

Course Outcomes Guide

Course/Program Title: PSY 204 Developmental Psychology

Date: Spring 2018

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Expected Learning Outcomes:

1. Apply the physiological, emotional, cognitive, social, and moral domains of developmental processes throughout the lifespan.
2. Utilize multiple theoretical perspectives when applying developmental concepts.
3. Utilize critical thinking when drawing conclusions about individuals and families from a variety of sources.

COMMON GENERAL EDUCATION OUTCOMES:

1. The student will be able to:

Critically analyze and evaluate issues derived from the Social Sciences utilizing appropriate methodologies.

2. The student will be able to:

Demonstrate how culture, society and diversity shape the role of the individual within society and human relations across cultures.

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

Outcomes 1-3 will be assessed through quizzes and exams (multiple choice and/or short answer), and/or interviews and/or article reviews.

General education outcomes will be evaluated through an article review assignment over an article that focuses on cross-cultural research in development. Students will read the article and answer specific questions about the methods and the cultural implications for development.

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

Face validity will show that the assessments are valid.

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

Sp 15		F14	
A	72%	A	75%
B	20%	B	15%
C	2%	C	7.5%
D	0%	D	0%
F	6.5%	F	2.5%

	SP16 #	SP16 %	F15 #	F15 %
A	96	81%	68	86%
B	7	6%	0	0%
C	5	4%	0	0%
D	4	3%	0	0%
F	7	6%	11	14%
	119		79	

f16	# earning grade	% earning grade	n=76
A	61	80%	
B	6	8%	
C	6	8%	
D	3	4%	
F	0	0%	
	76	100%	

sp17	# earning grade	% earning grade	n=90
A	66	73%	
B	10	11%	
C	9	10%	
D	5	6%	
F	0	0%	
	90	100%	

204 COG	% earning grade	
	F17	SP18
A	91.74%	88.98%
B	4.13%	6.78%
C	4.13%	2.54%
D	0.00%	0.85%
F	0.00%	0.85%
n	121	118

Follow-up (How have you used or how will you use the data to improve student learning?)
A greater percentage of students earned As compared to the previous year, showing improvement. .

This particular assignment, however, reveals little in terms of detailed areas of improvement for the course. We will be considering a different assignment for our COG. A series of multiple-choice questions will be created to replace this assessment.

Budget Justification (What resources are necessary to improve student learning?)
None.

Piaget Assignment

For this project you will need three subjects. One subject should be five years old or very close (4 ½ to 5 ½ would be okay). If you are using a 4 ½ year old please make sure that your subject is articulate and able to provide reasonably full answers. This will be your Piaget Pre-Operations (stage 2) child. Your second subject will be from the Concrete Operations stage and your subject for this stage should be 8 to 10 years old. A nine year old would be ideal but 8 to 10 years old is okay. Your third subject will be from the Formal-Operations stage. This subject should be 16 to 18 years old and still in high school.

Ask each of your three subjects the following questions and record their answers as fully and literally as you can.

Questions:

1. How does a clock work? You can prompt your subject by asking them what makes the hands go around or what is going on inside of the clock. Try to bring a clock or large watch that has hands (not digital).
2. What is dirt made of? You can prompt your subject just enough to help them generate some sort of answer but without providing an answer yourself.
3. How deep is the very deepest part of the ocean? If they need help then provide units such as feet or miles.
4. How far could you run before you would be too tired to run anymore?
5. Where does the sun go at night? You can also rephrase the question if that helps.

Write up your reactions to the answers. (about 2 pages) What differences do you see across the subjects? How do the answers change from the pre-operations child to the concrete operations child to the formal operations young adult? Also turn in the participants responses to the questions.

