



# On-Campus Course Syllabus

## EDU205 Educational Research and Psychology

### Spring 2025

#### Class Information

Day and Time: Thursday 4:45pm to 7:15pm

Room Number: E 202

#### Contact Information

Instructor Name: [Dr. Karen Estep](#)

Instructor Email: [kestep@criswell.edu](mailto:kestep@criswell.edu)

Instructor Phone: 217-737-3799

Instructor Office Hours: [By appointment- text to schedule](#)

#### Course Description and Prerequisites

Provides a philosophical and theological framework for effective teaching. The seven elements of the Discipler's Model serve to bridge the gap between the Christian's belief and current, research-based educational theories. (This course satisfies a Social/Behavioral Science course.)

#### Course Objectives

1. Apply the major tenets of modern cognitive theorists' research to child development.
2. Discuss the most effective, research-based instructional strategies and their applications in the EC-6<sup>th</sup> grade classroom.
3. Articulates the importance of students' cultural background as it applies to cognitive, social, and emotional growth.
4. Use assessment information in making decisions and planning programs.
5. Interpret the behaviors and learning achievement of students within the framework of their overall human development.

#### Required Textbooks

Yount, W., Created to Learn, 2<sup>nd</sup> edition. B & H Academic Publishing, Nashville, TN, 2010, ISBN 978.080544727.9

#### Course/Classroom Policies and Information

##### Texas Educator Standards:

##### **Pedagogy and Professional Responsibilities EC-12 Standard I**

The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

##### **Pedagogy and Professional Responsibilities EC-12 Standard II**

The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity and excellence.

### **Pedagogy and Professional Responsibilities EC-12 Standard III**

The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process and timely, high-quality feedback.

### **Technology Applications Standard V**

All teachers know how to plan, organize, deliver and evaluate instruction for all students that incorporates the effective use of the current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

### **Class Attendance**

Students are responsible for enrolling in courses for which they (1) anticipate being able to attend every on-campus class session on the day and time appearing on course schedules, or (2) participating in academically related activities as identified in online-course schedules including synchronous class sessions conducted remotely by video, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any missed information. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades. Professors apprise students of such information in course syllabi.

Students receiving grants, loans, or scholarships must meet specified requirements of various departments at the college and should consult relevant sections of the *Academic Catalog*. To ensure such funds will not be forfeited, students are responsible for contacting the proper departments to ascertain any specific course participation requirements and consequences of not meeting such requirements. Students receiving grants, loans, or scholarships should consult the Financial Aid office.

While Criswell College is a non-attendance taking institution, it nevertheless must demonstrate that students begin their courses in order to comply with Federal Aid regulations. Accordingly, students must participate in academically related activities during census periods. Failure to meet this requirement will result in students being administratively dropped from courses.

Academically related activity is defined as any course-related activity that may be used as evidence of attendance. Examples include:

- physical presence in a classroom during a class session with the instructor present,
- participation in a synchronous remote video class session with the instructor present,
- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,

- participation in a study group or discussion board that is assigned by the instructor,
- documentation showing that the student and a faculty member corresponded about the academic subject of the course.

**NOTE:** Logging into a Canvas course alone and logging into a Synchronous Online class session without active participation or with the camera off are not considered attendance.

**NOTE:** A census period begins on the first day of a semester/term and runs through the end of the last day to drop courses. During the census period, attendance data is collected in order to demonstrate compliance with Federal Aid regulations. There is no census period for winter terms since there is no last day to drop courses.

## Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure’s impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student’s Criswell College e-mail account.)

In order to make progress toward the courses’ objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus’s closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

## Grading Scale

Assigning grade definitions (i.e., above average, average, below average) is optional. Please delete the last column below if not assigning definitions. Additionally, delete these instructions when completing syllabus.

			Grade Definitions (optional)
A	93-100	4.0 grade points per semester hour	
A-	90-92	3.7 grade points per semester hour	
B+	87-89	3.3 grade points per semester hour	
B	83-86	3.0 grade points per semester hour	
B-	80-82	2.7 grade points per semester hour	

C+	77-79	2.3 grade points per semester hour	
C	73-76	2.0 grade points per semester hour	
C-	70-72	1.7 grade points per semester hour	
D+	67-69	1.3 grade points per semester hour	
D	63-66	1.0 grade point per semester hour	
D-	60-62	0.7 grade points per semester hour	
F	0-59	0.0 grade points per semester hour	

## Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An “I” may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar’s Office. The “I” must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the “I” will become an “F.”

## Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

## Course Policy on the use of Artificial Intelligence (AI)

In this course, the use of Artificial Intelligence (AI) tools like ChatGPT is permitted for research assistance, brainstorming, and initial drafts, but all AI-generated content must be clearly cited and acknowledged as such, and the final product must represent your own understanding and critical analysis; submitting work primarily generated by AI without proper attribution will be considered plagiarism and subject to academic disciplinary action.

## Institutional Assessment

Material submitted by students in this course may be used for assessment of the college’s academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of

these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

## **Institutional Email Policy**

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

## **Disabilities**

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

## **Intellectual Property Rights**

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

## **Research and Writing Standards**

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

## **Resources and Supports**

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at [studenttechsupport@criswell.edu](mailto:studenttechsupport@criswell.edu).

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or [studentservices@criswell.edu](mailto:studentservices@criswell.edu). The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at [library@criswell.edu](mailto:library@criswell.edu). Login credentials are emailed to students near the beginning of the semester.

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can schedule an appointment through Calendly (<https://calendly.com/criswell-tutoringcenter>) or by visiting the Tutoring Center located on the second floor in room E203. For questions, call 214.818.1373 or email at [tutoringcenter@criswell.edu](mailto:tutoringcenter@criswell.edu).

## Course Outline/Calendar

DATE	TOPIC	READING ASSIGNMENT	ASSIGNMENTS DUE
1/23/25	Syllabus Explanation		
	<b>Example: Weekly Article Presentation</b>		
	<b>The Discippler's Model PWPT</b>	<b>Chapter 1</b>	
<b>Attendance required in Canvas. Online work in Canvas.</b>			
1/30/25	Review Chapter 1		Discussion Questions p 31
	<b>Weekly Article Presentation #1</b> Apply the major tenets of modern cognitive theorists' research to child development.		<b>Weekly Article Presentation #1</b> Apply the major tenets of modern cognitive theorists' research to child development.
	<b>Knowing, Science, and the Christian Teacher PWPT</b>	<b>Chapter 2</b>	
<b>Attendance required in Canvas. Online work in Canvas.</b>			
2/6/25	Review Chapter 2		Discussion Questions p 52
	<b>Weekly Article Presentation #2</b> Discuss the most effective, research-based instructional strategies and their applications in the EC-6 <sup>th</sup> grade classroom.		<b>Weekly Article Presentation #2</b> Discuss the most effective, research-based instructional strategies and their applications in the EC-6 <sup>th</sup> grade classroom.
	<b>How We Develop as Persons PWPT</b>	<b>Chapter 3</b>	
<b>Attendance required in Canvas. Online work in Canvas.</b>			
2/13/25	Review Chapter 3		Discussion Questions p 85
	Watch Video: Changing Education's Paradigm		
	<b>How We Develop as Thinkers PWPT</b>	<b>Chapter 4</b>	
<b>Attendance required in Canvas. Online work in Canvas.</b>			
2/20/25	Review Chapter 4		Discussion Questions p 130-131
	Watch Video: 3 Rules to Spark Learning		Video Response: Changing Education's Paradigm
	<b>How We Develop as Moral Decision-Makers PWPT</b>	<b>Chapter 5</b>	
2/27/25	Review Chapter 5		Discussion Questions p 163

	Watch Video: How to Escape Education's Death Valley		Video Response 3 Rules to Spark Learning
	<b>Traditional Behavioral Learning PWPT</b>	<b>Chapter 6</b>	
3/6/25	Review Chapter 6		Discussion Questions p 213
	Watch Video: How to Fix a Broken School?		Video Response: How to Escape Education's Death Valley
	<b>Social Behavioral Learning PWPT</b>	<b>Chapter 7</b>	
3/13/25	Review Chapter 7		Discussion Questions p 232
	<b>Cognitive Learning I PWPT</b>	<b>Chapter 8</b>	Video Response: How to Fix a Broken School?
	<b>Cognitive Learning II PWPT</b>	<b>Chapter 9</b>	
3/20/25	SPRING BREAK		
3/27/25	Review Chapters 8 & 9		Discussion Questions p 276 & 308
	Multiple Intelligences		Multiple Intelligences Unit
	<b>Humanistic Learning PWPT</b>	<b>Chapter 10</b>	
4/3/25	Review Chapter 10		<b>Discussion Questions p 331 -332</b>
	<b>Weekly Article Presentation #3</b> Discuss the most effective, research-based instructional strategies and their applications in the EC-6 <sup>th</sup> grade classroom.		<b>Weekly Article Presentation #3</b> Discuss the most effective, research-based instructional strategies and their applications in the EC-6 <sup>th</sup> grade classroom.
	<b>Christian Teacher's Triad PWPT</b>	<b>Chapter 11</b>	
4/10/25	Review Chapters 11		Discussion Questions p 368-371
	<b>Weekly Article Presentation #4</b> Articulates the importance of students' cultural background as it applies to cognitive, social, and emotional growth.		<b>Weekly Article Presentation #4</b> Articulates the importance of students' cultural background as it applies to cognitive, social, and emotional growth.
	<b>Instructional Taxonomies PWPT</b>	<b>Chapter 12</b>	
4/17/25	<b>Attendance required in Canvas. Online work in Canvas. Class will not meet this week in-person.</b>		
	Review Chapters 12		Discussion Questions p 420
	<b>Weekly Article Presentation #5</b>		<b>Weekly Article Presentation #5</b> Articulates the importance of students' cultural background as it

	Articulates the importance of students' cultural background as it applies to cognitive, social, and emotional growth.		applies to cognitive, social, and emotional growth
	<b>Provoking the Desire to Learn PWPT</b>	<b>Chapter 13</b>	Christ as Motivator
4/24/25	Review Chapter 13		Discussion Questions p 451
	<b>Weekly Article Presentation #6</b> Articulates the importance of students' cultural background as it applies to cognitive, social, and emotional growth.		<b>Weekly Article Presentation #6</b> Articulates the importance of students' cultural background as it applies to cognitive, social, and emotional growth.
	<b>The Teacher &amp; Classroom Climate PWPT</b>	<b>Chapter 14</b>	
5/1/25	Review Chapter 14		Discussion Questions p 478
	<b>Weekly Article Presentation #7</b> Use assessment information in making decisions and planning programs.		<b>Weekly Article Presentation #7</b> Use assessment information in making decisions and planning programs.
	<b>Measurement as Motivation PWPT</b>	<b>Chapter 15</b>	
5/8/25	Review Chapter 15		Discussion Questions p 505-506
	<b>Weekly Article Presentation #8</b> Use assessment information in making decisions and planning programs.		<b>Weekly Article Presentation #8</b> Use assessment information in making decisions and planning programs.
	<b>Mind Over Matter PWPT</b>	<b>Chapter 16</b>	
5/15/25	Review Chapter 16		Discussion Questions p 564
	<b>Weekly Article Presentation #9</b> Interpret the behaviors and learning achievement of students within the framework of their overall human development.		<b>Weekly Article Presentation #9</b> Interpret the behaviors and learning achievement of students within the framework of their overall human development.
	<b>Epilogue pp 565-567</b>		

## Course Requirements and Assignments

\*\*\*Late Work Classroom Policy: Work is due at the beginning of class on the date designated unless otherwise stated by the professor. Late work will not be accepted. \*\*\*

### Attendance required in Canvas.

Students are required to post at the time of class (as assigned the following statement)

I am working online this week:

1. Reviewing the pre-recorded PWPT due the day of class by 9 PM.
2. Submitting required assignments (as assigned) BY 9 PM

Online work in Canvas.

1/23/25
1/30/25
2/6/25
2/13/25
2/20/25

**Weekly peer Discussion Questions:** Students are to post in canvas or come prepared to use a discussion question of their choice from the back of each chapter and from the previous week to lead a peer conversation/discussion about the chapter in review. Students are also expected to respond to a minimum of two discussions started by peers for credit in canvas or in class as assigned. Students should not use the same question and be prepared to lead with any question.

**POINTS:** 12 points each chapter

**Weekly Article:** When assigned you will select an article as assigned below to share with the class. You will read the articles and their abstracts and be prepared to discuss them in class. Share the overall main idea, provide an understanding of research supporting the findings of the article, explain the author's analysis of the findings, and share the conclusion/synthesis. Articles are to be from peer-reviewed journals (5) and dated within the last 5 years. A copy of the article is to be given to the professor at the start of your presentation and articles are to relate broadly to the assigned topics. Students are to post a PDF copy of the article for classmates to view in canvas/ or bring copies to share, including one for the teacher. Bonus points will be given when the article and/or your presentation incorporate Christian worldview (bonus 3pt.).

- #1 Apply the major tenets of modern cognitive theorists' research to child development.
- #2 & #3 Discuss the most effective, research-based instructional strategies and their applications in the EC-6<sup>th</sup> grade classroom.
- #4, #5, & #6 Articulates the importance of students' cultural background as it applies to cognitive, social, and emotional growth.
- #6 & #7 Use assessment information in making decisions and planning programs.
- #9 Interpret the behaviors and learning achievement of students within the framework of their overall human development.

**POINTS:** 24 points each article

**Research Presentation:** Each student will select a theorist from the textbook to explain to his/her peers. Presentations must include a one-page handout for each student, a 5-10 slide PowerPoint, a 5–10-minute oral explanation of the major tenets of their theories, and a 2–3-page research paper of the theorist’s work from additional sources outside the textbook. Citations are required.

**POINTS:** 18 Points

**Video Responses:** You will be assigned and view for class, the following videos/clips:

- 1) Changing Education’s Paradigms (11:40 min.): <https://www.youtube.com/watch?v=zDZFcDGpL4U>
- 2) Ramsey Musallam: 3 Rules to Spark Learning (6:30 min): <https://youtu.be/YsYHqfk0X2A>
- 3) How to Escape Education’s Death Valley (12:17 min)  
[https://www.ted.com/talks/sir\\_ken\\_robinson\\_how\\_to\\_escape\\_education\\_s\\_death\\_valley?subtitle=en](https://www.ted.com/talks/sir_ken_robinson_how_to_escape_education_s_death_valley?subtitle=en)
- 4) How to Fix a Broken School? <https://www.youtube.com/watch?v=Xe2nlti47kA>

After you have viewed each of the videos, you will write a 1–2-page response for each (attach #1 in canvas week 5): THE PAPER MUST BE TYPED, DOUBLE SPACED, AND 12 CPI. Following proper form, outlining the content and answering the question, “What was the key takeaway?” Due when assigned

**POINTS:** 15 points each

**Multiple Intelligences Concept Unit:** You will select a developmentally appropriate concept for a group of EC-6<sup>th</sup> grade students -noting the grade. You will then plan 9 different learning activities supported by TEKS (1 activity for each of the 9 intelligences proposed by Gardner). Listing the appropriate TEKS. These activities are to be typed, detailed enough to be easily taught by a colleague, and explained to your peers in class.

**POINTS:** 36 points

**TEKS (Don’t forget)**

- <https://tea.texas.gov/academics/curriculum-standards/teks-review/texas-essential-knowledge-and-skills>
- <https://www.youtube.com/watch?v=HNTVgAoEkto> (4:06 min.)
- <https://www.Texasgateway.org>

**Christ as Motivator:** As the Master Teacher, Jesus was the expert on human motivation. Chapter 13 enumerates five (5) views of motivation that support optimal engagement in learning situations. You are to find scriptural examples of *how Christ modeled knowledge of these same learner needs* and *teaching skills*. Your examples are to be typed and in a “T” chart form. Copies are to be provided for classmates and teacher for class discussion.

**POINTS:** 36 points

Criterion (Score=0, 1, 2, or 3)	0 Does Not Meet Expectations	1 Beginning	2 Developing	3 Mastery
<p><b>Weekly peer Discussion Questions:</b> Students are <b>to post in canvas</b> or come prepared to use a discussion question of their choice from the back of <u>each chapter</u> and from the previous week <u>to lead a</u> peer conversation/discussion about the chapter in review. <b>Students are also expected to respond to a minimum of two</b> discussions started by peers for credit in canvas or in class as assigned. <u>Students should not use the same question and be prepared to lead with any question.</u></p> <p style="text-align: right;"><b>POINTS:</b> 12 points each chapter</p>				
Students are to post in canvas or come prepared to use a discussion question of their choice from the back of <u>each chapter</u> from the previous week <u>to lead a</u> peer conversation/discussion about the chapter in review.				
Students are also expected <u>to respond to a minimum of two</u> discussions started by peers for credit in canvas or in class as assigned.				
Students are also expected <u>to respond to a minimum of two</u> discussions started by peers for credit.				
<u>Students should not use the same question.</u>				
Comments:				

Criterion (Score=0, 1, 2, or 3)	0 Does Not Meet Expectations	1 Beginning	2 Developing	3 Mastery
<p><b>Weekly Article:</b> When assigned you will select an article as assigned below to share with the class. You will read the articles and their abstracts and be prepared to discuss them in class. Share the overall main idea, provide an understanding of research supporting the findings of the article, explain the author’s analysis of the findings, and share the conclusion/synthesis. Articles are to be from peer-reviewed journals (5) and dated within the last 5 years. A copy of the article is to be given to the professor at the start of your presentation and articles are to relate broadly to the assigned topics. <b>Students are to post a PDF copy of the article for classmates to view in canvas/ or bring copies to share, including one for the teacher.</b> Bonus point will be given when the article and/or your presentation incorporate Christian worldview (bonus 3pt.).</p> <p>#1 Apply the major tenets of modern cognitive theorists’ research to child development.  #2 &amp; #3 Discuss the most effective, research-based instructional strategies and their applications in the EC-6<sup>th</sup> grade classroom.  #4, #5, &amp; #6 Articulates the importance of students’ cultural background as it applies to cognitive, social, and emotional growth.  #6 &amp; #7 Use assessment information in making decisions and planning programs.  #9 Interpret the behaviors and learning achievement of students within the framework of their overall human development.</p> <p style="text-align: right;"><b>POINTS: 24 points each article</b></p>				
<b>Article:</b> Each week you will select an article as assigned to share with the class. You will read the articles and their abstracts and be prepared to discuss them in class each week. Share the overall main idea.				
Provide an understanding of research supporting the findings of the article				
Explain the author’s analysis of the findings				
Share the conclusion/synthesis				
Articles are to be from peer reviewed journals				
Dated within the last 5 years				
A copy of the article is to be given to the professor at the start of your presentation				
articles are to relate broadly to the assigned topics for each week				
<u>A Bonus point</u> will be given when the article and/or your presentation incorporate Christian worldview (bonus 3pt.)				
Comments:				

Criterion (Score=0, 1, 2, or 3)	0 Does Not Meet Expectations	1 Beginning	2 Developing	3 Mastery
<p><b>Research Presentation:</b> Each student will select a theorist from the textbook to explain to his/her peers. Presentations must include a one-page handout for each student, a 5-10 slide PowerPoint, a 5–10-minute oral explanation of the major tenets of their theories, and a 2–3-page research paper of the theorist’s work from additional sources outside the textbook. Citations are required.</p> <p style="text-align: right;"><b>POINTS: 18 Points</b></p>				
Each student will select a theorist from the textbook to explain to his/her peers.				
Presentations must include a one-page handout for each student				
A 5-10 slide PowerPoint				
A 5–10-minute oral explanation of the major tenets of their theories				
A 2–3-page research paper of the theorist’s work from additional sources outside the textbook				
Citations are required				
Comments:				

Criterion (Score=0, 1, 2, or 3)	0 Does Not Meet Expectations	1 Beginning	2 Developing	3 Mastery
<p><b>Video Responses:</b> You will be assigned and view for class, the following videos/clips:</p> <ol style="list-style-type: none"> <li>Changing Education’s Paradigms (11:40 min.): <a href="https://www.youtube.com/watch?v=zDZFcDGpL4U">https://www.youtube.com/watch?v=zDZFcDGpL4U</a> <ol style="list-style-type: none"> <li>(attach #1 in canvas week 5)</li> </ol> </li> <li>Ramsey Musallam: 3 Rules to Spark Learning (6:30 min): <a href="https://youtu.be/YsYHqfk0X2A">https://youtu.be/YsYHqfk0X2A</a></li> <li>How to Escape Education’s Death Valley (12:17 min) <a href="https://www.ted.com/talks/sir_ken_robinson_how_to_escape_education_s_death_valley?subtitle=en">https://www.ted.com/talks/sir_ken_robinson_how_to_escape_education_s_death_valley?subtitle=en</a></li> <li>How to Fix a Broken School? <a href="https://www.youtube.com/watch?v=Xe2nlti47kA">https://www.youtube.com/watch?v=Xe2nlti47kA</a></li> </ol> <p>After you have viewed each of the videos, you will write a 1–2-page response for each: THE PAPER MUST BE TYPED, DOUBLE SPACED, AND 12 CPI. Following proper form, outlining the content and answering the question, “What was the key takeaway?” Due when assigned</p> <p style="text-align: right;"><b>POINTS: 15 points each</b></p>				
View the video				
Write a 1-2 page response.				
This paper must be typed, double spaced, and 12 cpi. Following the proper form.				
Outline the content.				
Answer the question, “What was the key takeaway?”				
Comments:				

Criterion (Score=0, 1, 2, or 3)	0 Does Not Meet Expectations	1 Beginning	2 Developing	3 Mastery
<p><b>Multiple Intelligences Concept Unit:</b> You will select a developmentally appropriate concept for a group of EC-6<sup>th</sup> grade students -noting the grade. You will then plan 9 different learning activities supported by TEKS (1 activity for each of the 9 intelligences proposed by Gardner). Listing the appropriate TEKS. These activities are to be typed, detailed enough to be easily taught by a colleague, and explained to your peers in class.</p> <p style="text-align: right;"><b>POINTS: 36 points</b></p>				
You will select a developmentally appropriate concept for a group of EC-6 <sup>th</sup> grade students - noting the grade.				
1. You will then plan 9 different learning activities supported by TEKS (1 activity for each of the 9 intelligences proposed by Gardner).				
2. You will then plan 9 different learning activities supported by TEKS (1 activity for each of the 9 intelligences proposed by Gardner).				
3. You will then plan 9 different learning activities supported by TEKS (1 activity for each of the 9 intelligences proposed by Gardner).				
4. You will then plan 9 different learning activities supported by TEKS (1 activity for each of the 9 intelligences proposed by Gardner).				
5. You will then plan 9 different learning activities supported by TEKS (1 activity for each of the 9 intelligences proposed by Gardner).				
6. You will then plan 9 different learning activities supported by TEKS (1 activity for each of the 9 intelligences proposed by Gardner).				
7. You will then plan 9 different learning activities supported by TEKS (1				

activity for each of the 9 intelligences proposed by Gardner).				
8. You will then plan 9 different learning activities supported by TEKS (1 activity for each of the 9 intelligences proposed by Gardner).				
9. You will then plan 9 different learning activities supported by TEKS (1 activity for each of the 9 intelligences proposed by Gardner).				
Listing the appropriate TEKS.				
These activities are to be typed, detailed enough to be easily taught by a colleague, and explained to your peers in class.				
Comments:				

--Criterion (Score=0, 1, 2, or 3)	0 Does Not Meet Expectations	1 Beginning	2 Developing	3 Mastery
<p><b>Christ as Motivator:</b> As the Master Teacher, Jesus was the expert on human motivation. Chapter 13 enumerates five (5) views of motivation that support optimal engagement in learning situations. You are to find scriptural examples of <u>how Christ modeled knowledge of these same learner needs</u> and <u>teaching skills</u>. Your examples are to be typed and in a "T" chart form. Copies are to be provided for classmates and teacher for class discussion.</p> <p style="text-align: right;"><b>POINTS: 36 points</b></p>				
<p>1. As the Master Teacher, Jesus was the expert on human motivation. Chapter 13 enumerates five (5) views of motivation that support optimal engagement in learning situations. You are to find scriptural examples of how Christ modeled knowledge of these same learner needs</p>				
<p>2. You are to find scriptural examples of how Christ modeled knowledge of these same learner needs</p>				
<p>3. You are to find scriptural examples of how Christ modeled knowledge of these same learner needs</p>				
<p>4. You are to find scriptural examples of how Christ modeled knowledge of these same learner needs</p>				
<p>5. You are to find scriptural examples of how Christ modeled knowledge of these same learner needs</p>				
<p>1. As the Master Teacher, Jesus was the expert on human motivation. Chapter 13 enumerates five (5) views of motivation that support optimal engagement in learning situations. You are to find scriptural examples of how Christ modeled knowledge of these same teaching skills.</p>				

2. You are to find scriptural examples of how Christ modeled knowledge of these same teaching skills.				
3. You are to find scriptural examples of how Christ modeled knowledge of these same teaching skills.				
4. You are to find scriptural examples of how Christ modeled knowledge of these same teaching skills.				
5. You are to find scriptural examples of how Christ modeled knowledge of these same teaching skills.				
Your examples are to be typed and in a "T" chart form for both.				
Copies are to be provided for classmates and teacher for class discussion.				
Comments:				