

Course Outcomes Guide

Directions: Please complete this form to document your progress toward improving student learning. For each item, indicate your progress and your anticipated next steps. Thank you!

Course/Program Title: PSY 203 Educational Psychology

Date: Spring 2014

Course/Program Team: Louise Wine, Jeannine Stonestreet

Expected Learning Outcomes

1. Utilize the major theories, concepts, methods, and research findings of educational psychology to foster student success in the classroom
2. Understand how student diversity impacts on potential student learning outcomes.
3. Appreciate the value of reflection on both theoretical knowledge and field experiences as a tool for professional development.

Assessment

Seven-ten page, APA style research/experiential paper intended to bridge the educational theory and content learned at HCC with educational practices in the local school system. At the end of a required 15 hour field experience in an assigned classroom, the student chooses an educational practice/method/theory, researches it (with at least 3 literature sources) and then develops a paper by integrating his/her field experiences into the research topic.

Validation

Research/experiential paper is self-validating. If students can successfully relate an identified theory/practice/method to their classroom observations (i.e., the paper meets the requirement of internal consistency), they have acquired the ability to apply, analyze, synthesize, and evaluate educational psychology content.

Both PSY 203 instructors score several papers in both courses using the common rubric then compare grades in order to validate grading procedures.

Results

In the fall '13, 61% of the students met the 80% or above goal for the experiential paper. In the spring of '14, 77% of the students met the 80% or above goal for the experiential paper.

Outcome One – Utilize the major theories, concepts, methods, and research findings of educational psychology to foster student success in the classroom.

Outcome Two – Understand how student diversity impacts on potential student learning outcomes.

Outcome Three – Appreciate the value of reflection on both theoretical knowledge and field experiences as a tool for professional development.

Instructor: Wine & Stonestreet						
Semester: FA/13						
Assessment: Experiential Paper						
Number of students graded: 16 (lecture) 22 (web) = 38						
Experiential Paper	# of students meeting 80% or above			% of students meeting 80% or above		
	Lecture	Web	Total	Lecture	Web	Total
Experiential Paper	10	13	23	63%	59%	61%
Instructor: Wine & Stonestreet						
Semester: SP/14						
Assessment: Experiential Paper						
Number of students graded: 18 (lecture) 13 (web) = 31						
Lesson Plan	# of students meeting 80% or above			% of students meeting 80% or above		
	Lecture	Web	Total	Lecture	Web	Total
Experiential Paper	14	10	24	78%	77%	77%

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

One of the common areas of weakness for our students is the correct application of APA. In addition to the APA crib sheet Louise Wine created, we are going to give all of the students a sample of an exemplary experiential paper from a previous semester. We will review the APA format with the students including the outline, citations, formatting, and reference page.