

**School of Human Service Professions
Center for Education**

Conceptual Framework: The aim of the professional education program in the Center for Education is to prepare teachers, educational specialists, and administrators to be knowledgeable and reflective practitioners. To accomplish this overriding goal, the Center for Education Faculty focuses on these five themes:

Content Mastery, Best Practices, Technology, Diversity and Professionalism

Course Title & Section Number of Credits	Educational Psychology, B (HONORS) 3
Semester:	Spring, 2005
Date & Time:	10-10:50am, M-W-F
Location:	LC 136B
Instructor:	Lori Simons
Office Location:	LC 115B
Office Hours:	M-W-F 9-10am, T 8-10am
Phone:	610-499-4602
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Course Description: This course is an introduction to the application of psychological theories and principles to educational settings. Topics include basic concepts in measurement and assessment, theories of learning and motivation, developmental characteristics of learners, individual differences, classroom management and teacher behavior, and diversity in the schools. Taken during the freshman or sophomore year this course is a prerequisite for other education courses. PSY 105 is a prerequisite for this course.

National Standards and Center Themes:

The *National Council for the Accreditation of Teacher Education (NCATE)*, *The Association for Childhood Education International (ACEI)*, *The National Association for the Education of Young Children (NAEYC)* have developed objectives, standards and rubrics in its own learning objectives and the themes of *the Center for Education* as reflected through standards of *The Interstate New Teacher Assessment and Support Consortium (INTASC)*.

Course Objectives: This course is meant to synthesize knowledge regarding the theoretical conceptualizations, empirical investigations, and practical applications in the field of educational psychology.

The correlation of these standards and objectives follow.

INTASC PRINCIPLES	LEARNING OBJECTIVES	ASSESSMENT TASKS
Principle #8: The teacher understands and uses formal and informal strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner	Discuss measurement and evaluation issues such as interpretation of standardized test scores, theories of intelligence and intelligence properties of achievement, aptitude and diagnostic tests and grading	Essay Question #1 Journal Reflection Probe #1
	Construct and evaluate a classroom test using the Table of Specifications	In-Class Activity Probe #1
Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners	Differentiate between individual and group differences such as ethnicity, nationalistic, socioeconomic status and age-level characteristics and their impact on educational planning	Essay Question #4 Journal Reflection In-Class Activity Probe #3
Principle #2: The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social and personal development	Apply the principles of learning and applied behavior analysis, social constructivism, multiple intelligence and human development to educational settings	Essay Questions #2, #3 Journal Reflection In-Class Activity Probes #2, #3
Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation	Compare and Contrast behavior, humanistic and social learning points of view for motivating hard-to-reach students	Essay Question #2 Journal Reflection In-Class Activity Probe #2

INTASC PRINCIPLES	LEARNING OBJECTIVES	ASSESSMENT TASKS
Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation	Utilize the principles of intrinsic and extrinsic motivation for instructional learning and classroom management	Essay #3 Journal Reflection In-Class Activity Probe #3
Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom	Engage in pedagogical discourse on the theoretical underpinnings, empirical investigations, and practical applications on educational resilience	Journal Reflections In-Class Activity Probe #1 Comparative Case Study
Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem - solving, and performance skills Principles #9 & #10: The teacher foster relationships with school colleagues, parents and agencies; and is a reflective practioner who continually evaluates the effects of his/her choices on others	Integrate theoretical knowledge with practical applications on risk factors and methods that buffer such risk factors for children and adolescents Develop and evaluate strategies that promote educational resilience for children and adolescents placed at-risk	Essay #4 Journal Reflections Probe #3
Principle #1: The teacher understands the central concepts, tools for inquiry, and structure of discipline(s) he or she teachers and can create learning experiences that make learning experiences that make these aspects if the subject matter meaningful for students	Implement scientific reasoning and methods into the classroom via modifying goals and objectives based on your scientific and self-reflective evaluations	Probe #1 Journal Reflections

PSY/ED 201 Course Outline:

WK	Date	Topic	Reading/Assignments
1	1/19/05	Introduction What is Educational Psychology?	Chapter 1
2	1/24/05	What is Service-Learning? Risk & Protective Factors Educational Resilience Educational Psychology Research Methods	Handouts Chapter 1
3	1/31/05	Instructional Objectives Summative vs. Formative Evaluations Norm-Reference vs. Criterion- Reference Evaluations	Chapter 13
4	2/7/05	Test Construction Methods of Grading Standardized Tests Aptitude vs. Achievement Tests	Chapters 13, 14 Essay #1: 2/11/05
5	2/14/05	Test Interpretation Reliability and Validity	Chapter 14 Probe #1: 2/18/05
6	2/21/05	Developmental Theories Multiple Intelligence	pp. 27-48 pp. 125-130
7	2/28/05	Information Processing Model Social Constructivist Theories	Chapter 6 pp. 255-269 Essay #2: 3/4/05 Journals: 3/4/05 OR Article Critique: 3/4/05
8	3/7/05	Winter Break: No Class!	
9	3/14/05	Behavioral Theories	Chapter 5
9	3/21/05	Intrinsic and Extrinsic Reinforcers Motivation Theories Spring Holiday: 3 2/25/05!	Chapter 5 Chapter 10 Essay #3: 3/23/05
11	3/28/05	Learned Helplessness Expectancy Theory Attribution Theory	Chapter 10 Probe #2: 4/1/05
12	4/4/05	Social-Emotional Learning Social, Emotional and Cognitive Development Self-concept vs. Self-esteem	Handouts pp.48-61, 73-75 pp. 81-95 Comparative Case Study 4/6/05 & 4/8/05

PSY/ED 201 Course Outline:

WK	Date	Topic	Reading/Assignments
13	4/11/05	Diversity	Chapter 4 Essay #4: 4/8/05
14	4/18/05	Learners with Exceptions	Chapter 12
15	4/25/05	Effective Learning Environments Classroom Management Applied Behavior Analysis, Token Economy, Cognitive-Behavior Individual Instruction vs. Ability Grouping	Chapter 11 Probe #3: 5/29/05
16	5/2/05	An Evaluation of Service-Learning Service-Learning Reflections	Handouts 5/2/05: Journals OR Term Paper 5/4/05: Make-Up Probes

Required Text(s): Robert E. Slavin. (2003). *Educational Psychology* (7th edition). Boston, MA: Allyn and Bacon.

Grading System:

Assignment	Points	Percentages	Grade
Learning Probes (n = 3)	100/300	93-100	A
Essays & Discussion (n = 3)	33/100	90-92	A-
		87-89	B+
Community Service Learning Journal #1	50	83-86	B
Community Service Learning Journal #2	150	80-82	B-
Article Critique	50	77-79	C+
Term Paper	150	73-76	C
Attendance/Participation	30+	70-72	C-
CSL Surveys	25/50	67-69	D+
		60-66	D
		Below 60	F

A total of 680 points may be achieved: 50% of your grade is determined by exams and 50% of your grade is determined by your writing assignments. Final grades will be determined by your attendance and participation. The Community Service Learning Activity and Journal substitutes the requirements for the Article Critique and Term/Research Paper Assignment.

Grade Calculation:

Essay Scores _____ + Probes _____ + SL/TP _____ + Comparative Case Study _____ + Attendance/780 = _____



Policies:

1. Attendance: Students are expected to attend class. If you miss class for a legitimate reason (ie, illness, death in the family), please arrange to get the class notes before the next scheduled class. Students who are continually absent from class (twice the number of weekly class meetings) will have their final course averages reduced by 5 percentage points for each absence. **Absenteeism is likely to have a negative impact your final grade since participation is a requirement and examinations are based on material presented in class.**

2. Arriving Late: Students are expected to be on time for class. If you do find yourself arriving late for class I ask that you enter the classroom in an unobtrusive manner and find the nearest available seat. Students who habitually (more than three times) come to class late (more than 5 minutes after the start of class) will have their final course averages reduced by 5 percentage points for each late arrival.

3. Assignment Dates: Due dates for each assignment is located on your syllabus. Late papers will be penalized (2 points will be deducted for every day the paper is late). Assignments will be graded according to both content and grammar (clarity, organization, etc.). If you are having difficulty conceptualizing your perspective or organizing your thoughts then please seek assistance at the Writing Center.

4. Incomplete Grades: Failure to take an exam will result in a grade of **0** for that assignment. The zero will be averaged into the course grade. **Make-up exams for students legitimately excused will be given on the last day of class.**

5. Failure to complete an assignment will result in a grade of **0** for that assignment and the zero will be averaged into the course grade. You **will not receive** an “I” for an incomplete or missing assignment unless you have **contacted me** two-weeks (4/20/05) prior to the final exam and requested an incomplete through a **written statement** explaining why you are making such a request. This statement should be signed, dated and typed. An “I” will only be given to students *who follow this policy and are passing* the course. Grades lowered by incomplete or missing assignments **will not be changed after the semester** unless you have received an “I” for the course.

6. Academic Honesty: Please familiarize yourself with the most recently adopted Academic Honesty Policy at Widener University. Students in violation of this policy will fail The Course and be reported to the Academic Dean.

7. Special Accommodations: Any student that may need some special accommodation to complete the specified requirements should make an appointment to meet with me to discuss such considerations. It is mandatory that we discuss this matter **before** you begin completing the assigned work.

8. Telephones and Pagers: All cell phones and pagers must be turned off during the class period. If your cell phone or pager rings during two or more class period then you will have two points deducted from your final grade for each disturbance.

9. Extra Credit: Your final grade is based on your exams, assignments, and class participation. **I do not** give extra credit (except for Learning Bites). If you are falling behind or are having trouble with assignments – please see me. We will find a way to deal with it.

The Instructor reserves the right to change any parts of this syllabus. If so, you will be informed of any changes in class.



Course Requirements: Course content follows the syllabus provided. Readings for each class are to be read prior to class. Supplemental articles will be kept on **reserve in the library**. This course is structured as a seminar with an emphasis on applied and collaborative learning. In addition, this course offers undergraduates an opportunity to engage in community service learning at either an elementary school or a community-based program (an alternative school). Students who engage in Community Service Learning are **exempt** from the Article Critique and Term/Research Paper assignments.

1. **Essays:** You are to write a one-page essay in response to the posed questions in the syllabus. You should be prepared to discuss your essay in class as part of the pedagogical process.
2. **Learning Probes (Exams):** Probes are similar to examinations except they cover a smaller amount of material. You will take three (3) probes in this course; 50% of each probe will be based on four-choice, multiple-choice questions. The remaining 50% will be based on constructed answers, ie) essay questions. Preparation for each probe will be reviewed during class.

Makeup Learning Probes (Exams): Makeup probes are similar to regularly scheduled examinations in terms of material covered, difficulty level and style. There is a maximum of one makeup probe (for a missed probe) per person. These probes are given without penalty to students who miss an exam. A student who misses more than one probe will receive a score of 0 for each additional missed probe. A student who receives a failing grade on a probe can take a makeup to improve that score to the lowest possible passing grade (60%). Makeups cannot be taken to improve passing grades. **Makeup Probes for missing probes are scheduled for the following class and makeup probes for grade improvement are scheduled for the last day of class.**

3. **Community Service Learning Activity (OPTIONAL):** The purpose of this activity is to connect your service experiences at either an elementary school or a community-based program with theories, concepts, and readings from the academic perspective of educational psychology. This activity is requires a serious commitment to the school/program and the children in the school/program. Students who chose to participate in the Community Service Learning Activity will **substitute this activity for** the Article Critique and Research Paper assignments. Please review the Community Service Learning requirements.

4. **Article Critique:** You are required to research any topic related to educational psychology, ie) learning styles, motivation, drug abuse. You should synthesize **at least 1 peer-review** article, ie) Journal of Educational Psychology, Developmental Psychology. This paper should **not exceed 3** pages (not including the cover page and reference page), and will serve as the foundation for the term research paper **Students who engage in the Community Service Learning Activity are exempt from this requirement.**
5. **Term Paper:** A research paper is primarily a record of intelligent reading in several sources (primary, and secondary) on a topic related to educational psychology. This paper should be 10-12 pages in length, include primary and secondary sources, and written in either APA or MLA style. Please review the procedures for writing a term or research paper. **Students who engage in the Community Service Learning Activity are exempt from this requirement.**
6. **Learning Bites (Optional):** Students who wish to submit an index card with a comment (reaction statement) on an assigned reading, class discussions, or readings placed on reserve in the library will receive an extra point to their final grade. You may not substitute required assignments or attendance with learning bites – they will be utilized as a deciding factor for students whose grades are in between two grades, ie) B-/B to ensure that the higher grade it achieved. Learning bites may be turned in throughout the semester.
7. **Community Service Learning Surveys:** In order to evaluate the effectiveness of community service learning, students are required to complete a survey twice throughout the semester. All students are required to complete them regardless of their community service learning status. Surveys will be coded so that “responses” will be recorded anonymously and the professor will be unable to identify the “individual data” except for completion of credit. Each survey is worth 25 points.



Guidelines for Essays, Papers & Probes:

1. Your **name should be on the back** of the paper instead of the front page to reduce potential biases.
2. All work should be typed and doubled spaced.
3. All work exceeding two papers should be stapled (A stapler will not be provided for you so please make sure your paper is stapled prior to the assigned date it is due).
4. Articles used for the term paper should be peer-review journals. If you are **downloading** them then you must include the **search engine** that you used and attach them to the back of the paper.
5. Please do not exceed the required page limitation as stated in the preceding section
6. **Please do not email your papers.** There is no guarantee that I will receive your paper or that it will be obtained according to the assigned date. It is your responsibility to turn in papers directly to me in a timely fashion.

General Guidelines for Community Service Learning Activity:

1. Arrive promptly and on time
2. Stay until the end of your agreed-upon shift
3. Inform the coordinator when you will be absent such as Spring Break
4. Generally behave in a courteous and cooperative manner!



Things to remember ...for meeting deadlines

Malfunctions of your computer, printer, disk, alarm clock, automobile or any other machine will not influence late penalties. Back up your computer files, fix your car or rely on public transportation, get a decent alarm clock or use the buddy system, or hand in your paper early to avoid being late. Exceptions to the late policy are possible for serious medical conditions or other catastrophic events if the instructor is notified prior to the date and appropriate documentation is provided.

Essay Questions (3 essays out of 4 are required)

1). You are a 4th grade teacher at Main Street Elementary School. John is one of your students who does extremely well in all of his subjects but math. He repeatedly scores below average on you math tests. His PSSA's test scores reflect his scholastic ability in that he scored above average on the verbal section but he scored below average on the arithmetic section of the test. As his teacher, how do you interpret his test scores? How are the concepts of criterion-reference and norm-references associated with teacher-made tests and standard achievement tests? Is John likely to have difficulty in arithmetic in the future based on his PSSA test scores? Use the concepts of reliability and validity to justify your view of John and his ability in arithmetic.

2). Michelle is in 2nd grade at Columbus Elementary School. She has recently been placed in Special Education classes after transferring to the school mid-year due to her new residence at a homeless shelter in Delaware County. Her teachers misplaced her in special education because of their stereotypes of homelessness and poverty. Michelle's teachers assume that she has lower than average skills due to her living situation. How does the concepts of schema, disequilibrium, assimilation, accommodation, and equilibrium relate to Michelle's teachers' formation and rejection of stereotypes? As a teacher, you need to explain Michelle's misplacement and her actual cognitive development level. Compare and contrast perspectives of Brunner, Vygotsky and Piaget to justify your perceptive of Michelle's cognitive development level.

3). Mickey is in 10th grade at Second Chances Learning Academy. When he was in 9th grade, he was embarrassed by an insensitive teacher who made him read out loud. Mickey can not read very well. Now than he is in 10th grade, he becomes anxious every time he has to go to reading class since he fears he will have to read out loud. Explain the association between reading and anxiety by applying classical conditioning, operant conditioning, learned helplessness and expectancy theory. Compare and contrast behavioral theories to motivational theories. As a teacher, how would you reduce his anxiety level? Justify your answer by applying one theory and explain why you selected to apply the theory that you did.

4). Stephanie is in 11th grade at Chester High School. Stephanie is lives with her grandmother and mother. She has no relationship with her biological father. Her mother was an active drug addict until Stephanie was 9 years old. Stephanie was involved with drugs last year and had a boyfriend who was controlling and abuse. Although she has ended her relationship with her boyfriend and is doing very well in school, she has recently discovered that she is pregnant. Discuss the adolescent problem, teen pregnancy. Apply Marcia's and Erikson's theories to explain adolescent development and how teen pregnancy may interfere with "normal" adolescent development. Identify risk and protective factors for Stephanie, and explain how community service-learning may serve as a prevention method for teen pregnancy.

Guidelines for Article Critiques

The purpose of this assignment is to introduce you to primary literature and to develop your critical thinking skills. You may critique any article of your choice.

I. Requirements:

- A. Cover page (article name, author, year of publication, journal)
- B. Page numbers on all pages except for the cover page
- C. Double space typing – do not have beyond **4** pages typed
- D. Spell and grammar check
- E. Original article attached – it must be a **peer review journal (primary source of data)**. If you decide to **download the article** then you must include the **search engine** that helped you locate the journal and the **reference/where you found it**.
- F. **You name belongs on the back of the paper instead of the front of the paper in order to reduce potential biases.**

II. Please use the following questions as a guide for your article critique.

- The **maximum pages** for this article critique is **4** pages and use Chapter 1 in your text as a guide to critiquing your article
- A. State the problem. What is the research question?
 - B. Describe the background of the research addressing the problem. How do the authors build their argument to justify their study? Was the author(s) background data appropriate and useful? Why or why not? Does this research respond to the problem?
 - C. Give a brief overview of the method, ie) subjects, instruments, analyses. Was the sample size appropriate? What, if any, methodological considerations would have made the study better? Did they use good scientific methodology? Is this original research?
 - D. Present the results and discussion. What did the author(s) find? How do the author(s) explain the results in relation to the research question? Did the discussion follow from the data obtained?
 - E. Discuss some limiting factors to the study. What could have made the study better in your eyes, if anything? Any suggestions for future research?
 - F. Conclusion: The overall value of the article -what contributions does this study make to the field and to your personal understanding of the issues examined in relation to the textbook?

Students who participate in the Community Service Learning Activity are exempt from this assignment!

Term Paper

Your paper should be a discussion of an important topic in educational psychology. You must provide me with your topic before you begin your paper (article critique). I am looking for in this paper is an overview of the different approaches to understanding your topic. Some topics are so broad that you will need to focus your paper on part of that topic.

I. Introduction (1 page)

- A. Provide a paragraph on your subject using previous research.
- B. Define the major concepts or key terms
- C. State your purpose or rationale for your paper and what question you have concerning your topic.

II. Literature Review (5-8 pages)

- A. A discussion of theories and research related to the topic. This section should follow chronological order beginning with the earliest reference based on primary and secondary sources
- B. An in-depth discussion of a person's theory or research related to your topic based on primary sources
- C. Compare and contrast your sources
- D. Identify strengths and weaknesses of your sources

III. Conclusion (1-3 pages)

- A. A restatement of your original question and an answer to it
- B. Major contributions or accomplishments in terms of research on your topic
- C. Possible ideas for future study on your topic



Helpful Hints

1. You should have 10-12 double-spaced pages of text, plus a title page and a reference page
2. All of your pages should be numbered
3. Use either MLA or APA style of writing
4. You should have at least one citation/reference per paragraph
5. All citations have a matching reference on the reference page
6. Include primary and secondary sources
 - A primary source is a book about Freud written by Freud
 - An original research study written by the researcher
7. Photocopy every article that you reference in your paper and staple it to your final paper
8. Avoid internet sources unless they are primary sources
9. Plagiarism will result in a grade of zero for the term paper which will ultimately contribute to your final grade.
10. Make sure that your paper is proofread for spelling, grammar and format and is stapled

Community Service Learning Activity

All of the placements are on a voluntary basis and substitute the Article Critique and Term Paper assignments. Students who participate in the Community Service Learning activity will act as a **peer tutor/mentor** for children K-8 at **Main Street School** located at 704 Main Street (this is a 15 minute walk from Widener); or **Second Chance Learning Academy** at 319 East 24th Street (this is a 10 minute walk from Widener).

This activity requires the following:

a). Select a placement site (Main Street, Second Chances), identify age group of children that you prefer to work with and provide a set schedule (we will review this in class).

Being a **peer tutor/mentor** includes reading to the children, talking and listening to them and providing the children with structured and non-structured activities to enhance the social, emotional, and intellectual developments of the student. This position also includes tutoring students which involves reading and math exercises with additional semi-structured activities. There will always be a teacher and/or coordinator on-site to assist you with direct questions, and additional materials will be provided on-site for you to use with the children.

b). A minimum of **16 hours** is required throughout the semester at either the school or the program. Your hours should be done on a weekly or biweekly basis so you can observe change in the children. If you are already involved in a field experience, you may not use your time for this class but you can continue in your placement at that particular site and complete double the required hours.

c). Complete of various forms regarding the placement and experience.

e). **Journal**. **Journals** should be typed and have an entry after each placement and include the following answers to the questions on the subsequent page.

f). **Placement Log**: In addition to the various forms of your experience, a placement log will be used to monitor your hours at the school or site. This log should be stapled in the front of your journal.

Initial Coordination will occur during class but for future reference:

Program	Location	Contact
Second Chance Learning Academy	319 East 24 th Street	Ms. King 610-506-3942
Main Street School	704 Main Street Upland, PA	Jane Nyiri 610-447-3685

Journal Reflection Questions

Field Experience	Questions
#1	1. Describe your expectations and feelings about this assignment.
	1a. Describe your general impressions of the child/client, teacher and school/program that you will be working with this semester.
	1b. Describe the characteristics of the students, school (site) and teachers. How are the children, teachers and school similar and different to your scholastic experiences? For example, what is the climate of the school? Are there purposeful or intentional teachers? Did you have purposeful or intentional teachers in elementary, middle or high school?
	1c. Give examples to support your answers.
#2	2a. What are the instructional objectives of the teacher that you are working with? How does he or she assess the students?
	2b. What are learning levels of the students that you are working with? What are their achievement test scores?
	2c. What is your role at the school? Do you think you can help the students' improve their scores?
	2d. What methods are you using and are there other methods that may help the students' learn and improve their performance on achievement tests? Give examples to support your answers.
#3	3a. Describe your activities with the students.
	3b. Can you describe the students' development in terms of Piaget's theory, Brunner's theory, and Vygotsky's theory?
	3c. What theory is most applicable to the students that you are working with?
	3d. Give examples to justify your position.
#4	4a. Describe the Sociocultural factors of the students that you are working with.
	4b. How are these Sociocultural characteristics similar and different to your scholastic experiences?
	4c. Apply the cognitive information model and the social constructivist theory to the Sociocultural characteristics of the children that you are working with.
	4d. What theory better explains the children that you are working with in terms of learning, social and interpersonal development?
	4e. Give examples to justify your position.

Field Experience	Questions
#5	5a. What are some risk characteristics and protective factors of the students that you are working with.
	5b. Describe your activities that you engage in.
	5c. How does service-learning buffer at-risk characteristics and promote protective factors?
#6	6. Reflect on you initial essay answer. Has your expectations of the school and student changed since your first meeting?
	6a. Explain how your thoughts/feelings of your ability have changed since you began this assignment?
	6b. Describe your current perspective of your ability, the students, teachers and school.
	6c. Give examples to support your answers.
	6d. Describe how your views of service-learning have changed since the beginning of the semester. Give at least 2 examples to support your answer.
#7	7a. Describe the classroom management methods that are used in your classroom.
	7b. Do you have any concerns with the methods that are being used?
	7c. How effective are the classroom management techniques? How effective was the teacher?
	7d. If you were the “lead” teacher then what methods and styles would you assimilate? What would you do differently? Do you use any particular behavioral methods with the children that you work with? Give examples to explain your answers.
#8	7a. Describe the motivational methods that are used in your classroom.
	7b. Do you have any concerns with the methods that are being used?
	7c. How effective are the motivational techniques? How effective was the teacher?
	7d. If you were the “lead” teacher then what motivational methods and styles would you assimilate? What would you do differently? Do you use any particular motivational methods with the children that you work with? Give examples to explain your answers.

Field Experience	Questions
#9	9a. Describe the students that you are working with in terms of personality, social-emotional level, and self-esteem.
	9b. Identify the students' stages of development in terms of Freud, Erikson, etc.
	9c. How are you or your activities with the children building their esteem, fostering social skills, etc.
	9d. Give example to support your answers.
#10	10a. Describe the individual learning differences of the students that you are working with?
	10b. Do any of the children have a learning disability or an emotional disorder?
	10c. Are these children in regular or special education classes? Do you agree or disagree with their placement. Justify your answer.
	10d. Give examples to support your answers
#11	11a. How has you views of regular and/or special education changed through this experience?
	11b. What have you learned about teaching children who are bright and talented or have special abilities?
	11c. Give at least 2 examples to support your answer.
#12	12a. How well does the teacher and/or school deal address diversity?
	12b. What have you learned about diversity or multicultural education from this placement?
	12c. What have you learned about diversity? How has your views of diversity changed through service-learning?
	12d. Give at least 2 examples to support your answers.
#13	13a. Reflect on your role. Describe your thoughts and feelings about your ability and role.
	13b. What did you learn from this service-experience?
	13c. Did service-learning help you learn the course concepts? Would you have been able to learn the course material without the service experience? Give at least 2 examples for each question.
	13d. Describe how service-learning was associated with your social (ie. tolerant attitudes, reduce stereotyping) and personal development (ie. competence, leadership skills)? Provide at least 3 examples.

Field Experience	Questions
#14	14a. Reflect on your initial reflection. Describe how your expectations, thoughts and feelings changed throughout the semester?
	14b. How did you benefit the student? How did you help the teacher? Do you think that you made a difference?
	14c. How effective is the school/program in providing accommodations?
	14d. What would you do differently if you were to repeat this assignment? What would do differently is you were the lead teacher?
#15	15a. Identify the social and cultural facets of the child and evaluate how well they are being met by the school/teacher?
	15b. Identify your needs as a “learner” and how well were they met by your “mentor” at the placement site.
	15c. Describe the connection between this service-experience and this course. What was your best and worst experiences at this school?
	15d. Explain your overall views of teacher education? Give at least 1 example to support your opinion.
	15e. As a future teacher/counselor, how has this experience shaped your role and perspective (ie. do you plan to still be a teacher or work with children with behavioral/emotional disorders)? Give at least 1 example to justify your perspective.

