

Knowing and Learning Meeting Agenda

1/16/19 GRH 1072

Members Present: Lisa Duffin (Chair), Martha Day, Qin Zhao

Absent: Jenni Redifer, Dan Clark (Notes submitted to Chair)

Others Present: Blair Thompson

1. Revisit main outcomes from prior meeting (see minutes from 12/7/18). Any new discussion?

- a. PSY 310 is an appropriate course for the Core; no new curriculum proposal needed for Jan. 18th deadline.
- b. No field hours should be required.
- c. Keep EDU 250 as a prerequisite; remove PSY prerequisites to allow more flexibility in scheduling (however, advisors should still suggest PSY 100 as Colonnade). However, require a minimum GPA/ACT/PRAXIS score to help alleviate some of the struggles students have with intense reading, writing, and critical thinking demands of the course.
- d. Recommend EDU 250 as a prerequisite for PSY 310; EDU 250 and PSY 310 as prerequisites for subsequent 3 core courses.
- e. Review 12/7/18 notes for Main Topics and ideas for Integrated Themes.

COMMENTS

Ask Psychology Department to revisit prerequisites for PSY 310. The request is to remove the PSY 100/200 courses from the list, but add a performance criteria (GPA, ACT). The goal here is to remove potential conflicts for education majors who might have a different Colonnade course needed for their programs and/or to provide more flexibility for entering freshmen/transfers who might have dual credit for another Colonnade course. The addition of a performance criteria is to help with student retention and success in the PSY 310 course which requires extensive reading, writing, and critical thinking.

Dr. Duffin is going to draft the curriculum document for the Psychology Department to consider at their February 1st meeting. She will ask Dr. Wininger to send an email to Dr. Thompson with the Department's proposed revisions so that he may share with STE for planning the remaining core courses.

It was also discussed that the current Knowing and Learning sub-committee has completed their task. Thank you to Martha Day and Dan Clark for serving on the Knowing and Learning sub-committee.

Future PSY 310 planning and/or discussions will occur within the Psychology Department's PSY 310 committee. They are looking forward to subsequent conversations with the planning committees/faculty who will be tasked to delve deeper into the planning of the core courses and/or integrated themes.

2. Review proposed core courses and the PSY 310 course description/objectives/Main Topics/Integrated Themes. Any new discussion, proposed revisions, suggestions for other courses, etc. when considering vertical alignment and/or content cross-over?

In the 12/7/18 meeting, Toni requested a review of the original PSY 310 course proposal if available. Here is what was found: I contacted Janet Applin for assistance in tracking down the original course proposal for PSY 310 (requested by Toni in the December meeting). Prior to 1991, there were two courses offered by the Psychology Department; PSY 330 (Educational Psychology: Development and learning applied to secondary school) and PSY 320 (Educational Psychology: Development and learning applied to elementary education). At the April 25th, 1991 meeting of the Academic Council, it was proposed to drop PSY 330 and change the course title, number, and catalog description of PSY 320 to PSY 310 with the catalog description currently in the books. The rationale stated that before 1982, PSY 320 and 330 were one course and they were separated to accommodate the 10-hour field experience needed for secondary education students as part of their 75 hour sequence. A single course was requested to reduce confusion, centralize field placements, make faculty loadings more efficient, remove it as an option for Psychology majors/minors to focus it more for teacher education, and ultimately, to increase diversity within the course by blending elementary, middle, and secondary pre-service teachers together. The change was voted into action at the June 26th, 1991 meeting of the Academic Council. (See next page)

INTRODUCTION TO TEACHING

No feedback at the current time.

BEHAVIOR AND CLASSROOM MANAGEMENT IN EDUCATION

Recommend changing Prerequisite/Corequisites. Instead of having PSY 310 as a coreq, change it to a prereq. The rationale being that preservice teachers need a basic understanding of both the theoretical and practical concepts of Behaviorism before they can apply them to modify behavior. This recommendation also considers the proposed deletion of PSY 100 which they typically get introduced to Behaviorism. Without PSY 310 as a prereq, students would have no (or limited) prior knowledge from which to build new information. PSY 310 also lays a foundation for some of the content proposed for classroom management (e.g., establishing a positive classroom environment, the importance of organization), so it would be another reason to require PSY 310 prior to taking this course.

The committee saw the proposed course and its content to be very strong and much needed. They also see the content of the course as a great segue from PSY 310's foundation to the much-needed application for classroom practice. The proposed course, while similar to some degree to PSY 331 and 443, is distinctively different and purposeful for teacher education.

STUDENT DIVERSITY AND DIFFERENTIATION

Committee originally recommended having PSY 310 as a prereq for this course. Based on the proposal, it appears that the main focus for the course leans more to diversity, rather than differentiation, could complement PSY 310. However, if the content shifts more towards differentiation, the committee recommends PSY 310 as a prereq since the course provides foundational knowledge about individual differences in learning, assessment, and development.

There is a question regarding 3.2 bullet 4 – What does “learning profile” mean? Faculty have some concern that the meaning and/or usage could suggest false information and would like clarification in order to ensure content alignment, rather than potential misalignment, with PSY 310.

CLASSROOM ASSESSMENT

Recommend changing Prerequisite/Corequisites; add PSY 310 as a prereq. Assessment (both classroom-based and standardized) are two key topics explored in PSY 310. Pre-service teachers build a foundation of knowledge regarding assessment. Topics in PSY 310 explore formative and summative assessments, formal and informal assessments, reliability and validity of assessments, general types of assessment (e.g., paper and pencil, performance), rules for specific items (i.e., What does a good multiple choice item look like?), rubrics, and practical applications of assessment when considering promoting higher order thinking, etc. None of the assessment content goes beyond “scratching the surface” but it creates a strong foundation from which to build the more detailed thinking and skills necessary to create different kinds of assessment for learners at all levels, content areas, etc.

Also, will the course also go in more depth to standardized testing? The proposal suggests only a cursory examination which is also explored in PSY 310.