

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
Michael D. Eisner College of Education
Department of Elementary Education

EPC 314 PSYCHOLOGICAL FOUNDATIONS OF LEARNING AND TEACHING (3)

THE MICHAEL D. EISNER COLLEGE OF EDUCATION'S CONCEPTUAL FRAMEWORK

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to **Excellence through Innovation**. We believe excellence includes the acquisition of professional knowledge, skills, and dispositions and is demonstrated by the growth and renewal of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. To this end we continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

We value academic **excellence** in the acquisition of professional knowledge and skills.

- We value the use of **evidence** for the purposes of monitoring candidate growth, determining the impact of our programs, and informing ongoing program and unit renewal. To this end we foster a culture of evidence.
- We value ethical practice and what it means to become **ethical and caring professionals**.
- We value **collaborative partnerships** within the College of Education as well as across disciplines with other CSUN faculty, P-12 faculty, and other members of regional and national educational and service communities.
- We value diversity in styles of practice and are united in a dedication to acknowledging, learning about, and addressing the varied strengths, interests, and needs of **communities of diverse learners**.
- We value **creative and reflective** thinking and practice.

I. CATALOG DESCRIPTION

The teaching of EPC 314 is guided by the following principles and assumptions:

COURSE DESCRIPTION: This course should be taken only by students **not** intending to enroll in a K-12 teacher preparation program. Fulfills the requirement for the CLAD program. Study of the theory and research of educational psychology to learn principles that are basic to the successful teaching of students of all ages, backgrounds and needs. These principles of educational psychology form a foundation of knowledge about teaching that is built upon in subsequent courses in teaching methods and practice. Topics include learning, motivation, development (cognitive, language, socio-emotional, physical and moral), cognition, assessment, instruction, classroom management and individual and group differences (language, ability, ethnicity, social class, gender, exceptionality and family pattern). Implications for teaching students from culturally and linguistically diverse backgrounds are considered throughout the course. During the course, students are required to spend a minimum of 10-20 hours participating and/or observing in public schools or an approved setting.

II. COURSE OBJECTIVES

Course Objectives:

- A. Child/adolescent development & how it affects social-emotional development, thinking skills, behavioral choices, world view, & success;
- B. Recognizing deficiency needs & the impact on social-emotional development, thinking skills, behavioral choices, world view, & success;
- C. Developmental life experiences which influence self-concept, & how these experiences influence an individual's social-emotional development, thinking skills, behavioral choices, world view, & success;
- D. Understanding, self-care, wellness & the impact on social-emotional development, thinking skills, behavioral choices, world view, & success;
- E. Learning style modalities, cultural, linguistic, gender, moral, and other differences that affect social-emotional development, thinking skills, behavioral choices, world view & success;
- F. Language acquisition process, & how fluency impacts social-emotional development, thinking skills, behavioral choices, world view & success;
- G. English language learners challenges in education and ability to articulate implications for practice;
8. Diverse theories about behavior, behavior management, learning and implications for practice;
9. Ability to understand developmentally appropriate lessons, instruction, and how it impacts success;
10. Basic types, purposes & characteristics of assessments & advantages/disadvantages of standardized tests as well as performance assessments.

III. COURSE CONTENT

Have you ever wondered how people learn and why they develop into who they are? This course will give you insights into human lifespan development and how you can optimize learning, growth, and success by using strategies that address the various individual needs of the clients or students you will someday work with.

IV. METHODS AND PROCEDURES

EPC 314 students are required to integrate and apply skills and knowledge gained in university coursework to the signature *In-take Assessment Profile* assignment and other class assignment. The following methods and procedures will help move students toward attainment of the course objectives:

1. Lectures
2. Assigned readings
3. Demonstration lessons by the professor
4. Discussions
5. Small group work

6. Self-assessment and reflection
7. Classroom instruction and videos or online modules
8. Analysis and role-playing exercises
9. Complete assignments that emphasize connecting theory to practice
10. Reflect on and connect assignments to research-based theories

V. EVALUATION AND GRADING

The course is point driven and the final course grade will be calculated using the traditional letter grades of A - F including plusses and minuses where applicable. Grading will be based on the following:

1. Class participation in discussions and role-playing exercises.
2. Quizzes/tests/examinations.
3. Other written assignments and online activities
4. Preparation of the Signature Assignment: *Intake Assessment Profile* that meets the needs of all students (Common Assignment).
5. Class participation.
6. Self-assessment and reflection activities
7. Connecting applied assignments to the appropriate researched-based theories & practices.

VI. STUDENT LEARNING OUTCOMES

Common Assignment:

Students will develop The Signature Assignment: *Intake Assessment Profile* describing strategies for supporting positive behavior, reducing bullying and conflicts, and creating successful strategies to support the needs of diverse learners in the classroom environment.

After completing this course, students will be able to:

1. Develop research-based strategies to work with families and support student learning that demonstrates they understand and value the socioeconomic, cultural, and linguistic background, funds of knowledge, and achievement expectations of students, families, and the community and use these understandings not only within the instructional process but also to establish and maintain positive relationships in and outside the classroom so student learning is optimized.
2. Develop research-based strategies, learning techniques, and assessment strategies that demonstrate knowledge about the major concepts, principles, and theories related to human learning, achievement, cognitive, linguistic, social, emotional, moral and physical development of children.
3. Demonstrate developing knowledge and skills to implement and interpret classroom and standardized assessments for the purpose of developing strategies to support the advancement of student achievement.
4. Demonstrate knowledge and beginning skills in reflecting on, assessing and adjusting instructional practices to optimize impact on student learning and more effectively meet the standards of their profession.

Course Overview: Instructor Sample

Course: EPC 314 PSYCHOLOGICAL FOUNDATIONS OF LEARNING AND TEACHING

Instructor:

Day/Time: Room:

About This Course:

Have you ever wondered how people learn and why they develop into who they are? This course will give you insights into human lifespan development and how you can optimize learning, growth, and success by using strategies that address the various individual needs of the clients or students you will someday work with.

Attendance:

Is mandatory, and will be documented for each lecture. Missing three classes will seriously affect your grade; five or more absences may result in a failing grade.

Materials Required:

- Course Syllabus-Electronic agreement via Syllabus Choice Agreement:
- Agreement via Acknowledgment of Course Responsibility/Commitment:
- Textbook:
 1. BUNDLE: Durwin: EdPsych Modules 3e (Loose Leaf) +Durwin: EdPsych Modules Interactive eBook 3e ISBN: 9781506379470
 2. E-text: "*Learn to Learn to Teach to Learn*,"
- EPC 314 Packet Supplemental Reader, **Canvas**
- EPC 314 Public-School Field Journal Packet-**Canvas**
 - EPC 314 Character Analysis Field Journal

Packet-Canvas Assignments

#1 Suitcase poem- Instructor's option	10 points
#2 Mandated Reporting Online Course & Certificate Required	25 points
#3 Four-Self-assessments - Instructor's option	10 points
#4 Word Cloud/Tagxedo --- Instructor's option	5 points
#5 Eggan Science Video Worksheet --- Instructor's option	12 points
#6 Classroom Videos Reflection Essay Quiz --- Instructor's option	25 points
#7 Ed Psych Modules Quiz 1 --- Instructor's option	10 points
#8 Ed Psych Modules Quiz 2- Instructor's option	10 points
#9 Ed Psych Modules Quiz 3- Instructor's option	10 points
#10 Ed Psych Modules Quiz 4 --- Instructor's option	10 points
#11 Ed Psych Modules Quiz 5 --- Instructor's option	10 points
#12 Ed Psych Modules Quiz 6- Instructor's option	10 points
#13 Ed Psych Modules Quiz 7 --- Instructor's option	10 points
#14 Ed Psych Modules Quiz 8- Instructor's option	10 points
#15 Ed Psych Modules Quiz 9- Instructor's option	10 points
#16 Erikson Self-Reflection Timeline - Instructor's option	45 points
#17 Transition Module: Working With families	25 points
#18 Career Personal Profile--- Instructor's option	50 points
#19 Differentiated Learner Brochure --- Instructor's option	40 points
#20 Character Field Journal For In-take assessment	20 points
#21 Intake Assessment Profile Paper & Presentation --- Required	130 points
#22 Public School Personal Positive Profiles Including Assessments, self-report, & observation	50 points
#23 Public School Field Journal --- 10 hours O/P Required	30 points
#24 Attendance & Participation Required 3 per class X 26	78 points
#25 O/P Paperwork-Letter on Letterhead -Documentation log Required	5 points
TOTAL: 650 points	

Grading Scale: A plus minus grading system will be used. All assignments must be submitted. Any missing assignments will result in loss of assignment points & an additional 20 points.

Week 1: Intro to You, the Course

Are you in the right class? General course requirements, objectives & expectations

Advise all students on teacher track **NEED** to take EPC 315 **Required Review:**

O/P Information, assignments, on-line Survey & sign up. **Required Review:**

Syllabus **Required**

Watch: Our Mission (powtoon) --- **Instructor's option**

Discuss: Course Expectations & Commitment Policy--Read around--**Required**

Watch: Word Crimes (video) --- **Instructor's option**

Watch: "Leave Me My Name" Video Clip --- **Instructor's option**

Create: Name tags --- **Instructor's option** **Review:** SEL

--- RULERS --- **Instructor's option** **Create:** Charter ---

Instructor's option

Discuss HW: Syllabus Responsibilities & Expectations --- Agreement **Required**

Review HW: Career Interest choice survey --- **Instructor's option**

Review HW: Suitcase Poem & Collage --- **Instructor's option**

Homework: Complete: Career Interest choice survey & Agreement Survey

Complete: Mandated Reporter certificate <http://educators.mandatedreporterca.com/>

Write: Suitcase poem & collage (AP-7-8)

Week 2: Getting to Know You & Figuring Out Where We are headed

Getting to Know Us --- Connecting & Creating A Safe Place

Complete: Online Mandated Reporter Training & Online Transition Coalition: Working With Families Module-- **No Class Tuesday**

Share: Suitcase Poems --- **Instructor's option**

Homework: Read & Complete: Ed Psych-Modules-Module 2: Contexts of Development + Quiz 1.

Complete: Transition Coalition: Working with Families Module.

CTCPD 2a, 4b

Week 3: Connecting & Creating A Safe Place

Hierarchy of Needs, Family, Culture & Peers: Impact on Development

Complete: Prompt --- *Assess your physiological needs?* --- **Instructor's option**

Review: Maslow (AP---9) **Required**

Complete: Maslow Feeling Activity (AP-10) **Instructor's option** **Discuss:**

Self-Care, Mindfulness, & Impact on Learning **Required**

Review: Moods & readiness to learn <http://moodmeterapp.com/> **Required** **Discuss:** Family systems, friendships, peer status & impact on learning **Required** **Discuss:** Parental Styles (AP-11) **Required**

Review: Bronfenbrenner (AP-12-13) **Required**

Review HW: Who Are you & Cultural Identity Chart (AP-18-19) --**Instructor's option**

Discuss HW: Self Bioecological system chart --- **Instructor's option**

Homework: Complete: Who Are You Chart, Cultural Identity Chart, (AP-18-19) & Self Bioecological System Chart (AP-15) **Complete:** Reflection of Core Commitments (AP-6) **(SLP)**

CTCPD 2b, 3a

Week 4: Development: Influencers, SEL, & Identity

Complete: Journal Prompt: I wish my teacher knew --- **Instructor's option**

Watch: "The First Year" and activity @ Bioecological influences. (AP-15) --**Instructor's option**

Discuss: 13 Reasons Why --- Character Field Journal & Intake Assessment Profile Assignment

Homework: Read & Complete: Ed Psych-Module 3: Social-Emotional Development + Quiz 2, **Post:** Self- Word Cloud discussion

Week 5: Developmental History: Personal, & Psycho-Social

Self-Concepts/Esteem, & Social Competence

Complete Journal Prompt: Mr. Rabb --- How do your Bioecological influences impact you?

Discuss & share: Personal assessment results --- Instructor's option

Watch: Erikson Video --- Instructor's option

Review: Erickson/Marcia (AP-34-36) Required in all sections

Complete: Resolving Crisis (AP-37) --Instructor's option

Discuss: Ethnic, Gender, & Cultural Differences & impact (AP-16-17) Required Discuss: Self Concept, Self

Esteem, & Social Competence/Self-efficacy --Required Review: What is Abuse (AP-39-43) Required Complete:

Impact of Abuse (AP-38)--Instructor's option

Share: Word Cloud/Tagxedo Post --- Instructor's option

Complete: Spectrum Strengths & Weakness--Activity --Instructor's option Review

HW: Review Self Assessments --(AP-20-33) Instructor's option

Homework: Watch: Gardner Video. Complete: Four Self-assessments, Read & Complete: Ed Psych--Module 4:

Moral Development + Quiz 3. Complete: Erickson Self-Reflection & Timeline Watch: 13 Reasons Why

CTCSLP 2a, 2b, 2c, 4a, 5a, 5d

Week 6: Development: Moral, Social-emotional, & Academic.

Effective Strategies to address those components.

Complete: Online Assessments --- **No Class Tuesday Complete:**

Reflection on Effective Teaching (AP-51) **Write:** IOL statements

& connecting to TPEs --(AP-47)

Review: Moral development -Kohlberg, Piaget, Gilligan, etc. (AP-48)

Complete: Kohlberg Activity (AP-49) --

Review: Behavior --Pro-social, Aggressive & Advancing Moral development (AP-50) **Discuss:** 13

Reasons Why (Character In-take) & Answer Character Field Journal Questions **Homework:** Read

& **Complete:** Ed Psych Modules-Unit 8: Assessment + Quiz 4.

CTCSLP 7b

Week 7: Understanding Assessments & Effective Communication

Assessment Tools & Using Them Effectively ---

Complete Starter: Effective Communication & Impact on Learning. (AP44-45)

Complete: A Better Way To Say It. (AP-46) --**Instructor's option**

Complete: Familiar Sayings Activity --(AP-65) **Instructor's option Review:**

Assessment & Standardized tests(AP---66-68)**Required Review:** Mean,

Median, Mode **Required**

Complete: Mean, Median, Mode (AP-69) **Instructor's option**

Review: Group Work & Team Rapport (AP-71) **Required**

Homework: Read & **Complete:** Ed Psych Modules-Module 18: Instruction + Quiz 5. **Watch:** All three

Eggan Videos. Complete: Eggan Lesson Plan Response. **Watch:** "Classroom Experiment 1---2"& "Can't Get

it Right Videos." **Complete:** Video Reflection Essay Quiz

CTCPD 3b, 4c, 5b, 7c

CTCSLP 4e, 5e, 7b

Week 8: Standards, Objectives & Assessments

Role of standards, objectives & assessment in instruction and learning.

Discuss: Bloom's Taxonomy --(AP-52-53)

Complete: Bloom Activity (AP-54)

Review: Eggan Video ---

Review: Discuss: Effective Lesson Planning, Objectives, Outcomes & Assessments (AP-55-63)

Discuss: Direct Instruction & Assessment Bias (AP-64)

Homework: Complete: Career Personal Profile Assignment. **Read & Complete:** Psych Modules- Unit 2: The Developing Learner + Quiz 6.

CTCPD 5c

Week 9: The Developing Learner

Brain, Cognitive & Language development

Complete: Maturation & Learning (AP-72) **Required**

Review: Piaget & Vygotsky (AP-73-79) **Required Review:**

Kahneman (AP-80) **Required**

Complete: Piaget Activities --(AP-75) **Instructor's option**

Discuss: 13 Reasons Why (Character In-take) & Answer Character Field Journal Questions

Discuss: Cognitive Processes (AP-88)

Discuss: Learning & the Brain Styles and Impact on Learners (AP-97-102) **Required**

Complete: Can You Read This? --(AP-103) **Instructor's option**

Discuss: Language (AP-104)

Complete: Five Properties of Language/ Language acquisition, ELD (AP-105) **Required**

Complete: Is this Language? --- **Instructor's option**

Complete: "Yech Ottry Iggy Mongs" --(AP-106) **Instructor's option**

Homework: Read & Complete: Ed Psych Modules-Unit 7: Learner Differences + Quiz 7.

CTCPD 3b, 3c, 5b

CTCSLP 2c, 2d, 2e

Week 10: Learner Differences

Intelligence, Giftedness, Disabilities, & Individual Differences

Review: Neurological Gender Differences & impact on learning --(AP-95) **Required**

Complete: Increase Gender Differences Activity --(AP-96) **Instructor's option**

Discuss: Views of Intelligence/Giftedness --Gardner, Levine, Sternberg, Etc. (AP-89-94) **Required**

Complete: Applying Gardner's Theory --(AP-91) **Instructor's option**

Review: Intellectual & behavioral Differences & Impact on Learners & Learning **Required**

Review: Laws, Expectations & IEPs (AP-81, 83) **Required**

Discuss: Ability Grouping & Impact on Learners (AP-85) **Required**

Complete: Reading Disability Exercise (AP-82) --**Instructor's option**

Discuss: Exceptional Children (AP-84) **Required**

Complete: Case Studies --(AP-86) **Instructor's option**

Complete: Who Gets The Heart --(AP-87) **Instructor's option**

Discuss: 13 Reasons Why (Character In-take) & Answer Character Field Journal Questions

Homework: Read & Complete: Psych Modules- Unit 5: Motivation + Quiz 8. **Complete:** Differentiated Learner Brochure

CTCPD 2a, 2b, 4a, 5a, 7a, 7b, 7c 8a

CTCSLP 2b, 3b, 5e

Week 11: Motivating Learners & Establishing Rules:

Motivating Learners: Interest, & Effort

Share: Differentiated Learner Brochures

Complete: An Exercise in Learning --(AP-113) **Instructor's option**

Complete: What is Motivation --(AP-107) **Instructor's option** **Discuss:**

Theories & Causes of Motivation (AP-108) **Required** **Complete:** Extrinsic

& Intrinsic --(AP-109) **Instructor's option**

Complete: How to increase intrinsic motivation --(AP-110) **Instructor's option**

Discuss: Teacher Effect on Motivation --(AP-111-112) **Required**

Homework: **Read & Complete:** *Psych Modules-Unit 3: Learning Theories+ Quiz 9.*

CTCPD 7c

Week 12: Behavioral & Cognitive Approaches to Motivation

Understanding various approaches to motivation ---

Discuss: Classical Conditioning Pavlov--(AP-114) **Required**

Complete: Classical Conditioning Everyday --(AP-114) **Instructor's option**

Discuss: Operant Conditioning: Types of Reinforcers --(AP-115) **Required**

Complete: Operant Conditioning --(AP-116) **Instructor's option**

Review: Guidelines for Punishment & Impact on student's --(AP-117) **Required**

Complete: Shaping Behavior --(AP-118) **Instructor's option**

Review: Behavioral Expectations & Impact on Learners (AP-119) **Required**

Homework: Public School Field Journal & Student Positive Profile

CTCSLP 7a

Week 13: Thanksgiving Break/Spring Break- No Class This Week

(Shift as needed per semester)

Week 14: Management & Instruction:

Review: Effective Layout Designs --(AP-123-124) **Required**

Discuss: Principles of Classroom Management (AP-120-122) **Required**

Review: Kounin (AP-125) **Required**

Complete: Time Usage --(AP-126) **Instructor's option**

Complete: Violence in Schools --(AP-127-128) **Instructor's option**

Discuss: *13 Reasons Why (Character In-take)* & Answer Character Field Journal Questions

Homework: *Intake Assessment Profile Final Paper & Presentation*

Week 15: Putting it All Together: Management Plans & Portfolio Grading

Completed Management Plan --- Last Week of Class

Present: Intake Assessment Profiles. **Required in all sections**

Submit: Extra Credit or One Rewritten Assignment --- **Instructor's option**

Week 16: Finals Week

Appendix A: Assignment

CTCPD 3a

CTCSLP 2b, 7b

Career Interest Information and Positive Personal Profile Assignment

1. I look am or forward to majoring in:

2. Three potential internships:

a.

b.

c.

3. Three potential occupations & what they entail:

a.

b.

c.

4. Degree and/or Licensing Requirements

5. Professional organizations that support this field

6. Short-range goals (by start of next semester): a.

b.

c.

7. One year goal:

8. Long-range goal (within 1 to 5 years):

9. Concerns:

Assessment Analysis:

1. Discuss your top three multiple intelligence styles and how they serve you in your current career path.
2. Discuss your key Personality Spectrum style and how it can serve you in your current career path.
3. Analyze and discuss your four learning style tendencies and hoe they impact you as a learner.
4. Analyze all your results and identify commonalities between the assessments and areas that seem to contradict one another.
5. Identify an additional assessment you'd give yourself and why?

Positive Personal Profile

Name:

<u>Dreams and Goals</u> 1pts.	<u>Interests</u> 1pts.
<u>Talents, Skills, and Knowledge</u> 1pts.	<u>Learning Styles</u> 1pts.
<u>Values</u> 1pts.	<u>Positive Personality Traits</u> 1pts.
<u>Environmental Preferences</u> 1pts.	<u>Dislikes, Pet Peeves, Idiosyncrasies</u> 1pts.
<u>Work Experiences</u> 1pts.	<u>Support System</u> 1pts.
<u>Specific Challenges</u> 1pts.	<u>Solutions and Accommodations</u> 1pts.
<u>Educational Recommendations, and Possibilities to Explore</u> 18pts.	

Rubrics

Career responses are well thought and supported with research-based evidence **15 pts.**

Analysis of personal assessments and recommendations for further assessments. **5 pts.**

Completed Positive Personal Profile Assessment: **30 pts.**

Basic data responses are clearly written and supported with assessment profiles and include specific examples.

Recommendations are based on basic data and connection between responses and recommendations is clear.

Total: **50 pts.**

Appendix : Assignment 2

CTCPD **3c**

CTCSLP **4a**

Public School Positive Personal Profile:

I. Field Journal: /30

You will take hand-written notes in the required course, *Public School Field Journal*. The field journal with the documentation log will be turned in as a hard copy the class after the type written report is due. /30

II. Assessment Analysis: /10

1. Discuss your student's top three multiple intelligence styles and how they serve and/or hinder him/her.
2. Discuss your student's Personality Spectrum style and how it can serve and/or hinder him/her.
3. Discuss your student's Primary & Secondary colors. What are the pros and cons of each color and how they can serve your student in his/her current educational, personal & career path.
4. Analyze all the results and identify commonalities between the assessments and areas that seem to contradict one another.
5. Identify any issues or concerns your student struggles with. Determine if it is developmental, behavioral, academic, or social.

III: Assessment Research /10

Choose one of the issues or concerns your student struggles with. Identify the skill or ability associated with that concern and research one assessment used to measure this issue/concern or skill/ability.

The Issue/Concern or Skill/Ability I have chosen is: _____

Include the following information for each of the three assessments:

1. Name of the test
2. Specific issue/concern or skills/abilities measured
3. Age range of the test
4. Format (individual, group, caregiver report, observation, paper/pencil, computer or tablet)
5. Approximate time to administer/score the test.
6. Materials or equipment needed.

7. Publisher & Price
8. Examiner Qualification required
9. Information from a review of this assessment – what do others think of it? (check Buros Mental Measurements Yearbook, & Tests in Print --- through Oviatt Library)
10. What is your overall take on the assessment? Would you buy/use it?

Student Initials:

Your Name:

IV. Positive Personal Profile -Student-Self-report

<u>Dreams and Goals</u> 1pts.	<u>Interests</u> 1pts.
<u>Talents, Skills, and Knowledge</u> 1pts.	<u>Learning Styles</u> 1pts.
<u>Values</u> 1pts.	<u>Positive Personality Traits</u> 1pts.
<u>Environmental Preferences</u> 1pts.	<u>Dislikes, Pet Peeves, Idiosyncrasies</u> 1pts.
<u>Work Experiences</u> 1pts.	<u>Support System</u> 1pts.
<u>Specific Challenges</u> 1pts.	<u>Solutions and Accommodations</u> 1pts.
<u>Recommendations based on field journal observations, assessment results and self-report responses. What strengths support your dreams and goals? What are areas of weakness and what are the potential remedies to strengthen those weaknesses. What personal, educational, or career possibilities/resources should you explore based on all the data collected? 18pts..</u>	

Rubric:

Complete 10 hours of observation/participation in a public school setting	Pass/Fail Field
Journal discussing demographics & developmental levels of student.	30 pts. Three
assessments, and analysis of results	10 pts.
Additional assessment research	10 pts.
Completed Positive Personal Profile Assessment	30 pts.
Total:	80 pts.

Appendix C: Assignment 3: Course Signature Assignment**CTCPD 5b, 5c****CTCSLP 4e****EPC 314: Assignment # 7****Final: Character Profile Assignment (110 pts.) Presentation (40 pts.) Total: 150 points**

Typewritten, double-spaced, 12 pt. font.

(Format 6 pts.) (Spelling and grammar 10 pts.)**Observation & Field Journal: (20 pts. for observation and field journal notes)**

Choose a character from a television series for your Character Profile Assessment. Watch the show for at least 10 hours and note behavioral, cognitive, social, and emotional characteristics manifested by the character and discuss these characteristics in terms of the theories on cognitive, psycho-social and moral development. Use the Character Study Field Journal to record your notes. The series must show the character in a school setting as well as provide insights into the character's family, friends and life. This journal is handwritten.

Background: (24 pts.)

Describe your character and give interview or antidotal information about your specific character. Answers the following questions. Make insightful conclusions and provide support for those conclusions. e.g. #6. Character appears to get along with teachers. He seeks them out and is usually smiling when he interacts with them. I have noticed occasions where D.L. gets frustrated and the teacher does not notice.

1. Age
2. Grade/highest grade completed --- Any additional education or training.
3. Available test data: Identified as gifted, special education or any data that indicates mental health, behavioral issues or tendencies. Does he/she see any health professional for chronic issue.
4. General scholastic and/or work history. Indicate any exceptions to a general pattern. Drop out, fired, at job several years, etc.
5. Past performance in school/work/family life— earning difficulties, strengths, weaknesses, retentions, firing, divorce, etc.
6. Relationships with teachers, family, co-workers, friends, neighbors and community at large.
7. Current school/work/daily life performance—subject/topics s/he likes, dislikes (Prediction can be based on activities the individual seeks out.)
8. Motivation to learn, advance, grow social-emotionally, and to do well

9. Educational/Career or Life plans for the future; future career (Prediction can be based on activities the individual seeks out.)
10. Responsibilities—Jobs or chores they have. (At school, work, community or at home)
11. Interests—hobbies, sports, clubs and organizations
12. Problems or worries they might have.

Descriptive Data & Recommendations: (20 pts.)

Using your Character Data Notes give descriptive data concerning the character. Reference Piaget, Erikson, Kohlberg, Marcia and Vygotsky in your discussion of the examples of behavior or characteristics of the stages in which they are currently functioning. (For example: an elementary age character in grade 2 would be in the cognitive stage of concrete operations, as evidenced by their work in mathematics, as they master the skills of reversibility in solving problems of addition and subtraction.) Your report **must** be in the **exact** format below

- Give descriptive data concerning the character
- Use the **exact** format of each of the other 10 questions. Be thorough in your discussion and address how each of these aspects impact **your** character's ability to learn, develop, grow and be successful in life. Identify one concrete strategy for either, the character, their teacher, or their family that is designed to address the specific demographic being discussed. Identify how that strategy will promote **your** character's learning, social-emotional development & success in the classroom/life (IOL). Provide clear, specific examples and use exact quotes from appropriate research sources to support your strategy and it's positive impact on learning and/or development. Use appropriate APA citations for your exact quotes to support your findings for each question.

Descriptive Data & Recommendations:

1. Age/ Age of peers, friends:

- Discuss **your** character's age, age of peers and age of friends. Does **your** character socialize with older or younger individuals or people her/his own age? Using theory analyze how **age** impacts **your** character's development and ability to be successful?
- Supply 1 strategy you will use to address **your** character's **age** and/issues age creates in the classroom, work, family or daily life to improve personal outcomes.
- Impact on Learning: How and why that strategy will be effective in supporting **your** character's learning, social-emotional development & success in the classroom/life (IOL).
- Quote with appropriate APA citation from text or academic resource that supports the strategy:

2. Possible Cognitive Piagetian Stage:

- What cognitive Piagetian stage is **your** character and what is **your** character able to do? Using theory analyze how the cognitive Piagetian Stage impacts **your** character's development and ability to be successful?
- Supply 1 strategy you will use to address **your** character's current **Piagetian stage** of development in the classroom work, family or daily life to improve personal outcomes.
- Impact on Learning: How and why that strategy will be effective in supporting **your** character's learning/social-emotional development in the classroom/life (IOL).
- Impact on Learning: How and why that strategy will be effective in supporting **your** character's learning/social-emotional development & success in the classroom/life (IOL).
- Quote with appropriate APA citation from text or academic resource that supports the strategy:

3. Kohlberg's Stage of Moral Dev.:

- What level is **your** character and how does **your** character function socially? Using theory identify and analyze how **your** character's **current stage of moral development** impacts his/her development and ability to be successful?
- Supply 1 strategy you will use to address **your** character's **the current stage of moral development** in the classroom, work, family or daily life to improve personal outcomes.
- Impact on Learning: How and why that strategy will be effective in supporting **your** character's learning/social-emotional development & success in the classroom/life (IOL).
- Impact on Learning: How and why that strategy will be effective in supporting **your** character's learning in the classroom (IOL).
- Quote with appropriate APA citation from text or academic resource that supports the strategy:

4. Erikson's level of Psychosocial Development & Success:

- What level is **your** character and how does **your** character function socially? Using theory identify and analyze how **Erikson's Stages of Psychosocial development** impacts **your** character's development and ability to be successful?
- Supply 1 strategy you will use to address **your** character's current stage of **Erikson's Psychosocial development** in the classroom, work, family or daily life to improve personal outcomes..
- Impact on Learning: How and why that strategy will be effective in supporting **your** character's learning/social-

emotional development & success in the classroom/life (IOL).

- d. Quote with appropriate APA citation from text or academic resource that supports the strategy:

5. Learning Style:

- a. What kind of learner is **your** character? Are his/her needs met? How does his/her **learning style** impact the his/her development and ability to be successful?
- b. Supply 1 strategy you will use to address **learning styles** of **your** character and his/her development/success in the classroom work, family or daily life to improve personal outcomes.
- c. Impact on Learning: How and why that strategy will be effective in supporting **your** character's learning/social-emotional development & success in the classroom/life (IOL).
- d. Quote with appropriate APA citation from text or academic resource that supports the strategy:

6. Gender/ Peer gender ratio:

- a. What is **your** character's gender and dominant friends' genders? Using theory analyze how **gender** impacts **your** character's development and ability to be successful?
- b. Supply 1 strategy you will use to address **your** character's **gender, issues**, or concerns in the classroom work, family or daily life to improve personal outcomes.
- c. Impact on Learning: How and why that strategy will be effective in supporting **your** character's learning/social-emotional development & success in the classroom/life (IOL).
- d. Quote with appropriate APA citation from text or academic resource that supports the strategy:

7. Ethnicity/Cultural Background:

- a. What ethnicity/cultural background is **your** character? What are the classroom/show ratios? What ethnicity/cultural background is **your** character's friends? How does ethnicity/cultural background impact **your** character? Using theory analyze How **ethnicity/cultural background** impacts **your** character's development and ability to be successful?
- b. Supply 1 strategy you will use to address **ethnic/cultural**, issues, or concerns in the classroom work, family or daily life to improve personal outcomes.
- c. Impact on Learning: How and why that strategy will be effective in supporting **your** character's learning/social-emotional development & success in the classroom/life (IOL).
- d. Quote with appropriate APA citation from text or academic resource that supports the strategy:

8. Socio-economic Status (SES):

- a. What is classroom ratios? What is **your** character's SES and the SES of his/her friends? Using theory analyze How **SES** impacts the **your** character's development and ability to be successful?
- b. Supply 1 strategy you will use to address **your** character's **SES**, issues, or concerns in the classroom work, family or daily life to improve personal outcomes.
- c. Impact on Learning: How and why that strategy will be effective in supporting **your** character's learning/social-emotional development & success in the classroom/life (IOL).
- d. Quote with appropriate APA citation from text or academic resource that supports the strategy:

9. Possible Disability, learning issue or social concern suggested:

- a. What disability, learning issue, behavioral concern or social pressures does **your** character face? Explain what tests, interventions or changes you might recommend for **your** character and why? How does having or not having a **any apparent issues** impact **your** character's development and ability to be successful?
- b. Supply 1 strategy you will use to address any **physical, learning or other concerns** in the classroom work, family or daily life to improve personal outcomes.
- c. Impact on Learning: How and why that strategy will be effective in supporting **your** character's learning/social-emotional development & success in the classroom/life (IOL).
- d. Quote with appropriate APA citation from text or academic resource that supports the strategy:

10. Possible English Language concerns suggested:

- a. Does the your character have English language or speech concerns have a disability. If so, clarify and explain what tests, interventions or changes you might recommend for **your** character and why? How does having or not having an **English language or speech concern** impact **your** character's development and ability to be successful?
- b. Supply 1 strategy you will use to address any **your** character's **English language or speech concerns** in the classroom work, family or daily life to improve personal outcomes.
- c. Impact on Learning: How and why that strategy will be effective in supporting **your** character's learning/social-emotional development & success in the classroom/life (IOL).
- d. Quote with appropriate APA citation from text or academic resource that supports the strategy:

Rubric: Final: Character Profile Assignment

Observation & Field Journal: see journal rubric below	20 pts
Background:	24 pts
Descriptive Data & Recommendations:	40 pts
Format (including citation page)	6 pts.
Group Participation	10 pts.
Spelling and grammar	10 pts.

Total: 110 pts

Assignment 8: Character Profile Assignment Computer Designed Presentation

You will have a total of 20 minutes maximum for your entire presentation including questions

Format is clear, uses visuals to enhance content & no more than 20mins.	10 pts
Group Participation	10 pts.
Content includes ALL basic background information	5 pts
3 Key strengths were identified	3 pts
3 Key issues were identified	3 pts
3 Key recommendations & strategies were included to address key issues	3 pts.
3 clear impact on the benefit of the strategies was included.	3 pts.
3 quotes with appropriate APA citation for recommendations is included	3 pts.

Total : 40 pts

Numerical Peer Evaluation

(Self-included)

Please use this form to evaluate the contributions of each team member to the group effort. Consider attendance and participation in team meetings, individual contributions to idea generation and research, communication within the group, etc. *These evaluations are completely confidential and will never be shown to your team members. Please respond as honestly as possible.*

1. Please allocate a total of 100 percentage points among your team member, including yourself, with higher percentages going to those members who contributed most. In the case of equal contribution, points should be divided equally among team members.

Your name: _____

Team name/number/client/project focus: _____

	Name	% Points
Yourself	_____	_____
Member 1	_____	_____
Member 2	_____	_____
Member 3	_____	_____
Member 4	_____	_____
Member 5	_____	_____
	Total	100 %

2. Explain any particularly high or low allocations, providing concrete examples to illustrate your reasoning.

EPC 314 PSYCH FOUNDATIONS IN EDUCATION
Linking Document

Introduced (I)

Practiced (P)

Assessed (A)

CTCPD

Standard 2a page 7

Standard 2b page 5 2b page 7

Standard 3a page 5 3a page 9

Standard 3b page 6 3b page 7

Standard 3c page 14

Standard 4a page 7

Standard 4b page 5

Standard 4c page 6

Standard 5a page 7

Standard 5b page 6 5b page 7 5b page 16

Standard 5c page 6 5c page 7 5c page 16

Standard 7a page 7

Standard 7b page 7

Standard 7c page 6 7c page 7

Standard 8a page 7

CTCSLP

Standard 2a page 6

Standard 2b page 6 2b page 7 2b page 9

Standard 2c page 6 2c page 7

Standard 2d page 7

Standard 2e page 7

Standard 3b page 7

Standard 4a page 6 4a page 14

Standard 5a page 6

Standard 5d page 6

Standard 5e page 6 5e page 7

Standard 7a page 8

Standard 7b page 6 7b page 6 7b page 9

