <u>does not demonstrate adequate knowledge of learning theory</u> and does not present sufficient application of instructional strategies and resources to create an environment conducive to student understanding and learning.	Failed to submit, or failed to submit on time

Rubric Revised 8/29/18

Failure and Remediation Policy for Case Study Paper as listed on syllabus: It is departmental policy that if a student receives a “Unsatisfactory” or “No Attempt” on an assignment noted by the department as a “Competency Assessment”, that student does not receive a grade higher than a C- for the course. Therefore, these students will have the opportunity to revise and resubmit their paper. However, please note that revisions under this policy will earn at highest a “Satisfactory” and a grade of 75 (C) on the assignment. Revised submissions must be resubmitted in a timely manner per instructor’s directions.

(Sample Paper)

Student Name

Student's Degree Program

Semester/Year

Case 11: The Note

Human Development

Emily displays instances of stages 2 & 3 in Kohlberg's theory of moral development. She appears to make decisions based on the importance of peer approval and relationships (stage 3) and avoiding consequences of her actions (stage 2), both in deciding to read the note as well as later in skipping class. After skipping school, the following day she still feels sick just thinking about his class and decides to skip his class for that day. Given Emily's stage (common for this age-group), it is important to impress on students how breaking rules (like passing notes) impacts everyone among a broader discussion highlighting clearly identified classroom rules (that might include skipping class). A clear consequence system will address pre-conventional thinking.

However, given the variability in stage classifications among these older students, most teachers will complement a clear system of classroom rules and consequences for behavior with the expectation students will respect group conventions/norms. The teacher might even consider group rewards for on-task behavior that could include time at computers or learning centers, or free time. The teacher might even encourage discussion about how rules enable classrooms to run more smoothly (Ormrod, Anderman, & Anderman, 2017).

Learning Theory

It appears that a different student named Anne has given up because of a lack of belief in herself particularly as relates to algebra. In applying self-regulated learning theory, we begin to see what might be an ineffective outlook at the forethought phase and how this negatively impacts strategies employed during the performance and self-reflection phases. In particular, we see concerns for Anne's low self-efficacy which is a critical element in the self-regulated learning model. Anne's teacher should consider ways of promoting Anne's self-regulation and self-efficacy given her overwhelming lack of confidence in

herself. Mrs. Reynolds might have a meeting with Anne (and possibly her parents) to discuss proven self-regulated strategies like effective goal-setting and time management. These strategies will be even more beneficial if Mrs. Reynolds couches strategies within learning projects with opportunities for self-defined learning goals and peer collaboration. Anne might also be encouraged to chart and self-assess her evidence of personal growth (Paris & Paris, 2001).

Adapting the Learning Environment

Case 11 is a good example of the importance of how the teacher should adapt the learning environment to *differing needs* of students. Noted above, Emily, like many adolescents can display instances of differing levels of stages in Kohlberg's theory of moral development. In fact, many adolescents are capable of conventional level thinking (Berk, 2010), yet some may still evince pre-conventional decision-making. Given the variability in stage classifications among these older students, most teachers will complement a clear system of classroom rules, group rewards, and consequences for behavior with the expectation students will respect group conventions/norms. In this way the teacher can 'speak' to the full range of their students. This flexible and adaptive approach to decision-making has important implications for both moral development and a pro-active and adaptive learning environment.