

## **Educational Psychology Summative Assignment: Lesson Plan Critique and Revision**

**Overview** This assignment requires you to demonstrate mastery of the major topics covered in EDU 330: Developmental and Educational Psychology. You will analyze and revise an existing lesson plan from your content area and developmental group, applying theories related to:

1. *How students think and learn*
2. *Student motivation*
3. *Assessment of learning*

Your goal is to create a theory-driven critique and propose revisions that enhance student engagement, learning, and assessment.

### **Assignment Goals**

- Demonstrate understanding of core educational psychology theories.
- Analyze a lesson plan for alignment with educational psychology principles.
- Synthesize course content in a comprehensive summative assignment.

### **Assignment Instructions**

- Complete this **open-note** assignment **individually**.
- Select an existing lesson plan from your content area and developmental group.
- Prepare a paper addressing the following questions (approximately 4 pages, double-spaced; focus on clear, theory-driven analysis rather than strictly meeting page count. Feel free to copy and paste these four questions into a document):
  1. How does the lesson plan support students' thinking and learning? Provide justification using theory from EDU 330 (*see next page*).
  2. How does the lesson plan support student motivation? Provide justification using theory from EDU 330 (*see next page*).
  3. How does the lesson plan assess student learning? Provide justification, including discussion of both validity and reliability.
  4. Identify 2–4 major changes you would make to improve the lesson plan. For each change, explain *why* it is likely to enhance student learning, motivation, and/or assessment.

**---continue to next page for additional information---**

## **Theory Integration Requirements**

- Include at least one reference to a **developmental theory** (Piaget OR Vygotsky).
- Include at least one reference to an **intelligence theory** (Intelligence Theory OR Fixed/Growth Mindset).
- Include at least one reference to **self-regulated learning** (Metacognition OR Self-Regulated Learning).
- Include references to **two different motivation theories** (e.g., Self-Determination Theory, Maslow's Hierarchy of Needs, Intrinsic/Extrinsic Motivation, Attribution Theory, Expectancy x Value Theory).

## **Submission Guidelines**

- This assignment is due at the scheduled final exam for EDU 330.
- Submit your assignment individually via email ([dmoos@gustavus.edu](mailto:dmoos@gustavus.edu)).
- Late submissions will only be accepted with documented extenuating circumstances.
- This assignment will be evaluated with the rubric linked on the EDU 330 website.