



UNIVERSITY OF ARKANSAS  
**PULASKI TECH**

**Assessment Report:**  
**2018-2019**

**EDUC 2301: Development and  
Learning Theory**



## Course-Level Learning Outcomes -

### EDUC 2301: Development & Learning Theory

#### 1. What are the Course-Level Outcomes (CLOs)?

1. The candidate analyzes the history and theories of human development. (AR Comp. K-6 Diversity: 1.1b; InTASC: 1; ACEI: 1; CEC: 1.1, 1.2; NAEYC: 1a, 1b, 6b, and S.S. 5)
2. The candidate understands genetic and environmental impact on development. (AR Comp. K-12: 1.1; AR Comp. K-6 Diversity: 1.2, 1.3; InTASC: 1, 2; ACEI: 1; CEC: 1.1, 1.2; NAEYC: 1a, 1b, 1c and SS 3)
3. The candidate understands prenatal and perinatal development processes and challenges. (AR Comp. K-12: 1.2; InTASC: 1, 2; ACEI: 1; CEC: 1.1, 1.2; NAEYC: 1a, 1b, 1c and SS 3)
4. The candidate understands characteristics of physical, cognitive, language, social, and emotional development at various developmental levels and utilizes this understanding to explain behaviors and characteristics of individuals. (AR Comp. K-12: 1.1, 1.2; AR Comp. K-6 Art, Music and PE: 3.1, 4.1; AR Comp. K-6 Diversity: 1.2; InTASC: 1, 2; ACEI: 1; CEC: 1.1, 1.2; NAEYC: 1a, 1b and SS 2)
5. The candidate uses the theories of development, learning, and motivation (e.g. psychosocial, contextual, behavioral, behavior motivation, cognitive, information processing, cognitive, constructivism, and group) to develop an eclectic perspective about effective learning among all students within an inclusive environment. (AR Comp. K-12: 1.1, 1.2; AR Comp. K-6 Diversity: 1.1, 1.2; InTASC: 1, 2; ACEI: 1; CEC: 1.1, 1.2; NAEYC: 1a, 1b, and SS 3)
6. The candidate understands how developmental domains affect one another and utilize this understanding to analyze activities and experiences at various developmental levels and their implications to learning. (AR Comp. K-12: 1.1, 1.2; InTASC: 1, 2; ACEI: 1; CEC: 1.1, 1.2; NAEYC: 1b and SS 4)
7. The candidate understands how to offer developmentally appropriate support for students and families in crisis, taking into consideration levels of functioning in various developmental domains (AR Comp. K-12: 1.1, 1.2; AR Comp. K-6 Diversity: 1.2, 1.3; InTASC: 1, 2; ACEI: 1; CEC 1.1, 1.2; NAEYC: 1b, 6c and SS 5)
8. Candidates will demonstrate an understanding of the Early Childhood & Special Education's Disposition Development process (InTASC: 9, 10; NAEYC: 6b, 6d, 6e and SS 3, 4)

#### 2. Which CLOs were addressed for this academic year? (2018-2019)

4. The candidate understands characteristics of physical, cognitive, language, social, and emotional development at various developmental levels and utilizes this understanding to explain behaviors and characteristics of individuals. (AR Comp. K-12: 1.1, 1.2; AR Comp. K-6 Art, Music and PE: 3.1, 4.1; AR Comp. K-6 Diversity: 1.2; InTASC: 1, 2; ACEI: 1; CEC: 1.1, 1.2; NAEYC: 1a, 1b and SS 2)
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  7. The candidate understands how to offer developmentally appropriate support for students and families in crisis, taking into consideration levels of functioning in various developmental domains (AR Comp. K-12: 1.1, 1.2; AR Comp. K-6 Diversity: 1.2, 1.3; InTASC: 1, 2; ACEI: 1; CEC 1.1, 1.2; NAEYC: 1b, 6c and SS 5)
  8. Candidates will demonstrate an understanding of the Early Childhood & Special Education's Disposition Development process (InTASC: 9, 10; NAEYC: 6b, 6d, 6e and SS 3, 4)

## 2. Which CLOs are being addressed in your assessment plan next academic year? (2019-2020)

This CLO will be assessed next academic year also. After evaluation of data, faculty would like to see an increase in performance on identifying the types of learning styles observed teacher used.

## 3. Explain the assessment cycle.

The assessment cycle of reported assessment results was initially planned to coordinate with the program assessment cycle. CLO's 4-8 will be assessed again next year in order to measure a desired improvement. When desired improvement is achieved, the faculty will determine the next CLO and course project to report on.

## 4. What are the assessment methods? Are they direct or indirect?

Indirect- students are evaluated on a typed paper containing information on the school they observed, the teacher-child interactions and the students' overall experience in either a preschool, K-6, middle school or high school observation.

## 5. What are the assessment goal(s)?

Students will achieve 70% or better proficiency on the grading rubric.

## 6. What were the findings for this academic year? (2018-2019)

In fall 2018, the day hybrid class achieved an overall 89% pass rate on this assessment (Observation). Students in the on line class achieved an overall 74% pass rate on this assessment. Three students did not submit their observation.

In spring 2019, the day hybrid class achieved an overall 90% pass rate on this assessment (Observation). Students in the on line class achieved an overall 73% pass rate on this assessment.

## 7. What is your analysis of the findings?

In the fall of 2018 and spring of 2019, students were proficient and met the desired outcomes. Students in the hybrid had a better grasp of the project as instructor was able to explain the project in class and share examples. Students in the on line class were overall weak in providing details for a 2.5 hour observation. Although instructor does provide videos on Blackboard to review the project, on line students continue to provide the desired details.

Instructor will review the videos created for the project and evaluate if changes can be made to improve the explanation of project.

## 8. What is the action plan for the next academic year? (2019-2020) Explain.

Faculty have discussed the results of this assessment, and while the overall proficiency was above 70%, faculty would like to continue to see improvement in student's ability to identify and describe the different learning styles observed. Faculty would also like to see an improvement in the level of details provided in the typed observation from on line students.