Course Outcomes Guide

Course/Program Title: PSY 203 Educational Psychology   **Date:** Spring 2018

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 '17, 60% of the students met the 80% or above goal for the experiential paper. In the spring of '18, 79% 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/17		
Assessment: Experiential Paper		
Number of students graded: (lecture)= 9 (web) = 16		
Experiential Paper	# of students meeting	% of students meeting

	80% or above			80% or above		
	Lecture	Web	Total	Lecture	Web	Total
Experiential Paper	7	8	15	78%	50%	60%

Instructor: Wine & Stonestreet
Semester: SP/18
Assessment: Experiential Paper
Number of students graded: (lecture) 8   (web) = 20

Experiential Paper	# of students meeting 80% or above			% of students meeting 80% or above		
	Lecture	Web	Total	Lecture	Web	Total
Experiential Paper	6	16	22	75%	80%	78.5%

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, students have access to an APA video tutorial that consist of the APA paper setup, references, and in-text citations. We will consider making it mandatory for students to watch the video in the future.