

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 2017

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 '15, 59% of the students met the 80% or above goal for the experiential paper. In the spring of '16, 82% 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/16						
Assessment: Experiential Paper						
Number of students graded: (lecture)= 12 (web) = 16						
Experiential Paper	# of students meeting 80% or above			% of students meeting 80% or above		
	Lecture	Web	Total	Lecture	Web	Total
Experiential Paper	11	10	21	92%	63%	75%
Instructor: Wine & Stonestreet						
Semester: SP/17						
Assessment: Experiential Paper						
Number of students graded: (lecture) 13 (web) = 20						
Experiential Paper	# of students meeting 80% or above			% of students meeting 80% or above		
	Lecture	Web	Total	Lecture	Web	Total
Experiential Paper	10	15	25	77%	75%	76%

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

Students generally do a very good job identifying a topic to explore and then relating that information to what they are seeing in the classroom (application, analysis, & synthesis). Some continue to struggle with the correct application of APA (a skill they will need for their last two years of study). In addition to the APA crib sheet distributed to all students and the sample experiential paper posted, we uploaded a link to three APA video tutorials that consist of the APA paper setup, references, and in-text citations that was created by Ginny Cuff. The APA tutorials were available to students this year, although since they were optional, we are not sure how much they were utilized. We will consider making them a requirement in the future and providing a little more in-class instruction.