**2017-2018 Annual Program Assessment Report**

Please submit report to your department chair or program coordinator, the Associate Dean of your College, and to james.solomon@csun.edu, Director of the Office of Academic Assessment and Program Review, by September 28, 2018. You may, but are not required to, submit a separate report for each program, including graduate degree programs, which conducted assessment activities, or you may combine programs in a single report. **Please identify your department/program in the file name for your report.**

**College:** Health and Human Development

**Department:** Child and Adolescent Development

**Assessment liaison:** Nancy Miodrag

1. **Please check off whichever is applicable:**

**A. \_\_\_\_\_X\_\_\_ Measured student work within program major/options.**

**B. \_\_\_\_\_X\_\_\_\_ Analyzed results of measurement within program major/options.**

**C. \_\_\_\_\_\_\_\_ Applied results of analysis to program review/curriculum/review/revision major/options.**

**D. \_\_\_\_\_\_\_\_\_ Focused exclusively on the direct assessment measurement of General Education Natural Sciences learning outcomes**

1. **Overview of Annual Assessment Project(s).** On a separate sheet,provide a brief overview of this year’s assessment activities, including:
* an explanation for why your department chose the assessment activities (measurement, analysis, application, or GE assessment) that it enacted
* if your department implemented assessment **option A**, identify which program SLOs were assessed (please identify the SLOs in full), in which classes and/or contexts, what assessment instruments were used and the methodology employed, the resulting scores, and the relation between this year’s measure of student work and that of past years: (include as an appendix any and all relevant materials that you wish to include)
* if your department implemented assessment **option B**, identify what conclusions were drawn from the analysis of measured results, what changes to the program were planned in response, and the relation between this year’s analyses and past and future assessment activities
* if your department implemented **option C**, identify the program modifications that were adopted, and the relation between program modifications and past and future assessment activities
* if your program implemented **option D**, exclusively or simultaneously with **options** **A, B, and/or C**, identify the basic skill(s) assessed and the precise learning outcomes assessed, the assessment instruments and methodology employed, and the resulting scores
* in what way(s) your assessment activities may reflect the university’s commitment to diversity in all its dimensions but especially with respect to underrepresented groups
* any other assessment-related information you wish to include, including SLO revision (especially to ensure continuing alignment between program course offerings and both program and university student learning outcomes), and/or the creation and modification of new assessment instruments

**3. Preview of planned assessment activities for 2018-19.** Include a brief description as reflective of a continuous program of ongoing assessment.

*Table 1. Overview of Department of Child and Adolescent Development SLOs*

|  |  |
| --- | --- |
| **STUDENT LEARNING OUTCOMES** | **DESCRIPTION** |
| **SLO 1: Critical Thinking** | **Demonstrate knowledge of the theories, concepts, and methodology that underlie the study of the physical, cognitive, and social development of children and adolescents and the multiple contexts in which they live. Apply developmental theories in community settings.**  |
| SLO 2: Oral and Written Communication | Write critically about theories and constructs of child and adolescent development. Orally deliver information in a manner that engages an audience.  |
| SLO 3: Culture, Race, and Ethnic Diversity  | Facilitate the development of children in a culturally pluralistic society. Gain knowledge of culture, race, and ethnicity while increasing their personal self-awareness and discovering strategies for implementing social justice within the larger community.  |
| SLO 4: Information Literacy  | Demonstrate technological literacy that allows both access to and dissemination of information electronically. Demonstrate effective management of information by using media sources and complying with the ethics of manipulating and presenting information.  |
| SLO 5: Methodology | Describe, critique, and practice various empirical methodologies used to study child and adolescent development including design, data analysis, and interpretation. |
| SLO 6: Professional Development | Articulate and participate in the importance of developing professionalism including the areas of career exploration, ethical issues of direct services to youth, and service learning in the community.  |

**Choosing the Assessment Activities for 2017-2018**

We assessed CADV SLO # 1: Critical Thinking (see description in Table 1). In CADV, critical thinking takes place when our students are able to not only understand developmental theories, constructs, and methodologies, but are also able to apply what they have learned into the real world. We chose to assess critical thinking because working with children, adolescents, and their families requires us to be active and logical thinkers, to question information, and challenge any assumptions we may have about developmental science. Critical thinkers approach problems in reasonable and thoughtful ways, which is vital for finding the best possible outcomes for the children and families we work with. Critical thinkers also must not take everything they read at face value or accept their personal reasoning as sufficient proof; instead they must make conclusions based on facts.

We chose to assess critical thinking with students in our introductory course: Foundations of Child and Adolescent Development because of how important these skills are to academic success and to our field. Institutional Research at CSUN suggests that first-time freshmen are generally unaware of their own learning and thought processes (i.e., metacognition) and have little experience in “thinking about their own thinking”. As faculty, we want students to be critical learners from the get-go (i.e., as college freshmen). If students are not metacognitive this might negatively impact their grades overtime. Students need to recognize their strengths and weaknesses so they adjust their shortcomings and transfer their skills to other courses.

**Context/Background about CADV 150**Foundations of Child and Adolescent Development is a required 3-unit course that surveys typical and atypical child and adolescent development. Readings and coursework provide basic grounding in the major theories/theorists of human development. It also provides an overview of major topics in cognitive, socio-emotional, and physical development as they relate to the culture in children’s development and develop basic competencies for child observation as a study methodology. The course is fundamental in that it prepares our majors to master core upper-division required courses including CADV 250, 350, 354, and 460 as well as courses in elementary education, educational psychology, family and consumer sciences, psychology, and other academic departments at CSUN.

CADV 150 is generally taught as a large General Education (GE) lecture-style course. It is a lower division course that is open to all CSUN students as a GE option for any major. In Fall 2017, a part-time instructor and tenured associate professor from the CADV department each taught one section of CADV 150, however instead of the large lecture classes, these were taught as small, “freshmen cohort” classes. CADV’s freshman cohort course is where only incoming CADV freshmen majors are enrolled in: (1) CADV 150, and (2) University 100 (UNIV 100) freshman seminar course. This latter course is the Freshman Connection, which places first-time freshmen into learning communities of clustered classes. In Spring 2018, CADV 150 was also taught as a large lecture and the data for the cohort classes and the large lecture are presented in this report.

**Which Classes were Assessed**(1) CADV 150 Foundations of Child and Adolescent Development cohort Fall 2017 (cohort A: *n* = 19; cohort B: *n* = 22). The cohort class is linked to UNIV 100 course. This Freshman Connection aims to link subject matter, faculty, and students; to use involving pedagogies (experiential learning, hands-on activities, peer reviews, discussions, group and pair work, interactive exercises and so on); and to foster students’ development of social and academic relationships as members of the university community. Each student was enrolled in both CADV 150 and UNIV 100.

(2) CADV 150 Foundations of Child and Adolescent Development Spring 2018 (*n* = 228).

**Assessment Instruments

(1) Standardized Quiz**Students completed 15 standardized chapter quizzes. Quizzes 1-5 were completed in the first 5 weeks of the semester (one per week; pre-intervention). Then, a metacognition intervention was presented in class during week 6 of the semester. Quizzes 6-15 were completed in weeks 6-15 of the semester (post-intervention). Quizzes were multiple-choice and applied in nature. The total scores on each quiz were used to measure students’ understanding of developmental theories, concepts, and methodologies. Quiz scores from the three sections of CADV 150 were examined for this report. It should be noted that Cohort A had questions on the quizzes with 3 attempts given to answer each question. Each question had a starting value of 5 points if the students got the question correct on the first attempt. Students had a 3rd or 4th attempt to get the question correct, then the value of the points drops to 4, 3 and finally 0 points earned. In cohort B student earned one point per correct answer with only one attempt.

**(2) Written Report: Observation of a Child**Students in the large GE course wrote three reports (see Appendix A). The first report was completed before the metacognitive intervention and the second and third reports were completed. We assessed student performance of critical thinking skills (i.e., abilities to apply developmental theories in community settings) by examining their report scores at pre- and post-intervention.

The purpose of the assignment was to expose students to development within a real context and evaluate how they made connections to developmental theories. A grading rubric (see Appendix B) were used to evaluate all three reports. SLO 1 Critical thinking is important here as students must make conclusions based on facts (what they see and hear during their observations), find the necessary information for themselves, and evaluate the merits of that information.

The assignment asked students to observe three children at these ages (2-5 years; 6-11 years; 12-18 years) and correctly identify course concepts from major developmental theorists (e.g., Jean Piaget, Lev Vygotsky, Erik Erikson, Albert Bandura, B. F. Skinner). Observation # 1 was submitted at week 5). Observation # 2 was submitted at week 11 and observation # 3 was submitted at week 15. Metacognitive information was reinforced several times after the intervention to help strengthen the concepts because we know that repetition is key for students. The review included the metacognitive Study Cycle (see Appendix C).

**(3) Canvas Quiz – Reflection**
We asked students to reflect on their use of metacognitive strategies at the end of the course (used with Cohort A only).

**Methodology employed (the Metacognitive Intervention)**

Fall 2017 and Spring 2018 CADV 150 instructors used the metacognition intervention developed by Dr. Saundra McGuire called Teach Students How to Learn: Strategies you can incorporate into any course to improve student metacognition, study skills, and motivation© (2015). The intervention is in a PowerPoint presentation format (See Appendix D) and was administered as a lecture for 90 minutes. The presentation addresses homework strategies, reading strategies (SQ5R), concept mapping, reflection, active learning strategies, Bloom’s Taxonomy, the Study Cycle/intense study cycle, mindset, motivation, and the difference between being in ‘study mode’ versus ‘learn mode’. Metacognition materials from that lecture were accessible to students via their course Canvas page.
 **Results**
In Table 1 we report the class average for each quiz for cohort A, B, and the GE class. We also report the averages for pre-intervention scores (quizzes 1-5) and post-intervention scores (quizzes 6-15). When comparing pre and post scores, cohort A was sitting at an 85% class average and maintained 84% at the completion of the course. Cohort B went from a 68% class average pre-intervention to an 81% class average post-intervention. Each class ended up at the same competence level with respect to understanding course content.

*Table 1. Average Quiz Scores for CADV 150 Sections*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |   | Cohort A*n* = 19Fall 2017 | Cohort B*n* = 22Fall 2017 | GE class*n* = 228Spring 2018 |
| Week 1 | Quiz 1 Mean Score /100% | 86 | 70 | 83 |
| Week 2 | Quiz 2 Mean Score /100% | 85 | 55 | 82 |
| Week 3 | Quiz 3 Mean Score /100% | 85 | 80 | 85 |
| Week 4 | Quiz 4 Mean Score /100% | 83 | 70 | 85 |
| Week 5 | Quiz 5 Mean Score /100% | 84 | 65 | 78 |
|  | Composite Mean Scores Quizzes 1-5 /100% | 84.75 | 68.75 | 82.6 |
|  | **METACOGNITION INTERVENTION**  |  |  |  |
| Week 6 | Quiz 6 Mean Score /100% | 82 | 75 | 77 |
| Week 7 | Quiz 7 Mean Score /100% | 84 | 75 | 85 |
| Week 8 | Quiz 8 Mean Score /100% | 89 | 75 | 82 |
| Week 9 | Quiz 9 Mean Score /100% | 86 | 81 | 86 |
| Week 10 | Quiz 10 Mean Score /100 | 86 | 86 | 82 |
| Week 11 | Quiz 11 Mean Score /100 | 83 | 76 | 82 |
| Week 12 | Quiz 12 Mean Score /100 | 83 | 85 | 84 |
| Week 13 | Quiz 13 Mean Score /100 | 88 | 85 | 81 |
| Week 14 | Quiz 14 Mean Score /100 | 80 | 90 | 84 |
| Week 15 | Quiz 15 Mean Score /100 | 75 | 80 | 81 |
|  | Composite Mean Scores Quizzes 6-15 /100% | 83.6 | 80.8 | 82.4 |

In Table 2 we see that students improved their scores on the observation report from pre- to post-intervention. Student performance was assessed in their ability to take developmental theory from class and identify relevant concepts in real world settings while observing children’s physical, social, and cognitive behaviors and skills. Students needed to Remember, Understand, Apply, and Analyze the material, which coincides with the Blooms Taxonomy teaching from the intervention.

*Table 2. Average Observation Report Scores for CADV 150, Spring 2018 class*

|  |  |  |  |
| --- | --- | --- | --- |
|  | Week the report was due  | Class average /50 pts | Class average as percentage /100 |
| Observation Report # 1 | Week 5 (no metacognition at this point) | 33.34 | 67% |
| Observation Report # 2 | Week 11 (metacognition presentation received) | 37.37 | 75% |
| Observation Report # 3 | Week 15 (metacognition presentation received) | 37.75 | 76% |

*Notes:* the metacognition intervention was administered at week 6. Cohorts A and B did not complete this observation report assignment.

**Student Perceptions on the use of Metacognitive Strategies**Students responded to a Canvas quiz asking what strategies were used to help them learn content for class (Cohort A, Spring 2017). Eighty-one percent used the Study Cycle or Intense Study Cycle tool, 75% used the SQ5R reading strategies, and 50% used concept maps.

*Figure 1. Percentage of students using Study Cycle or Intense Study Cycle*

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*Figure 2. Percentage of students using SQ5R Reading Strategies*

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*Figure 3. Percentage of Students using Concept Maps*



**Student Reflections about the Intervention**Students were asked to reflect on the metacognition intervention. Below are selected responses.

* “I would read the chapter prior to class, which enabled me to get a general understanding of the chapter. Then, taking an advantage of the lecture would take notes on key concepts and terms while using an example to relate it back to myself. After, I would transfer notes and any other important concepts or terms into another notebook to refer back to as the master notebook when I need information. I do believe I was in study mode because there were the constant repetition and examples to make it personal to me for a better understanding. I was not reading just enough to receive the good grade and when I had a question I asked.  I also actively took part in class discussions, which all helped my overall understanding of the concepts covered throughout the course.”
* “A metacognition strategy I used in this course was the idea of reading, understanding, and reciting. I did this by understanding the course material for myself and they I would help others in the class that had questions or I would call up my mom and tell her all the interesting things I had learned in that weeks chapter. I think these things really helped me become an expert learner and to thoroughly understand and remember the material. I think I was in Learn Mode. I didn't just retain information and spit it out on a quiz. I really studied and remembered the information. I have an extreme passion for this course material and I think that was seen through my work and effort throughout the semester.”
* “To be completely honest, I had never heard of these metacognition strategies to study until I entered this class.  Once our professor talked to us about it, I went home and used that strategy to study for the upcoming quiz.  I defined certain concepts in my own words, connected the material with real life things I could relate to, and I also tried to use concepts in different ways.  When I finally took my quiz I saw a big difference in my score, I had understood more of the material from that chapter than any of the previous ones.  Before I knew about these strategies I was in study mode, but once I knew about meta cognition strategies I truly believe I was more in learning mode.”
* “Metacognition will stick with me because I'll face obstacles my entire life and if I think about my thinking I'll be problem solving and using ... I'll also remember how in order to learn material we must first encode, memories, hear that memorize and apply it to out daily lives.”
* “I learned the concepts in this class, I always followed the routine of taking notes on the chapter before lectures, during lectures, and reviewing my notes before I take the weekly quiz... With this routine, I was in learn mode because I reviewed the same content repeatedly, through different contexts, and with various examples given in class by the professor. This routine helped reinforce the concepts in my mind.”
* “My metacognition strategies was going through the chapters and highlighting main keys that popped out to me. Another one was, while I was reading the chapters I was taking notes and writing down important information and key terms that later would help me during the test on Fridays. I would write down in my agenda what chapter and assignments were due and I would break it down so it wouldn't seem to much to do for me.”

**Conclusions drawn from the Analysis**In Cohort B, after the intervention, students’ quiz scores significantly increased and continued to increase throughout the semester. This is meaningful because the increase of quiz scores indicates that students’ are able to apply the metacognitive strategies. Quiz scores were stable (and relatively high to start with) in Cohort A and in the GE class and it is likely because students had multiple attempts to answer each quiz question. The goal of “testing” students each week was not to be punitive; instead, providing multiple attempts is in line with a ‘learn mode’ mentality—accessing relevant information until it is mastered so it will not be forgotten (McGuire, 2015). Student reflections suggest that metacognitive strategies were used to more deeply engage with the course material. We consider this a success as moving from remembering, to understanding, and ultimately applying the child development concepts can leads to more meaningful learning. The metacognitive intervention can also add significantly to faculty “teaching toolbox”.

  **Planned Changes to the Program**When teaching CADV 150, we recommend to:

* implement the metacognition intervention in class. The concept of metacognition as it applies to adolescents is actually taught as a subtopic around cognitive development, thus, it would be quite feasible to extend this information to our college-level students.
* reinforce the intervention key concepts across lectures. Remind students of the differences between ‘study mode’ and ‘learn mode’ and “check in” with them about which mode they feel they are in during each class.
* include the Study Cycle graph before quizzes/tests/exams.
* ask students to reflect on their own thinking once the course is completed.
* include an applied assignment such as the observation of a child assignment discussed in this report, as it allows students to think deeply about how course concepts show up in real life. This greatly reinforces the mission of our applied undergraduate program.

**Assessment Activities and Commitment to Diversity**We designed this assessment plan keeping in mind the unique needs of CADV first-time freshmen (the cohorts).

* These students were connected simultaneously to the Freshmen Seminar, University 100 course, and were new incoming freshmen to CSUN.
* They attended directly from high school with an age range between 17 and 19 years.
* Many are first generation students.
* Upon entry, first-time freshmen are unfamiliar with the wealth of available resources, opportunities, and academic services offered to them at CSUN. Students need to navigate how they are to achieve success in their major with respect to truly understanding the material.
* These students typically have limited experience with an e-text and with the Canvas Learning Management System.
* These students typically have limited understanding of Child and Adolescent Development, other than they have expressed they “like children”.
* This group of freshmen typically has limited experience in studying for college quizzes and tests.

**Other Assessment-related Information: The Creation of new Instrument**We created an indirect assessment survey to explore CADV 150 freshmen perceptions of their own confidence and stress (See Appendix E). We want students to be able to identify how confident they feel in their personal and academic life, how stressed they feel in their personal and academic life, how confident they feel going into their second semester at CSUN, and use the resources available to them at CSUN (i.e., CSUN social gatherings). Freshmen students generally:

* have little knowledge of the resources available on CSUN's campus such as the Learning Resource Center for writing help, IT help in the library, and library resources.
* have limited knowledge on how to navigate CSUN’s environmental barriers (e.g., parking, registration, class selection, financial aid).
* have limited experience with persisting through social pressures and may have a strong desire to maintain an appearance of belonging in college.
* are navigating the college environment for the first time and are expected to: attend class, complete homework, read dense materials, understand how to use a computer, understand how to navigate Canvas, and manage their time effectively in and outside of class.
* need self-confidence to be motivated to achieve academic goals. A lack of confidence can be due to not having positive study habits, behaviors, or the right supports and resources to draw from.
* need more time to feel confident with the transition to college. This confidence can be built into the curriculum as we are suggesting.

**Preview of Planned Assessment Activities for 2018-19**Our department will assess SLO 4: Information Literacy. We operationally define it as: *the ability to demonstrate technological literacy that allows both access to and dissemination of information electronically. Students demonstrate effective management of information by using media sources and complying with the ethics of manipulating and presenting information.* The upcoming assessment will evaluate the student’s ability to: 1) independently access sources of information that are designated as peer-reviewed, and 2) understand the difference between peer-review and non peer-review work in our field. We will use a 2-step process wherein students must first retrieve three peer-reviewed journal articles on an assigned topic, and second, discriminate peer-reviewed from non peer-reviewed publications highlighting major differences in audience, author(s), content, sources, purpose, advertisement, and examples of journals. To score student performance we will calculate the percentage of correctly completed journal retrievals and correct completion of discerning peer reviewed from non peer reviewed articles. Members of the assessment committee will score each students’ work according to guidelines developed by the team.

Information literacy (SLO 4) is critical, as we want students to recognize that there is a formalized process of peer review that goes into vetting articles before publication. We want students to be cognizant of the fact that this vetting process is useful and critical to developmental science. We also want students to learn that peer reviewed articles are the gold standard for evaluating developmental science. We will think critically about how to assess the idea that not all peer review is created equally; that is, different journals have different standards.

Appendices

Appendix A. Observation Prompt
Appendix B. Observation grading rubric
Appendix C. The Study Cycle
Appendix D. Reference for Saundra McGuire (2015). Teach students how to learn metacognition intervention
Appendix E. Confidence and Stress Survey (pre-test)
Appendix F. Confidence and Stress Survey (post-test)

Appendix A. Observation Prompt

**OVERVIEW & PURPOSE**

Observing children in their natural environment tells us a lot about their social-emotional, physical and cognitive development. The purpose of this assignment is to expose you to development within a real context and make connections to developmental theory. Your task is to (a) observe a child between the ages of 2-12 years in their natural environment; and (b) write a paper integrating your observation with course content.

**BEFORE the observation**

□ Review the Cook & Cook (2014) textbook chapters because you need context and background information to understand what domains of development you are observing.

□ Choose a setting to observe a child. The observation can take place in ANY natural setting such as a daycare, school, playgroup, playground/park, birthday party or other event, YMCA, home, restaurant.

□ Leave ample time to complete the observation (i.e., do not book work or other activities around the time of your observation in case you need to observe the child for longer, which may happen because children can be unpredictable).

□ Confirm your observation with the appropriate people (e.g., his/her parents, teacher) if you are observing a child you know. Choose a target child to observe if there is more than one child in the family, park, etc. *You can observe a child you know or you can observe a child you do not know. You cannot observe your own child or if you are a parent and you cannot observe a younger sibling.*

**DURING the observation**

1. BRING PEN, PAPER, AND A CLIPBOARD TO YOUR OBSERVATION.
2. Observe the child for at least an hour. Concentrate on writing about the child you are observing and only that child.
3. Annotate information about:
	1. CHILD: gender, race/ethnicity, approximate or exact age, approximate height and weight, and physical traits (e.g., tall for his age, thin, heavy set, blond curly locks, ponytails, freckles, etc.). Since I won’t get to see your child, be descriptive and make him/her come alive on paper.
	2. PHYSICAL SETTING: where and when the observation took place, the time, how long you observed for, how many children were present, what activities was the child engaged in, did the observation take place outside or inside. Any other pertinent information.
	3. DEVELOPMENT: what does development look like in each domain:
		1. Physical (gross and fine motor development and related activities/behaviors)
		2. Socioemotional (e.g., attachment, sensorimotor play, friendships, make-believe/imaginary play; collaborative learning, games, sports, etc.)
		3. Cognitive (e.g., problem solving, constructive play, reading, collaborative learning).
		4. Language: Include a language sample (expressive language) and what the child understands (receptive language).

**REMEMBER…**

* DO NOT involve yourself in the child’s activities during the observation.
* You are not to be babysitting at the time of your observation. You are there to observe NOT participate.
* Be discreet and the “fly on the wall”. If the child approaches and tries to engage you, smile and let him/her continue playing.
* Be objective when recording behavior (e.g., *the child ran X times across the park; the child grabbed the toy out of his sibling’s hand*) as opposed to subjective (e.g., *I think s/he was tired because s/he was not running as fast as the other kids* – how do you know s/he was tired?).
* Record ONLY the behaviors you SEE and HEAR.
* If you know the child personally, you will have to work hard to keep any preconceived notions of the child OUT of the observation report.

**AFTER the observation**

Use your written notes from the observation to write a cohesive paper about the child and his/her development at that one time point. Remember, you have merely gotten a brief snapshot of the child in 1 hour so stay clear of grand assumptions (e.g., *I think the child is a genius because he…; I think s/he will have trouble later in school because she…*).

In the actual paper:

1. INTRODUCE: Briefly introduce your child and the setting. CHANGE HIS/HER NAME IF YOU KNOW THEM.
2. INTEGRATE: Integrate the three areas of development in a cohesive manner. Often there is overlap (e.g., social and language go together when a child is interacting with friends) and that’s OKAY. You need to paint the picture of who this child is developmentally, not just list a bunch of developmental skills.
3. CONNECT: Link developmental concepts to your observation. Connect at least 3 course concepts to what you saw or heard. For example, you may discuss (1) private speech, (2) locomotor skills, and (3) symbolic play if those are behaviors/skills that you observed. The concepts can be from any of the developmental domains.
4. REFLECT: Think critically about your child’s strengths and add this in a reflection section of your paper. Reflect also on other things: were you surprised by something the child exhibited or mastered? Were you surprised by the child’s behavior? How did this real world experience shape or change your thinking about the way children develop? What have you learned outside of “textbook reading”? Does the observation in any way, relate to your life now or in future (e.g., parenting, profession)?

**REMEMBER…**

* When you describe your child, use a pseudonym and do not give identifying information in the paper (e.g., where the child lives, parent names).
* Under NO circumstance should you put yourself or the child (or any other child) in harm’s way. Use common sense.
* Thank the person if you know them (e.g., parent, childcare worker) because they took the time to help arrange the observation.

Appendix B. Observation Grading Rubric

/5 points CHILD: adequately and objectively describes gender, race/ethnicity, approximate age, approximate height and weight, and any particular traits that stand out to the observer (e.g., pretty tall for his age, thin, heavy set, curly hair). Is descriptive and makes the target child come alive on paper. Pseudonym used. \*Papers are not graded if the child does not fall within specified age range.

/5 points SETTING: adequately describes where and when the observation took place, how long the observation lasted, how many children were present, what activities the child was engaged in, and whether it took place outside/inside. Is descriptive and makes the setting imaginable.

Development: *adequately* and *objectively* describes what development looks like in each domain:

/5 points Physical Development: Describes at least 2 developmental concepts for the physical domain. Concepts are drawn from what was observed. Concrete examples are provided. Descriptions are objective.

/5 points Social-emotional Development: Describes at least 2 developmental concepts for the socio-emotional domain. Concepts are drawn from what was observed. Concrete examples are provided. Descriptions are objective.

/5 points Cognitive Development: Describes at least 2 developmental concepts for the cognitive domain. Concepts are drawn from what was observed. Concrete examples are provided. Descriptions are objective.

/5 points Language Development: Describes at least 2 developmental concepts for the language domain. Concepts are drawn from what was observed. Concrete examples are provided. Has included a language sample (expressive) and what the child understands (receptive). Descriptions are objective.

/5 points Reflect: Concludes the paper with an insightful reflection. Reflectively comments on what surprised the observer AND how it shaped or changed his/her thinking about the field of child development, professional or personal life. Adequately describes the strengths of the target child.

**WRITING AND STYLE**

/5 points Writing is cohesive, easy to read, organized, and ideas are sophisticated and easy to follow. Transitions provide effective links between ideas. Contains good sentence structure with no errors or misspellings in grammar/usage, punctuation, capitalization, and/or spelling. Descriptions are objective.

**MECHANICS (5 points total)**

/1 point Title page adheres to APA style.

/1 point Reference page adheres to APA style.

/1 point Manis (2017) reference included in reference page.

/1 point Peer-reviewed article included in reference page. Is between 2008-2018.

/1 point References are used within the body of the report (APA in-text).

**FORMATTING (5 points total)**

/1 point Uses Times New Roman

/1 point 12 point font

/1 point Margins and headers set.

1/ point Pages double spaced.

1/ point Adheres to page length.

**TOTAL POINTS: /50**

Appendix. C. The Study Cycle

<https://qep.spcollege.edu/wp-content/uploads/2017/07/Dr.-McGuire-2014-Study-Cycle-and-Blooms-Taxonomy.pdf>

Appendix D. Metacognition Intervention

S. Y. McGuire (2015). *Teach students how to learn: Strategies you can incorporate into any course to improve student metacognition, study skills, and motivation*. Stylus Publishing: Sterling, VA.

Appendix E. Confidence and Stress Survey (Pre-test)

*Instructions:* Use the rating scale to indicate how much or how little the following questions are true for you now AT THE BEGINNING OF THE SEMESTER. Choose N/A if the question does not apply to you now.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| CONFIDENCE | A lot | Somewhat | A little | Not at all | N/A |
| How confident do you feel using REVEL? | 5 | 4 | 3 | 2 | 1 |
| How confident do you feel using CANVAS? | 5 | 4 | 3 | 2 | 1 |
| How confident to you feel with taking quizzes online in CANVAS/REVEL? | 5 | 4 | 3 | 2 | 1 |
| How confident do you feel juggling school work and home life? | 5 | 4 | 3 | 2 | 1 |
| How confident do you feel with the content being covered in CADV 150 class? | 5 | 4 | 3 | 2 | 1 |
| How confident do you feel with the content in this class meets your educational goals? | 5 | 4 | 3 | 2 | 1 |
|  |  |  |  |  |  |
| STRESS | A lot | Somewhat | A little | Not at all | N/A |
| How stressed out do you feel the LAST weeks of classes at CSUN? | 5 | 4 | 3 | 2 | 1 |
| How stressed out do you feel the LAST weeks of this CADV 150 class? | 5 | 4 | 3 | 2 | 1 |
| How stressful is your class work overall? | 5 | 4 | 3 | 2 | 1 |
| How stressful is your class work in CADV 150? | 5 | 4 | 3 | 2 | 1 |
| How stressful is your commute to school? | 5 | 4 | 3 | 2 | 1 |
| How stressful is your commute to this class? | 5 | 4 | 3 | 2 | 1 |
| How stressful has it been to pay tuition? | 5 | 4 | 3 | 2 | 1 |
| How stressful is your living situation? | 5 | 4 | 3 | 2 | 1 |
| How stressful is your job? | 5 | 4 | 3 | 2 | 1 |
|  |  |  |  |  |  |
| So far in your time at CSUN have you attended any of these social gatherings | FarmersMarket | FreshmanConvocation  | Club Meetings | List others |  |

Are there any other stressors that come to mind?

Appendix F. Confidence and Stress Survey (Post-test)

*Instructions:* Use the rating scale to indicate how much or how little the following questions are true for you now AT THE END OF THE SEMESTER. Choose N/A if the question does not apply to you now.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| CONFIDENCE | A lot | Somewhat | A little | Not at all | N/A |
| How confident do you feel using REVEL? | 5 | 4 | 3 | 2 | 1 |
| How confident do you feel using CANVAS? | 5 | 4 | 3 | 2 | 1 |
| How confident to you feel with taking quizzes online in CANVAS/REVEL? | 5 | 4 | 3 | 2 | 1 |
| How confident do you feel juggling school work and home life? | 5 | 4 | 3 | 2 | 1 |
| How confident do you feel with the content being covered in CADV 150 class? | 5 | 4 | 3 | 2 | 1 |
| How confident do you feel with the content in this class meets your educational goals? | 5 | 4 | 3 | 2 | 1 |
|  |  |  |  |  |  |
| STRESS | A lot | Somewhat | A little | Not at all | N/A |
| How stressed out do you feel the first 4 weeks of classes at CSUN? | 5 | 4 | 3 | 2 | 1 |
| How stressed out do you feel the first 4 weeks of this CADV 150 class? | 5 | 4 | 3 | 2 | 1 |
| How stressful is your class work overall? | 5 | 4 | 3 | 2 | 1 |
| How stressful is your class work in CADV 150? | 5 | 4 | 3 | 2 | 1 |
| How stressful is your commute to school? | 5 | 4 | 3 | 2 | 1 |
| How stressful is your commute to this class? | 5 | 4 | 3 | 2 | 1 |
| How stressful has it been to pay tuition? | 5 | 4 | 3 | 2 | 1 |
| How stressful is your living situation? | 5 | 4 | 3 | 2 | 1 |
| How stressful is your job? | 5 | 4 | 3 | 2 | 1 |
|  |  |  |  |  |  |
| So far in your time at CSUN have you attended any of these social gatherings | FarmersMarket | FreshmanConvocation  | Club Meetings | List others |  |

Are there any other stressors that come to mind?