

## Course Outcomes Guide

**Course/Program Title:** EDU-114 The Developing Child

**Date:** June 2014

**Course/Program Team:** Mary Beth Chaney/Jeannine Stonestreet

### **Expected Learning Outcomes:**

Upon successful completion of the course, students will be able to:

- Apply understanding of the physical, social, emotional, cognitive, creative, and language stages of development of children from birth to age 8;
- Identify and apply major theories and theorists in the field of early childhood education;
- Demonstrate how to objectively observe, record, and assess young children's development and learning in a child care or school setting.

### **Assessment** (How do or will students demonstrate achievement of each outcome?)

The outcomes in this course are assessed in multiple assignments; however, one large research assignment is used to assess their overall understanding of child development. The research project is a presentation covering one issue of child growth and development. Students will prepare a PowerPoint presentation using at least 3 reliable resources (in addition the text). Sources may include internet resources, books, journals and pertinent current articles that identify and apply major theories in the field of early childhood education. Each student defines the topic, gives examples, shares current statistics (if applicable), and addresses how it influences the physical, social, emotional, cognitive, creative, and language stages of development of children from birth to age 8.

### **Validation** (What methods have you used or will you use to validate your assessment?)

Jeannine Stonestreet and I have shared the teaching of this course over the past year and we have worked together to assess and reevaluate the assessment and its effectiveness.

### **Results** (What do your assessment data show? If you have not yet assessed student achievement of your learning outcomes, when is assessment planned?)

As I reflect on, and analyze the data from FA 13, I have recognized the need for changes in both the traditional and online courses. Learning information from a text, then doing well on a course assessment, is very different from the recognition and application that required when working with children.

### **Follow-up** (How have you used or how will you use the data to improve student learning?)

In the spring of 2014, I spent time focusing on the incorporation of case studies, through written or video examples, that show what specific theories/strategies may look like in the classroom. Tweaking has been made to the assignments/assessments to reflect the complete understanding of these. These examples and modification have shown to be productive, as grades have improved.

### **Budget Justification** (What resources are necessary to improve student learning?)

Current resources are suitable

