

George Mason University
College of Education and Human Development
Secondary Education Program

College of
EDUCATION & HUMAN DEVELOPMENT 



Promoting Learning & Development Across the Lifespan

EDUC 672:001 Human Development and Learning: Secondary Education
Fall Semester, 2014

Instructor: Erin E. Peters-Burton, PhD, NBCT
Date and Time: **August 25 – December 17** (M 7:20-10:00 pm)
Class Location: **Thompson L019**
Telephone: 703-993-9695
E-mail: epeters1@gmu.edu
Office: Thompson 1404
Office Hours: By appointment

Required Textbooks

Snowman, J., & McCown, R. (2013). *Educational psychology*. Wadsworth, Cengage Publishing.
(This is an interactive part-print, part e-book that includes video cases and auto-graded quizzes among other online supports.)

The main textbook also comes with online video cases with guiding questions that will be assigned in addition to the reading. The purpose of the video cases is to give you more experience with adolescents in a classroom setting. If you buy a used book, you will not have to buy the supplemental online component. I will accommodate the use of this part of the book in class. Of course, if you want to have access to it, feel free to buy a new book or a used book with the supplemental site.

Other articles/handouts will be distributed in class or posted on-line at the course website. (Your GMU email address is required for communication with the course instructor and for using

Blackboard! The site for our course is at <http://mymasonportal.gmu.edu>. Use your GMU email login and password to access the site.)

Optional Textbook

Publication Manual of the American Psychological Association (6th ed.).

Course Description

Education 672 explores the processes that influence the intellectual, social, emotional, and physical development of middle and high school students. Within that context, the course further examines the processes and theories that provide a basis for understanding the learning process. Particular attention is given to constructivist theories and practices of learning, the role of symbolic competence as a mediator of learning, understanding, and knowing, and the facilitation of critical thinking and problem solving. Processes of developing and learning are considered as they impact the design of instruction and the selection of curriculum. The course also explores the relation of theories of learning to the construction of learning environments, student motivation, classroom management, assessment, and how technology supports teaching and learning.

Course Methodology

The course is structured around readings, case analyses, reflections on those readings, conceptual analyses of developmental psychology and learning theories, expert group projects, a review of current research, and technology activities. EDUC 672 seeks to build clear bridges between theoretical/research perspectives and classroom practice. Student participation and involvement are crucial for making the course successful for everyone.

You can visualize the course as having three parts:

1. DEVELOPMENT AND DIVERSITY
2. LEARNING AND MOTIVATION
3. CLASSROOM STRATEGIES

All of the sections will help you understand psychological research and apply it in your classrooms.

Relationship Between Course Objectives and CEHD Core Values

Course Objectives	Conceptual Framework Core Values
Students will demonstrate an understanding of stages and processes relating to adolescents' social, emotional, moral, cognitive, and physical development by writing a five-page paper on adolescent behavior.	Research-based practice Ethical leadership Social justice
Students will develop an understanding of how individuals differ in their approaches to learning and how to create instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities by attending in-class lectures given by experts in these fields and by working on individual case studies.	Research-based practice Ethical leadership Social justice
Students will demonstrate an understanding of how theoretical approaches to learning and development relate to classroom management, instruction, and assessment by creating a case study of an adolescent learner, developing learning objectives and planning teaching and assessment strategies.	Research-based practice Ethical leadership Social justice Innovation
Students will identify theoretical/research frameworks associated with student motivation and with creating learning environments that promote adaptive forms of motivation by writing a ten page paper on adolescents and motivation.	Research-based practice Ethical leadership Social justice Innovation
Students will develop and reinforce their critical thinking, problem solving, oral, and writing skills by participating in a collaborative group that researches and presents various aspects of psychological theory and research using PowerPoint slides.	Research-based practice Ethical leadership Social justice Innovation Collaboration
Students will demonstrate an understanding of the role in the learning process of constructing knowledge, prior knowledge, problem solving, and social/environmental scaffolding through successfully completing an analysis of a case study.	Research-based practice Ethical leadership Social justice Innovation

Course Requirements

1. Fieldwork Assignments: Students will complete three writing assignments about teenagers, psychology, and teaching. The assignments will deal with 1) adolescent levels of development (e.g., physical, social, emotional, moral/ethical, and intellectual), 2) case study for teacher problem solving, and 3) adolescent motivation.

2. Presentation of Psychological Theory (Theory to Practice Presentations): Students will choose groups of two to four people. Each small group will be asked to analyze readings and research in a specific psychological area, and present it to the class. All research must draw upon social scientific work on adolescent development, citing a minimum of five scholarly references each. The oral presentation includes both a discussion of the theory and an interactive activity for the class that illustrates the theory, will last approximately 20-40 minutes. References for the presentation should be included on the last slide of the power point.

3. Application Project: Students will create a case study of a typical adolescent that may be encountered in a general education classroom. Students will describe the physical, social/emotional and cognitive/language development of the adolescent. Strategies for determining adolescent motivation, prior knowledge and values and goals of the adolescent will be described. Strategies for meeting the needs of the case study adolescent within a classroom will be described. Authentic assessment strategies that measure transfer of classroom learning to the adolescent's out-of-school learning will be described.

4. Classroom Participation and Attendance Policy: Due to the importance of classroom presentations and classroom discussion (including case studies) to your total learning experience, I encourage you to both attend and participate in class regularly. Readings and video cases must be completed **before class**. Attendance, punctuality, preparation, and active contribution to small and large group efforts are essential. These elements of your behavior will reflect the professional attitude implied in the course goals and will account for 10% of your course grade. (Please see the rubric in the grading section of this syllabus.) If you must miss a class, notify the instructor (preferably in advance), and you are still responsible for completing all assignments and readings for the next class. You are responsible for getting assignments in on time and catching up if you are absent. [Anyone missing more than two classes should see the instructor to discuss dropping the class.]

Written Assignments

All written assignments must be completed electronically and **sent by email to epeters1@gmu.edu**. Assignments are to be turned in at the beginning of class on the date due. Late assignments will not be accepted without making prior arrangements with the instructor. In addition, all work submitted in this course must be your own or attributed to the proper author using the appropriate research reference format (APA). Refer to the GMU Honor Code for further information.

Out-of-Class Sessions

One or more of our class sessions may be held out-of-class (online). This class (or classes) is to be considered a regular instructional time, and the assignments given are the equivalent of a full, in-class session. The out-of-class hours include research, use of professional websites, online discussions, readings, analyses of case studies, writing the research project, preparing the PowerPoint presentation, and other assignments. Formal online discussions will take place at <http://mymasonportal.gmu.edu>.

The Graduate School of Education (GSE) expects that all students abide by the following:

A. Dispositions

Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions. The Virginia Department of Education and the National Council for Accreditation of Teacher Education promote standards of professional competence and dispositions. Dispositions are values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and all members of the learning community. The Graduate School of Education expects students, faculty, and staff to exhibit professional dispositions through a:

Commitment to the profession

- Promoting exemplary practice
- Excellence in teaching and learning
- Advancing the profession
- Engagement in partnerships

Commitment to honoring professional ethical standards

- Fairness
- Honesty
- Integrity
- Trustworthiness
- Confidentiality
- Respect for colleagues and students

Commitment to key elements of professional practice

- Belief that all individuals have the potential for growth and learning
- Persistence in helping individuals succeed
- High standards
- Safe and supportive learning environments
- Systematic planning
- Intrinsic motivation
- Reciprocal, active learning
- Continuous, integrated assessment
- Critical thinking
- Thoughtful, responsive listening
- Active, supportive interactions
- Technology-supported learning

Research-based practice
Respect for diverse talents, abilities, and perspectives
Authentic and relevant learning

Commitment to being a member of a learning community

Professional dialogue
Self-improvement
Collective improvement
Reflective practice
Responsibility
Flexibility
Collaboration
Continuous, lifelong learning

Commitment to democratic values and social justice

Understanding systemic issues that prevent full participation
Awareness of practices that sustain unequal treatment or unequal voice
Advocate for practices that promote equity and access
Respects the opinion and dignity of others
Sensitive to community and cultural norms
Appreciates and integrates multiple perspectives

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:

All students must abide by the following:

- Students are expected to exhibit professional behavior and dispositions. See <http://gse.gmu.edu/facultystaffres/profdisp.htm> for a listing of these dispositions.
- Students must follow the guidelines of the University Honor Code. See <http://oai.gmu.edu/honor-code/> and <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/> for the full honor code.

Please note that:

Plagiarism encompasses the following:

- Presenting as one's own the words, the work, or the opinions of someone else without proper acknowledgment.
- Borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgment.”
 - (from Mason Honor Code online at [http:// oai.gmu.edu/honor-code/](http://oai.gmu.edu/honor-code/))
- Paraphrasing involves taking someone else’s ideas and putting them in your own words. When you paraphrase, you need to cite the source.
- When material is copied word for word from a source, it is a direct quotation. You must use quotation marks (or block indent the text) and cite the source.
- Electronic tools (e.g., SafeAssign) may be used to detect plagiarism if necessary.

- Plagiarism and other forms of academic misconduct are treated seriously and may result in disciplinary actions.
- Students with disabilities who seek accommodations in a course must be registered with the GMU Office of Disability Services (ODS) and inform the instructor, in writing, at the beginning of the semester. See <http://www2.gmu.edu/dpt/unilife/ods/> or call 703-993-2474 to access the ODS.

Assignments

1. Fieldwork Assignment #1 – Analysis of Educational Theory seen in Teen-Based Movie

For your first fieldwork assignment, you should read the material published by the National Middle School Association (This We Believe, and Young Adolescents' Developmental Characteristics). Then, watch a movie about adolescents. You may choose any one of these "teenage flicks": *The Breakfast Club*, *Stand and Deliver*, *Dead Poet's Society*, *Sixteen Candles*, *Clueless*, *Dangerous Minds*, *To Sir, with Love*, *Mr. Holland's Opus*, *10 Things I Hate about You*, *Coach Carter*, *Finding Forrester*, or *Napoleon Dynamite*. Feel free to explore and find a movie that might be relevant. If you do, please approve the movie with the instructor before you use it to complete this assignment. After watching the film, please analyze the adolescent behavior, cliques, characteristics, and interactions in a **five-page** (double-spaced) paper. Start to apply psychological developmental theory by looking for the **five characteristics of adolescents** that were mentioned in the Middle School article; however, as you do so, also be aware of Hollywood stereotypes. Please apply a minimum of five psychological concepts that have been discussed in class or that you have read in your textbook. In your paper briefly describe the concept and then explain how the activity in the movie illustrates the theory. Use direct and paraphrased quotations from the movie. (5 Points)

2. Fieldwork Assignment #2 – Independent Analysis of Case Study

Students will read and complete many case study assignments. These assignments will deal with adolescent levels of development (e.g.—physical, social, or moral), adolescent motivation, and classroom strategies. The case analysis, in general, serves as a means for you to demonstrate your understanding of the intersection of learning theory with pedagogical issues. Cases also allow you to examine multiple perspectives on problems students experience in their schooling. You should use these discussions as practice for this assignment, as Fieldwork Assignment #2 is a summative assessment of your ability to use psychological theory to analyze problems in a classroom.

Case studies give you a chance to practice approaches a thoughtful, ethically principled teacher would use to solve problems. In these case analyses, for example, we always hold the teacher responsible for students' success. If students are not doing well, it is the teacher's task to figure out the mismatch between the teaching and learning that may be preventing the student(s) from being successful. This way of thinking will become second nature, so that when faced with problems in your own class, you will think: "What might I do differently to help this student be successful?"

For the graded case study (Fieldwork Assignment #2), please read the rubric carefully before writing your analysis. It is expected that this paper will be a **minimum of eight (double-spaced) pages**. First, please give **four examples of problems** that occurred in the case study and explain why the event is a problem. Then, **correctly apply at least eight developmental stages, learning theories, or classroom strategies**—with definitions—from your text or other readings. Applying the stages, theories or strategies from educational psychology means to use the theory learned in class to change the teacher’s practice in the case study to create a more positive environment. If you do the math for this assignment, it is encouraged that you suggest 2 strategies for each problem that you identify. To pass this course, the paper on the case study must demonstrate mastery at the level of 80% or higher—a “B” grade. (15 points)

3. Fieldwork Assignment #3 – Motivation

For your second fieldwork assignment, you will interview an adolescent about how motivation affects her or his learning and behavior. That is, what motivates this student to succeed? (You may also interview a teacher about what motivational techniques work best in the classroom.) Be sure to read Chapter 11, which has some theoretical underpinnings about motivation, before you do your interview. More than one individual may be interviewed if you want to tie the stories together in a unique way.

You should begin your paper with a general definition of motivation. Do your interviewee’s experiences correspond with the formal definition? Also, take into consideration that there are two types of motivation: intrinsic and extrinsic. Be sure to look at attribution theory and relate it to your interviewer’s responses. This paper should be **eight to ten pages long (double-spaced)**. Please **apply a minimum of ten psychological concepts** in your writing. Since it is an interview, feel free to use quotations from your participant(s), but keep the identity of the participants anonymous by using a pseudonym. Once again, use direct and indirect quotations from the interview. (10 Points)

4. Theory to Practice Presentation

You will begin by forming groups of two to four based on a shared interest in a psychological theory used in education. Each group of 2-4 students will choose a psychological topic from the list that follows this description. See the instructor if you would like to propose a topic different from the ones on the list. To start the research process, each group should read the relevant chapter(s) in the textbook and locate a minimum of five research articles each that are published in scientific journals--e.g., *The Journal of Educational Psychology*, *Contemporary Journal of Educational Psychology*, *Educational Psychologist*, *Educational Researcher*, and *Instructional Science*. Books and other sources may also be used. EACH person in the group should identify and report on five research articles. The group should incorporate a short (10-20 min) interactive activity that requires class participation and illustrates the theory being presented. In addition, there will be a group meeting with the instructor to discuss the PowerPoint presentation.

Each group will present its research findings and the activity during a 20-40 minute time period (10 minutes per person). All group members are required to participate in this presentation. Be creative but keep in mind that it is a formal presentation. A rubric will be

used to grade the presentation found at the end of this syllabus.

The purpose of the presentation is to delve deeper into a topic. Search for the latest research on a particular topic, or form opinions about various aspects of adolescent development or educational psychology theory and effectively defend your opinions.

Small Group Topics

Cognitive/Individual Constructivism and Developmental Stages (Jean Piaget)

Social Constructivism (Lev Vygotsky)

Information Processing

Moral Development (Lawrence Kohlberg) or character development

Adolescent Gender Norms(Carol Gilligan)

Learner Differences in Adolescent Achievement (this could focus on culture or on cognition)

Special Education Needs

Psychosocial Development (Erik Erickson)

Social Cognitive Theory/Self-Efficacy (Albert Bandura)

Humanistic Psychology (Abraham Maslow)

Behaviorist Theory (B.F. Skinner)

Attribution Theory (Bernard Weiner)

Concept Formation (Jerome Bruner)

Transfer (David Perkins)

Assessment

Classroom Management

Self-regulated Learning (Zimmerman)

5. Application Project (Performance Based Assessment)

Students will create a case study of a typical adolescent that may be encountered in a general education classroom. Students will describe the physical, social/emotional and cognitive/language development of the adolescent. Strategies for determining adolescent motivation, prior knowledge and values and goals of the adolescent will be described. Strategies for meeting the needs of the case study adolescent within a classroom will be described. Authentic assessment strategies that measure transfer of classroom learning to the adolescent's out-of-school learning will be described. All strategies will be supported by at least two research references (six references total). The length of this double-spaced paper is flexible, but a typical paper will be at least 6 pages, not including references. (30 points)

Every student registered for any Secondary Education course with a required performance-based assessment is required to submit this assessment, Application Project to TaskStream. Evaluation of your performance-based assessment will also be provided using TaskStream. Failure to submit the assessment to TaskStream will result in a the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

Grading Scale

A = 93-100%

A- = 90-92%

B+ = 88-89%

B = 80-87%

C = 70-79%

F = Below 70%

Point Distribution

Fieldwork Assignments: 30

Attendance and Participation: 20

Oral Presentation: 20

Application Project: Case Study 30

TOTAL: 100 points

Tentative Course Calendar

Class Date	Class Topic	Assignment due on this week
PART I: DEVELOPMENT AND DIVERSITY		
August 25	Course Overview Read Syllabus Characteristics of Adolescents	Please go to mymasonportal.gmu.edu to read the syllabus, take a look at the supporting materials for the course and to examine the online assignments.
September 1 – Labor Day University Closed		
September 8	Applying Psychology to Teaching GMU Database – searching for empirical articles	<ul style="list-style-type: none"> • <i>Read Chapters 1 (Applying Psychology to Teaching) and 2 (Theories of Psychosocial and Cognitive Development)</i> • <i>Answer questions on Video Case: MS Reading Instruction Integrating Technology (p. 39)</i> • <i>Optional: complete online auto-graded quiz on textbook website for Chapters 1 and 2</i>
September 15	Age-Level Characteristics and Diversity Choose groups for Theory to Practice Presentations	<ul style="list-style-type: none"> • <i>Read Chapter 3 (Age-Level characteristics – focus on secondary students) and Chapter 5 (Addressing Cultural and Socioeconomic Diversity)</i> • <i>Case Videos: Social and Emotional Development: The Influence of Peer Groups (p. 61) and Gender Equity in the Classroom (p. 87)</i> • <i>Optional: complete online auto-graded quiz on textbook website for Chapters 3 and 5</i>

Class Date	Class Topic	Assignment due on this week
September 22	<p>Accommodating Student Variability</p> <p>Due: One empirical article per student and a paragraph explaining how your article relates to your research topic</p> <p>Due: Fieldwork Assignment #1</p>	<ul style="list-style-type: none"> • <i>Read Chapter 6 (Accommodating Student Variability)</i> • <i>Case Video: Inclusion: Grouping Strategies for Inclusive Classrooms (p. 124)</i> • <i>Locate a research article that relates to your topic and write a one-paragraph summary</i> • <i>Fieldwork #1</i> • <i>Optional: complete online auto-graded quiz on textbook website for Chapter 4</i>
PART II: LEARNING AND MOTIVATION		
September 29	Behavioral Learning Theory	<ul style="list-style-type: none"> • <i>Read Chapter 7 (Behavioral Learning Theory)</i> • <i>Case Video: Integrating Technology to Improve Students' Learning: A High School Simulation (p. 156)</i> • <i>Optional: complete online auto-graded quiz on textbook website for Chapter 7</i>
October 6	<p>Information-Processing Theory</p> <p>Social Cognitive Theory</p>	<ul style="list-style-type: none"> • <i>Read Chapter 8 (Information-Processing Theory) and Chapter 9 (Social Cognitive Theory)</i> • <i>Case Video: Performance Assessment: Student Presentation in a High School English Class (p. 192)</i> • <i>Optional: complete online auto-graded quiz on textbook website for Chapters 8 and 9</i>

Class Date	Class Topic	Assignment due on this week
<p>Columbus Day Recess</p> <p>NOTE: Monday classes meet on Tuesday</p> <p>Tuesday, October 14</p>	<p>Constructivist Learning Theory</p>	<ul style="list-style-type: none"> • <i>Read Chapter 10 (Constructivist Learning Theory)</i> • <i>Case Video: Metacognition: Helping Students Becoming Strategic Learners (p. 197)</i> • <i>Case Video: Middle School Science Instruction: Inquiry Learning (p. 217)</i> • <i>Case Video: Constructivist Teaching in Action: A High School Classroom Debate (p. 223)</i> • <i>Optional: complete online auto-graded quiz on textbook website for Chapter 10</i>
<p>October 20</p>	<p>Motivation</p> <p>Due: A preliminary group abstract and a distribution of job assignments</p> <p>Due: Fieldwork Assignment #2</p>	<ul style="list-style-type: none"> • <i>Read Chapter 11 (Motivation)</i> • <i>Case Video: Motivating Adolescent Learners: Curriculum Based on Real Life (p. 247)</i> • <i>A preliminary group abstract and a distribution of job assignments</i> • <i>Complete Fieldwork Assignment #2</i> • <i>Optional: complete online auto-graded quiz on textbook website for Chapter 11</i>
<p>PART III: CLASSROOM STRATEGIES</p>		
<p>October 27</p>	<p>Classroom Management</p>	<ul style="list-style-type: none"> • <i>Read Chapter 12 (Classroom Management)</i> • <i>Case Video: Secondary Classroom Management: Basic Strategies (p. 266)</i> • <i>Optional: complete online auto-graded quiz on textbook website for Chapter 12</i>

Class Date	Class Topic	Assignment due on this week
November 3	Approaches to Instruction	<ul style="list-style-type: none"> • <i>Read Chapter 13 (Approaches to Instruction)</i> • <i>Complete child abuse seminar certificate (instructions will be given in class and are on Blackboard)</i> • <i>Case Video: Cooperative Learning: High School History Lesson (p. 304)</i> • <i>Optional: complete online auto-graded quiz on textbook website for Chapter 13</i>
November 10	Group Presentations Assessment – Classroom Learning and Standardized Assessment	<ul style="list-style-type: none"> • <i>Read Chapter 14 (Assessment of Classroom Learning) and 15 (Understanding Standardized Assessment)</i> • <i>Case Video: Assessment in the Middle Grades: Measurement of Student Learning (p. 323)</i> • <i>Case Video: Foundations: Aligning Instructions with Federal Legislation (p. 347)</i> • <i>Optional: complete online auto-graded quiz on textbook website for Chapters 14 and 15</i>
November 17	Group Presentations Reflective Practitioner Due: Fieldwork Assignment #3 - Motivation	<ul style="list-style-type: none"> • <i>Read Chapter 16 (Becoming a Better Teachers by Becoming a Reflective Teacher)</i> • <i>Case Video: Teaching as a Profession: Collaboration with Colleagues (p. 362)</i> • <i>Complete Fieldwork Assignment #3</i> • <i>Optional: complete online auto-graded quiz on textbook website for Chapter 16</i>

Class Date	Class Topic	Assignment due on this week
November 24	Group Presentations	
December 1	Group Presentations	
December 8	No class meeting – Application Project Paper due electronically by 10 pm	

Rubric for Attendance and Participation

Element	Level of Performance		
	Emerging (C or lower)	Proficient (B)	Exemplary (A)
Attendance & Participation	The aspiring teacher is late for class. Absences are not documented by following the procedures outlined in this section of the syllabus. The aspiring teacher is not prepared for class and does not actively participate in discussions.	Aspiring teacher is on time, prepared for class, and participates in group and class discussions. Aspiring teacher attends all classes and if an absence occurs, the procedure outlined in this section of the syllabus is followed.	In addition to attending all classes, being on time, being prepared, and following outlined procedures in case of absence, the aspiring teacher makes active contributions to the learning group and class.

CASE STUDY ASSESSMENT RUBRIC Field Assignment #2 EDUC 672

	EXCELLENT	GOOD	FAIR
<u>Problem Statement</u> (4 points) The problem states the teacher's responsibility, contribution to the problem, role, potential student risks, etc.	The problem clearly outlines the teacher's responsibility, contribution and role, as well as predictable risks to students and other problematic outcomes. Direct quotations from the case study, with citations, support four examples of classroom problems. (4 pts.)	The problem somewhat outlines the teacher's responsibility, contribution and role, as well as predictable risks to students and other problematic outcomes. A few direct quotations from readings vaguely support these perspectives. (2 pts.)	The paper lacks a clear problem statement with no citations from the case study. (1 pt.)
<u>Action Plan</u> (8 points) The action plan gives specific details on how the teacher could solve the problems presented in the problem statement.	The action plan clearly and details how the teacher could solve the problems presented in the problem statement. The action plan is clearly linked to the problem statement and has correctly applied at least eight educational psychological theories or techniques. Definitions from textbook are linked to the solution. (8 pts.)	The action plan somewhat details how the teacher could solve the problems presented in the problem statement. Few to no direct quotations from Ormrod's textbook are used. (5 pts.)	The action plan is not relevant to the problem statement. Few to no direct quotations from textbook are used. (3 pts.)
<u>Grammar and Mechanics</u> (3 points) Student uses standard English and correct APA format.	The paper has minimal errors. (3 pts.)	The paper has a few errors. (2 pts.)	The paper has numerous errors. (1 pt.)

Scoring Rubric for a Group Oral Presentation

Level	Content	Pedagogy	Audio-Visual Components	Group Members
Excellent (5 points)	Accurate, NEW, specific, research-based, retold in own words (Mention and list the research!) Some creativity is used.	Engaged the audience and checked for understanding, used high-quality pedagogical principles in activity	Unique, add to presentation, quality of materials is neat and presents a clear, concise message – follows “Rule of Six”	Each member is equally involved in presentation and is well informed about the topic (Met the time limit!) Extemp style
Good (3 points)	Less detailed, lacking depth, limited number of sources used and cited	Audience was listening, but no check for understanding; activity did not engage audience	Support topic but do not enhance presentation; some attempts at originality, clear message – does not follow “Rule of Six”	Most members are active; most members are informed about the topic (Did not meet the time limit!)
Fair (1 point)	Limited new information, general, strays from topic, not presented in own words	Did not engage audience or use sound pedagogical principles; no activity presented	Inappropriate, no originality, detract from presentation, message is confusing – does not follow “Rule of Six”	One or two members dominate; some members do not seem well-prepared (Too long or too short)
Source: Montgomery (2000) Abridged: Strawn (2006) Revised: Peters (2007)				

EDUC 672 Scoring Rubric
Application Project

	Unacceptable (1 point)	Does not meet expectations (2 points)	Emerging (3 points)	Proficient (4 points)	Advanced (5 points)	Exemplary (6 points)
Characteristics of case study adolescent include physical, social/emotional and cognitive language development	Includes only one of the following characteristics: physical, social/emotional, and cognitive language development	Includes only two of the following characteristics: physical, social/emotional, and cognitive language development	Includes all required characteristics but has minor misinterpretation	Includes all required characteristics with textbook definition	Includes all required characteristics with textbook definition and supported by current research	Includes all required characteristics with references from current empirical research
Details strategies for determining motivation, prior knowledge, values and goals	No assessment strategies mentioned	Includes only one strategy for determining student motivation, prior knowledge, values and goals	Includes only two strategies for determining student motivation, prior knowledge, values and goals	Includes perfunctory strategies determining student motivation, prior knowledge, values and goals	Includes textbook strategies determining student motivation, prior knowledge, values and goals	Includes strategies from empirical research for determining student motivation, prior knowledge, values and goals