

Assessment: Course Four Column



Courses (EDU) - EPY

EPY 330:Principles of Educ Psychology

<i>Course Outcomes</i>	<i>Assessment Measures</i>	<i>Results</i>	<i>Actions</i>
<p>Current issues in educational psychology - Identify current issues in the changing field of educational psychology.</p> <p>Course Outcome Status: Active</p> <p>Next Assessment: 2023-2024</p>	<p>Assignment - Project - 1.</p> <p>1. Primary research paper</p> <p>2. Research reaction paper</p> <p>3. Assessment research & reflection</p> <p>Criterion: 80% or better</p>	<p>Reporting Period: 2018-2019</p> <p>Criterion Met: Yes and No</p> <p>1. \bar{x}=74%</p> <p>2. \bar{x}=79%</p> <p>3. \bar{x}=95%</p> <p>1. no</p> <p>2. no</p> <p>3. yes (09/16/2019)</p>	<p>Action: 1. I'm disappointed that the mean for this spring had decreased by 10% compared to the previous spring semester. But after an examination of each score, I noticed many students chose to not do the assignment or didn't resubmit. It is an initial assignment in the course so I'll increase the point value from 10 to 20 and see if that increases the participation in the assignment as well as resubmissions.</p> <p>SUMMARY from SP18:The primary research assignment has always been one that students have a difficult time understanding what primary research is exactly. I've increased the amount of instruction on this assignment which has translated into better results. Students are given the opportunity to resubmit if initial assignments are not at an 80%</p> <p>2. Same situation for this paper. Many of the students had</p>

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<p>Demonstrate the fundamentals of behavioral and social-cognitive learning theories - Demonstrate the fundamentals of behavioral and social-cognitive learning theories and develop successful learning strategies based on these theories.</p> <p>Course Outcome Status: Active Next Assessment: 2023-2024</p>	<p>Assignment - Written - 1. Behaviorism Applications Paper Criterion: 80% or better</p>	<p>Reporting Period: 2018-2019 Criterion Met: No \bar{x}=77% (09/16/2019)</p>	<p>zeroes or were missing significant aspects of the assignment. I should also note that I had many more online students than live and many times they weren't viewing the lectures for information pertaining to the assignment.</p> <p>3. n/a, exceeded criterion (09/16/2019)</p> <p>Action: For many semesters there seems to be one reoccurring misconception that has been addressed in the lectures but continues to be manifested in the assignments. Students confuse cognitive theories with social cognitive theories and then apply them incorrectly. I had thought that I might mention something in the assignment but it is a good indicator for me about which students are doing their reading and viewing the lectures. I will remind students via the announcements about watching the lectures for important information. (09/16/2019)</p>
<p>Theories of cognitive, social, and moral development in children and application - Explain the major theories of cognitive, social, and moral development in children and their application for teaching practice.</p> <p>Course Outcome Status: Active Next Assessment: 2023-2024</p>	<p>Assignment - Written - 1. Applications of Piaget & Vygotsky to the Classroom Paper Criterion: 80% or better</p>	<p>Reporting Period: 2018-2019 Criterion Met: Yes \bar{x}=87% (09/16/2019)</p>	
<p>Ideas for student motivation - Develop ideas and strategies for</p>	<p>Assignment - Project - 1. Project</p>	<p>Reporting Period: 2018-2019 Criterion Met: Yes and No</p>	<p>Action: 1. I'm going to reduce the amount of work for</p>

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<p>enhancing student motivation.</p> <p>Course Outcome Status: Active</p> <p>Next Assessment: 2023-2024</p>	<p>2. Neuroscience Project</p> <p>3. Standards-based Objective Building</p> <p>Criterion: 80% or better</p>	<p>1. \bar{x}=85%</p> <p>2. \bar{x}=65%</p> <p>3. \bar{x}=73%</p> <p>1. Yes</p> <p>2. no</p> <p>3. no, there were 5 zeroes due to non-submission. (09/16/2019)</p>	<p>this one since it's similar to an assignment in EDUC 323. Creating a simple template for it.</p> <p>2. 7 students who did not finish the course did not turn in a project. Most "lower" scores were from students who chose to turn in just a simple PowerPoint. It is intended to be an open-ended project in order to promote this concept in their own classes in the future. Looks like I'll need to forego the open-endedness of the project for some semblance of a proficiency level.</p> <p>3. Mean in this case was due to high number (n=5) of missing assignments. Assignment occurs towards the end of the semester. (09/16/2019)</p>

<p>Investigate issues that affect school and classroom climate - Investigate issues that affect school and classroom climate, including classroom management, and the impact they have on learning and teaching</p> <p>Course Outcome Status: Active</p> <p>Next Assessment: 2023-2024</p>	<p>Assignment - Written - 1.</p> <p>Classroom Management Plan</p> <p>2. Divergent Thinking Project</p> <p>Criterion: 80% or better</p>	<p>Reporting Period: 2018-2019</p> <p>Criterion Met: No</p> <p>1. \bar{x}=72%</p> <p>2. \bar{x}=71% (09/16/2019)</p>	<p>Action: Assignments occur toward the end of the semester too.</p> <p>1. 4 zeroes due to not finishing the course. Low scores were due to missing components. The most common missing component was the textbook citations.</p> <p>2. 6 zeroes due to not finishing the course. Otherwise all As and Bs, save one C. (09/16/2019)</p> <p>Follow-Up: Approximately 24 students took the course this past Fall semester 18 and about 25 in the Spring semester 19. Majority of the students were in the online sections but the fall semester still had a reasonable live section that enabled more robust in class discussions of lecture content. In the Fall semester there were 12</p>
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			<p>students that were either in the live section or attended the live section even though they were online. 5 to 6 students were in the live section in the spring. This once again made it difficult to do class discussions but the IAV sections did a good job participating from Winnemucca and one in Wells for at least half of the course.</p> <p>75% of Fall student grades were As and Bs. 48% of Spring student final grades were As and Bs. A lot of students gave up at the end in the spring or dropped the course.</p> <p>The course is almost where I want as far as the format is concerned. I've once again modified many of the assignments to have a very practical component for everyone's degree and licensure area while maintaining the necessary theoretical content material. I've noticed some duplications with other courses and will remove those assignments or modify them to make feedback more timely.</p> <p>My hope is to continue to find innovative ways to convey the content and applications that will best serve my student population. We are trying for the first time this upcoming summer to do an online version of EPY 330 for students who find it hard to</p>

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balance their school year obligations with school districts and college courses. I am going to remove some of the more lengthy assignments, such as the neuroscience project and final presentation, and add a 3rd summative exam due to the time constraints of the summer schedule. (09/16/2019)