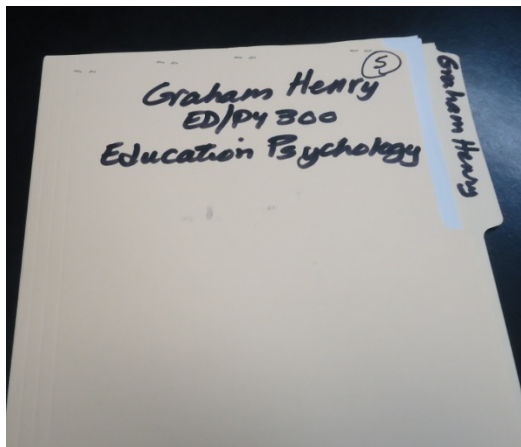


Summary of How Students are Informed of SLOs in My Classes
 S. Moses, Education Division
 Spring 2013

I typically teach ED 330 Classroom Management, ED/PY 300 Education Psychology, ED 301b Reading Methods, and courses as part of the UOG/COM-FSM BA Partnership Program including ED 489 Evaluation, ED 486 Building Effective Strategies for Teaching, and ED 334 Solving Discipline Problems. For the past eleven (11) years I have used the system summarized in this paper to ensure that students in these classes are aware of the SLOs (formerly known as objectives) in each class.

The SLOs for each course are included in the syllabus which is provided to students and discussed on the first day of class. Each student is provided with a folder with the SLOs stapled in the folder along with the assignment associated with each assessment strategy and the accompanying point value of each. Students insert assignments in the folders and leave the folders in the classroom after each class; they retrieve the folders at the beginning of the following class period with graded assignments inserted. Points are recorded in the student folders so students can determine their grades at any given time during the course. Below are pictures of the outside and inside of one folder being used this semester.



Student folder – ED/PY 300 Spring 2013

ED 300 Education Psychology
 Spring 2013

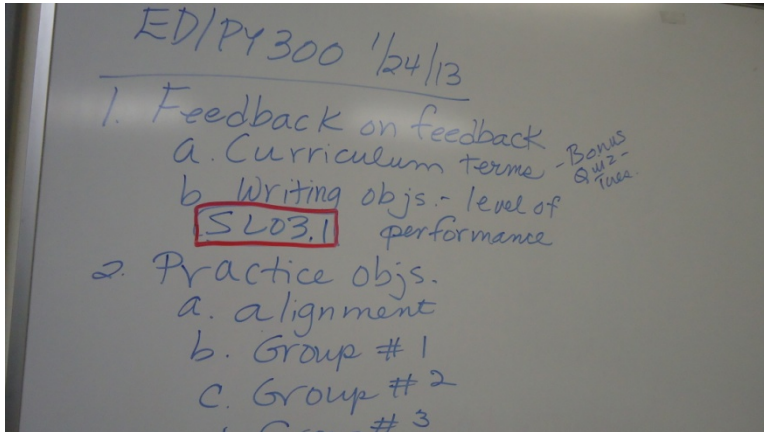
STUDENT LEARNING OUTCOMES

GENERAL SLO 1. The student will demonstrate understanding of student characteristics and individual differences as defined by theories of the development of cognition language development, moral development, and personality and their implications for teaching and learning in the local elementary classroom.

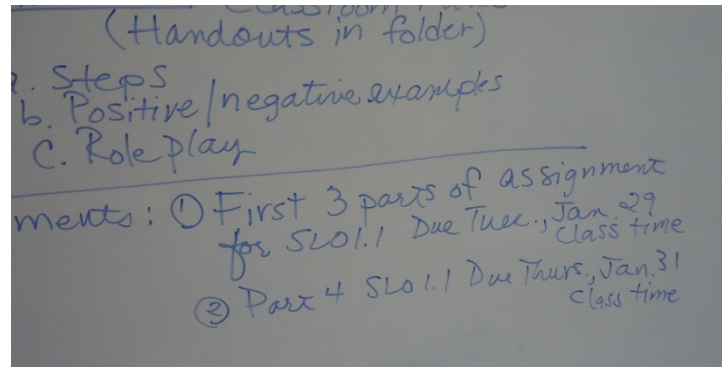
Student Learning Outcomes	Activities/Assignments	Assessment Strategy	Points
1.1 Demonstrate understanding of the theories of Piaget, Vygotsky, and Erikson and the implications of these theories for teaching and learning in local elementary classrooms.	Text: Chapter 2 "The Development of Cognition and Language," pp. 34-50; 62-72 Internet sources DVDs	Student passes a test on Piaget, Vygotsky, and Erikson which includes objective items and essay items on the implications of these theories for teaching and learning in local classrooms. The essay items are scored with a rubric.	(20 pts)
1.2 Demonstrate understanding of Kohlberg's theory of moral development and its implications for	Text: Chapter 3 "Personal, Social, and Emotional Development," pp. 81-	Given two moral dilemmas that might be faced by local elementary students, student states in writing how elementary students might respond to each	

Inside student folder – ED/PY 300 Spring 2013

Prior to the start of each class a list of the activities and topics to be included in that class period is written on the board. Embedded in each list are references to the SLO(s) to be learned that day. At the bottom of each list is a summary of the assignments associated with the SLO(s). Below are pictures of the list of activities and associated assignments with the embedded SLO.



List of activities for ED/PY 300 class on board

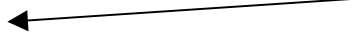


List of assignments for ED 330 class on board (SLO)

Each assignment or exam in each class is linked to the associated SLO of the course syllabus. An example from a fall class is shown below.

ED/PY 300 Education Psychology
 Fall 2011 S. Moses, Instructor
 SLO #2h Motivation

Reference to SLO



Performance Assessment

Directions: You have been assigned to a group of 3 or 4 classmates. Each group will conduct research and create a **poster** to depict a topic related to motivation. The poster should not simply summarize the topic in writing. Instead, be creative. Use pictures, diagrams, and/or highlighted key words to use as a basis for sharing your topic with the class. Use the text, but also search the Internet for additional information on your topic. The topics, groups, and scoring rubric follow. All members of a group will be awarded the same number of points. You are encouraged to do your part to contribute to the work of your group. Be prepared to present your topic to the class on **Tuesday, November 24, 2011.**

Group	Members	Topic
1	Cassandra, Sernida, Yvonne, Arleen	Intrinsic and Extrinsic Motivation
2	Serlynn, Aileen, Ruth, Cheryl	Expectancy X Value Theory
3	June, Nancylynn, Steward, Juleen	Maslow's Theory

4	Jayceleen, Janet, Kimberly, Gracelyn	Vygotsky's Theory of Motivation
5	Carter, Donia, Dexter	Piaget's Theory of Motivation
6	Agatha, Yasko, Monaliza, Brian	Skinner's Theory of Motivation

Scoring Rubric:

Criteria	Very good (3 pts.)	Good (2 pts.)	Fair (1 pt)	Poor (0 pts.)
Key points	Poster and presentation cover all key points	Poster and presentation cover most key points	Poster and presentation cover some key points	Poster and presentation fail to cover key points
Creativity	Very creative poster	Creative poster	Somewhat creative poster	Poster not creative
Presentation	All members presented	Only two members presented	Only one member presented	N/A
TOTAL /9				

Course level assessments are linked to each SLO of the syllabus (and course outline). These course level assessments are on file with the Dean of Academic Programs and are used to improve the student learning in subsequent offerings of the course. An example is the teaching of SLO 3.1 of the ED/PY 300 course first in the Spring 2013 semester because of poor student performance on this SLO in the Fall 2013 course and comments on student reflection papers that indicated that insufficient time and attention was devoted to this SLO in the course due to the fact that the SLO appears during the last part of the syllabus.

