

EDU 330: Developmental and Educational Psychology

Course Syllabus

Professor:

Dr. Daniel C. Moos (he/him/his)
Email: dmoos@gustavus.edu

Class:

Tuesdays and Thursdays:
12:00 – 1:35 pm

Office Hours:

Tuesdays & Thursdays:
9:00 – 9:30 am & 1:35 – 2:30 pm
Contact the professor to arrange
an alternate time/day to meet

Conceptual Framework:

The Gustavus Education Department is focused on preparing educators who are equipped to equitably meet the needs of their students in K-12 schools. The department emphasizes the importance of advocacy, cultural awareness, and social justice in teaching. Its framework incorporates principles such as building supportive communities, promoting collaboration, and embedding values of diversity and belonging into educational practices. Through research-based strategies and reflective teaching, the program aims to equip future educators with the skills and knowledge to meet the diverse needs of students by partnering with local and global schools to provide valuable opportunities for teacher candidates to apply their learning in real-world contexts and empowering educators to create equitable and supportive learning environments for all students.



Homework, Readings, Videos, and Assessments: This course does not require a textbook. All course materials are provided on the EDU 330 course webpage, including the syllabus, readings, videos, quiz review guides, and assignment overviews.

Course Overview

Educational Psychology is a study of prenatal, child, and adolescent development and the principles of psychology as they relate to teaching and learning. The course examines the principles and stages of human development prior to adulthood, as well as their educational implications. Emphasis is also placed on learning theory and design of instruction through identification of learning outcomes, effective teaching strategies, and assessment procedures.

This course addresses the following three broad questions¹:

(1) How Do Students Think and Learn?

Principle 1: Students' cognitive development and learning are not limited by general stages of development.

Principle 2: Students' beliefs or perceptions about intelligence and ability affect their cognitive functioning and learning.

Principle 3: What students already know affects their learning.

Principle 4: Acquiring long-term knowledge and skill is largely dependent on practice.

Principle 5: Students' self-regulation assists learning, and self-regulatory skills can be taught.

Principle 6: Learning is based on context, so generalizing learning to new contexts is not spontaneous but instead needs to be facilitated.

(2) What Motivates Students?

Principle 1: Students tend to enjoy learning and perform better when they are more intrinsically than extrinsically motivated to achieve.

Principle 2: Students persist in the face of challenging tasks and process information more deeply when they adopt mastery goals rather than performance goals.

Principle 3: Teachers' expectations about their students affect students' opportunities to learn, their motivation, and their learning outcomes.

(3) How to Assess Student Progress?

Principle 1: Formative and summative assessments are both important and useful but require different approaches and interpretations.

Principle 2: Students' skills, knowledge, and abilities are best measured with assessment processes grounded in psychological science with well-defined standards for quality and fairness.

Principle 3: Making sense of assessment data depends on clear, appropriate, and fair interpretation.

¹ American Psychological Association (APA) Coalition for Psychology in Schools and Education: Top 20 Principles From Psychology for PreK-12 Teaching and Learning

This course also supports: [Institutional Student Learning Outcomes](#)

Overview of Major Assignment Types

Thought Questions (5% of grade) – Student-generated questions designed to guide class discussion and apply course readings to classroom practice.

Checkpoint Assignments & Reaction Papers (40% of grade) – Short, low-stakes assessments designed to check understanding of key theories and concepts and to prepare students for class discussions.

Summative Assignments (20% of grade) – Integrative assessments that assess understanding of major course units.

Critical Thinking Assignment (20% of grade) – A student-generated question and extended product that applies educational psychology principles to classroom contexts.

Final Application (15% of grade) – A revision of a lesson plan grounded in course theories related to cognition, motivation, and assessment.

A: 93 – 100%	A-: 90 – 92.9%	B+: 87 – 89.9%
B: 83 – 86.9%	B-: 80 – 82.9%	C+: 77 – 79.9%
C: 73 – 76.9%	C-: 70 – 72.9%	D+: 67 – 69.9%
D: 63 – 66.9%	D-: 60 – 62.9%	F: <60%

Course Schedule

Schedule subject to change

Class # & Standards Covered	Date	Class Topics	Assignment: Due at the start of class
1	Tuesday Jan 13	Introduction	Nothing Due
2 Standards: 3A , 3.C.2, 5B, 5D 10D	Thursday Jan 15	Self-Regulated Learning Thought Question: Professor Moos (example/model)	Read Articles <u>Reaction Paper</u>
3 Standards: 3A., 3.E.7, 5B, 8A, 11B	Tuesday Jan 20	Constructivism	Read Articles Watch Video <u>Check Point Assignment</u>
4 Standards: 3A, 3.E.7, 5D, 10D	Thursday Jan 22	Promoting Conceptual Change Concept Attainment Thought Questions: Isaac, Danica, Claire	Read Article Watch Video <u>Thought Questions</u>
5 Standards: 3A, 3.C.2, 5B, 8A, 10D	Tuesday Jan 27	Information Processing Theory	Watch Video <u>Check Point Assignment</u>
6 Standards: 3A, 3.C.2, 5B, 8A, 10D	Thursday Jan 29	Metacognition	Read Article Watch Video <u>Reaction Paper</u>
7 Standards: 3A, 3.C.2, 8A	Tuesday Feb 3	The Science of “Forgetting”	Read Article Watch Video
8 Standards 3A, 3.C.2	Thursday Feb 5	Summative #1: Information Processing & Metacognition Introduction to developmental differences	Nothing Due

9 Standards: 3.A.2, 3B, 3C, 10D	Tuesday Feb 10	Cognitive Development (Piaget) Introduction to Critical Thinking Assignment Thought Questions: Alejandra, Jenavieve, Cal	Read Article Watch Video Thought Questions
10 Standards: 3.A.2, 3B, 3C	Thursday Feb 12	Age level characteristics, including morality and personality development	Read Articles Check Point Assignment
11 Standards: 3.A.2, 3B, 3C, 8A, 10D	Tuesday Feb 17	Cognitive Development (Vygotsky) Thought Questions: Sorren, Kennedy, Zachary	Read Article Watch Video Thought Questions
12 Standards: 3.A.2, 3B, 3C	Thursday Feb 19	Summative #2: Cognitive Development & Age-Level Characteristics	Nothing Due
13 Standard 4A	Tuesday Feb 24	Introduce Intelligence Theories <u>Critical Thinking Assignment Work Time</u>	Nothing
14 Standards: 4A, 10D	Thursday Feb 26	Intelligence Theories, continued Thought Questions: Hailey, Emily, Camden	Read Articles Thought Questions
	Tuesday March 3	No Class: Spring Break	
	Thursday March 5	No Class: Spring Break	
15 Standards: 4A, 10D	Tuesday March 10	Fixed & Growth Mindsets <u>Critical Thinking Assignment Work Time</u>	Read Articles Watch Video Check Point Assignment
16 Standard 4A	Thursday March 12	“Learning Styles”	Read Article Watch Videos

	Tuesday March 17	Asynchronous Class: Critical Thinking Work Day	Nothing Due
Standard 4A	Thursday March 19	Asynchronous Class: Attribution Theory	<u>Check Point Assignment</u>
17 Standard 4A	Tuesday March 24	Summative #3: Intelligence	Read Articles Watch Videos
18 Standard 6A	Thursday March 26	Introduction to Motivation & Review	Nothing Due
19 Standards: 6A, 6F, 6J, 10D, 11B	Tuesday March 31	Motivation #1: Basic Human Needs (Self-Determination Theory and Maslow's Hierarchy of Needs) <u>Critical Thinking Assignment Work Time</u>	Read Article Watch Video <u>Check Point Assignment</u>
20 Standards: 6F, 6J, 10D	Thursday April 2	Motivation #2: Cognitive Factors in Motivation Thought Questions: Marcus, Roger, Abby, Teddy	Read Article Watch Video <u>Thought Questions</u>
21 Standard 6K	Tuesday April 7	Motivation #3: Promoting Motivation in the Classroom <u>Activity (Standard 5f)</u>	Read Articles
22 Standard: 3.E.6, 9D	Thursday April 9	Classroom Assessment (Validity & Reliability)	Read Articles
23 Standards:3.E.6, 9B, 9D, 9F, 11F	Tuesday April 14	Using Data to Inform Instructional Practices <u>Activity (Standard 10F)</u>	Watch Video
24	Thursday April 16	Feedback: How, When and Why? Peer Review - Critical Thinking Assignment	<u>Critical Thinking Assignment: Rough Draft</u>
		Complete and Submit Standards 5f and 10f in TaskStream	
25	Tuesday April 21	Share Critical Thinking Assignments Course Feedback Introduce Final Application	<u>Critical Thinking Assignment: Final Draft</u>
26	Thursday April 23	Final Application Workday	

Additional Course Policies

Education Department Statement of Professionalism: Attendance, Communication, and Participation

The Education Department at Gustavus adheres to professionalism standards that mirror the expectations of a P-12 teacher in Minnesota. In all education courses, we expect you to strive toward adopting these standards of the teaching profession. It is expected that you attend class sessions, meet class deadlines, communicate clearly and frequently, and participate fully in class activities as an engaged learner and colleague to your peers. In case of an emergency, extenuating circumstance, or unforeseen challenge that makes it difficult for you to meet these expectations, it is your responsibility to communicate with your professor as soon as you become aware of the issue. The department is committed to supporting you in meeting these expectations. As would happen in a P-12 school setting, failure to meet these professional standards could lead to consequences. In the Education Department, these consequences may include a professional behavior plan, grade reduction, or failure to move forward in the program.

Ask for Help

If you have trouble with any aspect of the course, make sure you let me know as early as possible. By being proactive in reaching out for assistance, I can better help you identify strategies for success. If you have any questions about assignment values, attendance, or other course components that are part of course grades, please contact me before the close of the semester grading period.

Check your Email

Email is an official means for communication at Gustavus Adolphus College. I expect that you will check your Gustavus email at least every 24 hours.

Complete Assignments

Assignments must be submitted by the given deadline or special permission must be requested *before the due date*. Extensions will not be given after the due date except under extreme circumstances.

Understand When You May Drop This Course

It is your responsibility to understand when you need to consider dropping/withdrawing from a course. Refer to the Gustavus Academic Catalog for dates and deadlines for registration.

https://gustavus.edu/general_catalog/current/calendar

Incomplete Policy

A grade of incomplete may be awarded at the discretion of the instructor, if requested by the student, under the following conditions: 1) the last day to withdraw has passed, 2) and unforeseen circumstances beyond the student's control (usually restricted to illness or family emergency) preclude completion of the remaining work for the course by the semester deadline. Note that poor planning or having a lot of work to complete at the end of the term are not, in fairness to other students, considered circumstances beyond a student's control. This additional time to complete coursework may not extend beyond the final day of the following semester, and earlier limits may be set at the discretion of the instructor.

The grade "I" for a particular student, along with an expiration date, is reported at the end of the term to the Office of the Registrar on a special form, which is signed by both the instructor and the department chair. A temporary grade will also be submitted, in the computation of which the instructor has considered work not completed as a zero or an F. If before the end of the expiration date, the instructor reports a final grade to the Registrar, that grade will be recorded and the grade point average will be computed accordingly. When the expiration date has passed without a grade being reported, the temporary grade will replace the "I" and become a permanent part of the transcript record.

Gustavus Adolphus College Honor Code

Gustavus Adolphus College is proud to operate under an honor system (https://gustavus.edu/general_catalog/current/acainfo). The faculty and students have jointly created an Honor Board to enforce the Honor Code and the Academic Honesty Policy. Each faculty member is responsible for stating course penalties for academic honesty violations, and for defining the level of authorized aid appropriate to the work in their courses. Each faculty member is also required to report violations of the Academic Honesty Policy to the Provost's Office. It is your responsibility, as a student, to ask questions if you are not sure about situations such as when to cite a source, how to cite a source, sharing data with lab-mates, and avoiding inadvertent cheating when working in groups. It is also your responsibility to learn about the policy and the consequences for violations so please ask questions!

The overarching principle of the Academic Honesty Policy is that students shall submit their own work, in fairness to others and to self. Your Professor wants you, a developing scholar, to be able

to take pride in your own academic work and to maintain your academic integrity. Citations must accompany any use of another's words or ideas that are not common knowledge. Quoting or paraphrasing from electronic sources without proper citation is as serious a violation as copying from a book or other printed source. A student may not submit work that is substantially the same in two courses without first gaining permission of both instructors if the courses are taken concurrently, or permission of the current instructor if the work has been submitted in a previous semester. Ask your Professor if you have questions about a particular assignment or kind of work. Please make sure you fully understand the rules related to online work, as it pertains to this course. Unauthorized aid during online exams and assignments is every bit as serious and inappropriate as it would be in an in-person course. In fact, in the online environment it is sometimes easier for faculty to detect violations.

The sanction in this course for a violation of the Honor Code involving plagiarism, copying another student on an exam, or other kinds of cheating on a single assignment will usually be an "F" on the plagiarized assignment or exam. For a more significant event, I, your Professor, reserve the right to assign you a grade of "F" for the course. In addition, for any Honor Code violation, I will notify the Provost's Office. A letter will be generated by the Provost's Office and sent to you. The letter will remain on file. There will be no further consequence, beyond the course penalty and the letter, if you do not commit any further Honor Code violations. Repeat offenses could ultimately lead to dismissal from the College. You have the right to appeal any Honor Code violation through an Honor Board hearing process. In this course, your Professor aims for you to learn how to cite sources properly, do your own work on all exams, and function as a scholar with integrity. Please feel welcome to ask questions about the important matter of Academic Honesty and let me know how I can best support your learning.

Course Support

Requesting Accommodations

Gustavus Adolphus College is committed to ensuring equitable and inclusive learning environments for all students. If you have a disability and anticipate or experience barriers to equal access, please speak with the accessibility resources staff about your needs. A disability may include mental health, attentional, learning, chronic health, sensory, physical, and/or short-term conditions. Students with a documented elevated risk of COVID-19 may also request academic accommodations. When appropriate, staff will guide students and professors in making accommodations to ensure equal access. Accommodations cannot be made retroactively; therefore, to maximize your academic success at Gustavus, please contact them as early as possible. Accessibility resources staff are located in the Academic Support Center (<https://gustavus.edu/asc/accessibility/>) (x7227). Accessibility Resources Coordinator, Corrie Odland (codland@gustavus.edu), can provide further information.

Multilingual Student Support

Some Gusties may have grown up speaking a language (or languages) other than English at home. If so, we refer to you as “multilingual.” Your multilingual background is an incredible resource for you, and for our campus, but it can come with some challenges. You can find support through the Center for International and Cultural Education’s (<https://gustavus.edu/cice/>) Multilingual and Intercultural Program Coordinator (MIPC), Pamela Pearson (ppearson@gustavus.edu). Pamela can meet individually for tutoring in writing, consulting about specific assignments, and helping students connect with the College’s support systems. If you want help with a specific task (for example, reading word problems on an exam quickly enough or revising grammar in essays), let your professor and Pamela know as soon as possible. In addition, the Writing Center (<https://gustavus.edu/writingcenter/>) offers tutoring from peers (some of whom are themselves multilingual) who can help you do your best writing.

Mental Wellbeing

The Gustavus community is committed to and cares about all students. Strained relationships, increased anxiety, alcohol or drug problems, feeling down, difficulty concentrating, and/or lack of motivation may affect a student’s academic performance or reduce a student’s ability to participate in daily activities. If you or someone you know expresses such mental health concerns or experiences a stressful event that can create barriers to learning, Gustavus services are available to assist you, and include online options. You can learn more about the broad range of confidential health services available on campus at <https://gustavus.edu/counseling/> and <https://gustavus.edu/deanofstudents/services/>.

Research Assistance

Students can always get help with research at the library. Reference librarians will help find information on a topic, develop search strategies for papers and projects, search library catalogs and databases, and provide assistance at every step. Drop-ins and appointments are both welcome. Visit https://gustavus.edu/library/reference_question.php for hours, location, and more information.

Title IX: Sexual Misconduct Prevention and Resources

Gustavus Adolphus College recognizes the dignity of all individuals and promotes respect for all people. As such, we are committed to providing an environment free of all forms of discrimination including sexual and gender-based discrimination, harassment, and violence like sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or is experiencing these types of behaviors, know that you are not alone. Resources and support are available; you can learn more online at <https://gustavus.edu/titleix/>.

Please know that if you choose to confide in me, I am required by the College to report to the Title IX Coordinator, because Gustavus and I want to be sure you are connected with all the support the College can offer. Although it is encouraged, you are not required to respond to outreach from the College if you do not want to. You may speak to someone confidentially by contacting the Sexual Assault Response Team (SART/CADA), Chaplains, Counseling Center, or

Health Service staff; conversations with these individuals can be kept strictly confidential. SART/CADA can be reached 24 hours a day at 507-933-6868. You can also make a report yourself, including an anonymous report, through the form at <https://gustavus.edu/titleix/>.

Pass/Fail Grading

Gustavus will not re-issue the college-wide COVID-related Pass/Fail Grading option for Fall 2021. Students facing COVID-related academic interruptions can petition the Academic Petition Board for Pass/Fail.

COVID Policies in the Classrooms

All classrooms will follow the most up-to-date [COVID policy of the college](#) with regard to masking, social distance, food and beverage in the classroom, and sanitizing of technology and spaces. Individual faculty members may ask for additional COVID precautions at their discretion.

COVID Policies with Regard to Travel

Any college-sponsored travel will follow the most up-to-date [travel policy](#) and the [COVID policy of the college](#) with regard to masking, social distance, and sanitization. Additional precautions may be taken at the discretion of the faculty member leading the travel.

COVID-19 Exposure Guidelines

If an unvaccinated individual has been exposed to COVID-19, they will become part of a contact trace. It does not matter whether the individual or the COVID-positive individual was wearing a mask. The Gustavus staff person will assist any individuals who may need to enter quarantine.

EDU 330 Standards of Effective Practice and Minnesota State Content Standards Placement

Standard/Indicator	Learning Opportunities	Assessment
Standard: 3.E.7 : - the need for and how to connect students' schooling experiences with everyday life, the workplace, and further educational opportunities;	Teacher candidates develop an understanding of how to connect students' schooling experiences with everyday life through readings and discussions related to Constructivism and the Conceptual Change Model.	This standard is assessed through a Wednesdays in the Workplace Reflection (Constructivism is used as theoretical lens to understand students' schooling experiences and the connection between their everyday life).
Standard: 3.C.2 : understand the importance of building student schema and metacognition in	Teacher candidates develop an understanding of building student schema and metacognition through readings/video and discussions on	This standard is assessed through the final application (modification of a lesson plan to address issues related to metacognition and

comprehending new information at higher levels of thinking;	Self-Regulated Learning, Information Processing Theory, Metacognition, and Constructivism.	building off student schema), a checkpoint assignment on Information Processing Theory and a reflection paper on metacognition
Standard: 3.A.2 : the educational principles relevant to the physical, social, emotional, moral, and cognitive development of young adolescents 3	Teacher candidates develop an understanding of principles relevant to the physical, social, emotional, moral, and cognitive development through discussions and readings on Cognitive Development (Piaget and Vygotsky), moral development (Kohlberg), Age related differences (physical, social, and emotional) through readings and discussion.	This standard is assessed through the quiz on age level differences.
Standard: 3.E.6 : the ability to understand the appropriate uses of each kind of assessment and the concepts of validity and reliability	Teacher candidates develop the ability to understand the appropriate uses of each kind of assessment and the concepts of validity and reliability through a reading and discussion of these two concepts.	This standard is assessed through the final application (evaluation and modification of a lesson plan with specific content-specific assessments in a lesson plan with a specific focus on validity and reliability)
Standard: 3A. - understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning	Teacher candidates develop an understanding of how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning through reading and discussions on: Constructivism, Cognitive Development Theories (Vygotsky and Piaget), Information Processing Theory (including self-regulated learning). Readings and discussions include application of theoretical assumptions.	This standard is assessed through quiz on Information Processing, Constructivism and Metacognition and the first Wednesday in the Workplace observation and reflection.
Standard: 3B. - understand that a student's physical, social, emotional, moral, and cognitive development influence learning and know how to address these factors when making instructional decisions	Teacher candidates develop an understanding of a student's physical, social, emotional, moral, and cognitive development influence learning through discussions on Cognitive Development (Piaget and Vygotsky), moral development (Kohlberg), Age related differences (physical, social, and emotional) through readings and discussion. Reading and discussions include instructional implications of the theoretical assumptions.	This standard is assessed through the quiz on age level differences.
Standard: 3C. - understand developmental progressions of learners and ranges of individual variation within the physical, social,	Teacher candidates develop an understanding of developmental progressions of learners and ranges of individual variation within the	This standard is assessed through the quiz on age level differences.

<p>emotional, moral, and cognitive domains, be able to identify levels of readiness in learning, and understand how development in any one domain may affect performance in others;</p>	<p>physical, social, emotional, moral, and cognitive domains through readings and discussion. Reading and discussions include instructional implications of the theoretical assumptions.</p>	
<p>Standard 4A. - understand and identify differences in approaches to learning and performance, including varied learning styles and performance modes and multiple intelligences; and know how to design instruction that uses a student's strengths as the basis for continued learning</p>	<p>Teacher candidates develop an understanding of differences in approaches to learning and performance, including varied learning styles and performance modes and multiple intelligences; and know how to design instruction that uses a student's strengths as the basis for continued learning through readings and discussion on theories of intelligence (Gardner and Sternberg; Growth/fixed mindsets) and attributions, as well as readings and discussion on the misconception of learning styles..</p>	<p>This standard is assessed through the Intelligence & Learning Style quiz.</p>
<p>Standard: 5B. - understand the cognitive processes associated with various kinds of learning and how these processes can be stimulated</p>	<p>Teacher candidates develop an understanding of the cognitive processes associated with various kinds of learning and how these processes can be stimulated through readings and discussions related to Constructivist theories (Vygotsky and Piaget). The standard is assessed on quiz #1.</p>	<p>This standard is assessed on checkpoint assignments connected to Constructivism, Information Processing Theory and Metacognition</p>
<p>Standard: 5D. - nurture the development of student critical thinking, independent problem solving, and performance capabilities</p>	<p>Teacher candidates develop an understanding of how to nurture the development of student critical thinking, independent problem solving, and performance capability through readings and discussions related to concept attainment and self-regulated learning.</p>	<p>This standard is assessed on the final application and the Critical Thinking Assignment.</p>
<p>Standard: 6A. - understand human motivation and behavior and draw from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work</p>	<p>Teacher candidates develop an understanding of human motivation and behavior and draw from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work through readings and discussions related to the following motivation theories: Self-Determination Theory,</p>	<p>This standard is assessed through a Motivation checkpoint assignment</p>

	Humanistic Theory, and Expectancy x Value.	
Standard: 6F. - know factors and situations that are likely to promote or diminish intrinsic motivation and how to help students become self-motivated	Teacher candidates develop an understanding of factors and situations that are likely to promote or diminish intrinsic motivation through discussions related to the Self-Determination theory (which subsumes intrinsic and extrinsic motivation)	This standard is assessed through a Wednesday in the Workplace observation and reflection on motivation theories.
Standard: 6J. - recognize the relationship of intrinsic motivation to student lifelong growth and learning	Teacher candidates develop an understanding of the relationship between intrinsic motivation and student lifelong growth and learning through discussions related to the Humanistic Theory of motivation.	This standard is assessed through a Wednesday in the Workplace observation and reflection on motivation theories.
Standard: 6K. - use different motivational strategies that are likely to encourage continuous development of individual learner abilities	Teacher candidates develop an understanding of how to use different motivational strategies that are likely to encourage continuous development of individual learner abilities through readings and discussions related to the application of motivation theories, including Self-Determination Theory, Humanistic Theory, and Expectancy x Value.	This standard is assessed through the final application, in which teacher candidates modify a lesson plan based on several Educational Psychology topics (including motivation strategies).
Standard: 8A. - understand learning theory, subject matter, curriculum development, and student development and know how to use this knowledge in planning instruction to meet curriculum	Teacher candidates develop an understanding of learning theory, subject matter, curriculum development, and student development and know how to use this knowledge in planning instruction to meet curriculum goals through application of various learning theories (i.e. Information Processing Theory, Constructivism, Intelligence theories) on lesson plan design.	This standard is assessed through the final application (student critique a lesson plan, including modifications justified by the learning theory and content of the lesson plan)
Standard: 9B. - understand the characteristics, uses, advantages, and limitations of different types of assessments including criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work.	Teacher Candidates develop an understanding of the characteristics, uses, advantages, and limitations of different types of assessments including criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work	This standard is assessed through the graded In-Class Assessment Activity in which teacher candidates evaluate existing assessments in a lesson plan and propose alternatives.

	through readings and discussion on various assessments.	
Standard: 9D. - understand measurement theory and assessment-related issues, including validity, reliability, bias, and scoring concerns	Teacher candidates develop the ability to understand the appropriate uses of each kind of assessment and the concepts of validity and reliability through a reading and discussion of these two concepts.	This standard is assessed through the final application (modification and/or addition of an assessment in a lesson plan with a rationale of its validity and reliability)
Standard: 9F. - use assessment to identify student strengths and promote student growth and to maximize student access to learning opportunities	Teacher Candidates develop an understanding how to use assessment to identify student strengths and promote student growth and to maximize student access to learning opportunities through readings and discussions related to the “informed use of data and assessment.” This standard is assessed through the graded In-Class Assessment Activity.	This standard is assessed through the graded In-Class Assessment Activity in which teacher candidates identify how to use assessments to identify strengths and promote growth.
Standard: 10D. - know major areas of research on teaching and of resources available for professional development	Teacher candidates develop an understanding of major areas of research on teaching and of resources available for professional development throughout the semester through the use of research studies for the three main topics (Cognition/Metacognition, Motivation, Assessment).	This standard is assessed in the Critical Thinking Assignment.
Standard: 11F. - understand data practices	Teacher Candidates develop an understanding of data practices readings assigned for the “informed use of data and assessment” class.	This standard is assessed through the graded In-Class Assessment Activity.
Standard 11B. understand how factors in a student's environment outside of school, including family circumstances, community environments, health and economic conditions, may influence student life and learning;	Teacher Candidates develop an understanding of how factors in a student's environment outside of school, including family circumstances, community environments, health and economic conditions, may influence student life and learning through readings and discussions related to Constructivism and Humanistic Theory of Motivation.	This standard is assessed on Quiz #1 and the final application.

EDU 330: List of readings/videos/resources

What is Self-Regulated Learning: https://serc.carleton.edu/sage2vc/self_regulated/what.html

Constructivism as a Paradigm for Teaching and Learning:

<https://www.thirteen.org/edonline/concept2class/constructivism/index.html>

Using a Learning theory: Constructivism: <https://www.youtube.com/watch?v=Xa59prZC5gA>

Conceptual Change Model: <http://tssedumap.weebly.com/conceptual-change-model.html>

How to use the Concept Attainment Theory: <https://www.cultofpedagogy.com/concept-attainment/>

Learning and Memory: The Information Processing Theory: <https://www.youtube.com/watch?v=J1TYC-I2vN0>

Metacognition: Thinking about thinking: <https://www.youtube.com/watch?v=oqrDDtJej4I>

Metacognition 4 getting the most from reflection Secondary

<https://www.youtube.com/watch?v=0VujE9BwAa0>

How to Remember More of What You Learn with Spaced Repetition: <https://collegeinfogeek.com/spaced-repetition-memory-technique/>

Piaget's 4 Stages of Cognitive Development Explained: <https://www.verywellmind.com/piagets-stages-of-cognitive-development-2795457>

Piaget's stages of Cognitive Development: <https://www.khanacademy.org/test-prep/mcat/processing-the-environment/cognition/v/piagets-stages-of-cognitive-development>

Schemas, assimilation and accommodation: <https://www.khanacademy.org/test-prep/mcat/processing-the-environment/cognition/v/schemas-assimilation-and-accommodation-2>

Kohlberg's Stages of Moral Development: <https://www.thoughtco.com/kohlbergs-stages-of-moral-development-4689125>

Lev Vygotsky's Sociocultural Theory Of Cognitive Development:

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

Multiple Intelligences: What does the research say? <https://www.edutopia.org/multiple-intelligences-research>

Understanding the Triarchic Theory of Intelligence: <https://www.thoughtco.com/triarchic-theory-of-intelligence-4172497>

Growth Mindset vs Fixed Mindset: How what you think affects what you achieve:

<https://www.mindsethealth.com/matter/growth-vs-fixed-mindset>

Response: Classroom Strategies to Foster a Growth Mindset: <https://www.edweek.org/education/opinion-response-classroom-strategies-to-foster-a-growth-mindset/2012/10>

All You Need to Know About the 'Learning Styles' Myth, in Two Minutes: <https://www.wired.com/2015/01/need-know-learning-styles-myth-two-minutes/>

Learning Styles – A Complete Myth: https://www.youtube.com/watch?v=o_SQrRa73U0

Attribution Theory: <https://www.youtube.com/watch?v=yE4uQ0fXy3A>

Self-Determination Theory: <https://www.youtube.com/watch?v=OUSO3CmiwXg>

Maslow's Hierarchy of Needs: <https://www.simplypsychology.org/maslow.html>

Expectancy-Value Theory – Motivating Others: <https://www.youtube.com/watch?v=De5U-GE4YkE>

Motivating Diverse Learners Using Culturally Relevant & Responsive Education: https://0e76814d-7cb5-4d54-a50e-f4610e76e27f.filesusr.com/ugd/f18b14_9e6c5173c6c54c7a99614efe4717b472.pdf

Classroom Assessment: Validity and Reliability: <https://fcit.usf.edu/assessment/basic/basicc.html>

What is a Rubric: <https://www.thoughtco.com/what-is-a-rubric-p2-3212064>

How to create a rubric in 6 steps: <https://www.thoughtco.com/how-to-create-a-rubric-4061367#:~:text=How%20to%20Create%20a%20Rubric%20in%206%20Steps,need%20to%20write%20short%20statements%20of%20your%20>

Data-driven instruction: <https://www.youtube.com/watch?v=AejLFXPd61o>