

Course Level Assessment
EDF 217 Human Development & Learning
Spring 2007 Semester

Submitted by Debra H. Backus
August 27, 2007

Approved by LOT Fall 2007

The purpose of this report is to present the methodology and findings for the course level assessment of Human Development and Learning (EDF 217). Human Development and Learning serves as a technical core course for the A.A.S in Early Childhood Development program. This course traces the social, emotional, physical and intellectual development of the child from birth through adolescence. Special emphasis is placed on cognitive development and its implications for teaching. To assure that Human Development and Learning is meeting its intended purpose in the curriculum and that students are in fact achieving the defined course learning outcomes identified on the Master Course Record Form (See Attachment A), this course was selected for a course level assessment project to discern attainment of specified learning outcomes.

Methodology

Human Development & Learning course outcomes will be assessed on a cyclical basis over three years beginning with the fall 2007 semester. Each year, a minimum of four course learning outcomes will be selected for evaluation. Dependent upon assessment findings, some outcomes will be assessed over multiple years to validate effectiveness of changes in curriculum or course materials. Exam questions addressing the target learning outcomes serve as indicators of student attainment of course learning outcomes. These exam questions are incorporated across all sections of EDF 217 during the assessment cycle. The minimum performance standard is set at 80%. At least 80% of the students completing the common indicators administered via the course examination will select the correct response. In the event that the minimum performance standard is not met, the unmet learning outcome will be targeted for further monitoring. The results

may also trigger an evaluation of course materials supporting the learning outcome, revision of course materials or further curriculum revision.

In the spring 2007 semester, four course learning outcomes were selected for assessment in Human Development & Learning. The target learning outcomes include:

- Outcome 1: Identify the four (4) aspects of development.
- Outcome 2: Identify the three (3) stages of gestation
- Outcome 3: Identify Piaget's four (4) Cognitive Developmental States
- Outcome 4: Apply Piaget's Theory
- Outcome 5: Explain Kohlberg's Moral Development Theory

To assess these learning outcomes, standard questions were administered in Human Development & Learning as a part of the final examination. All students enrolled in this section completed the standard questions. Eight students (8) were included in this sample. The outcomes and corresponding indicators are listed in Figure 1. Results were compiled for each indicator denoting the percent and number of students selecting the correct response for each indicator and the percent and number of incorrect responses for each indicator. Findings from the data for each outcome are presented in the results section of this report.

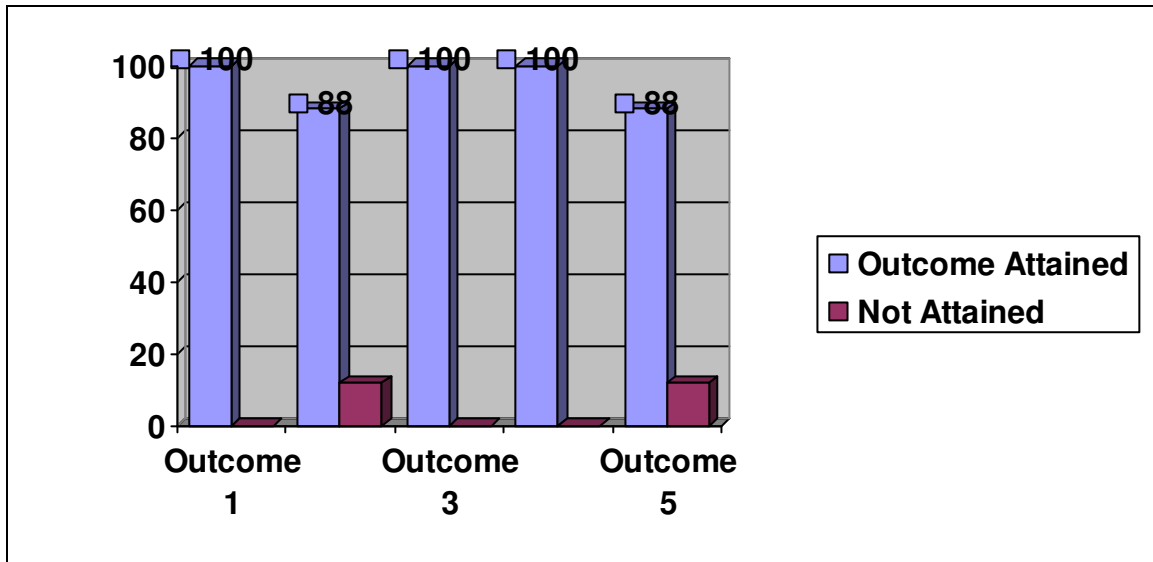
Learning Outcome	Indicator
Outcome I: Identify the four (4) aspects of development	What are the four developmental domains? a. physical, cognitive, sociocultural, personality b. concrete, formal, preoperational, sensorimotor c. biological, experience, heredity, environment d. none of the above
Outcome II: Identify the three (3) stages of gestation.	What is the developmental sequence of prenatal development? a. germinal, embryonic, fetal b. embryonic, fetal, germinal c. fetal, germinal, embryonic d. germinal, fetal, embryonic
Outcome III: Identify Piaget's four (4) Cognitive Developmental States	Children begin to use language in which stage of Piaget's cognitive theory? a. concrete operations b. formal operations c. preoperational d. sensorimotor
Outcome IV: Apply Piaget's Theory	Which of the following is an application of Piaget's concepts in a school setting? a. Children are asked to listen and take notes b. Teachers lecture instead of demonstrating c. Blue ribbons and trophies are awarded on a daily basis d. Children are asked to discover relationships.
Outcome V: Explain Kohlberg's Moral Development Theory	According to Kohlberg: a. Moral judgment can be taught b. Morality is genetically programmed c. Moral thinking cannot be taught d. Adolescents rarely are above the preconventional level of moral development.

Figure 1: Assessed Outcomes and Indicators

Results

Based on the existing data, all five learning outcomes met at the minimum performance standard (See Table 1). On Outcome I, Outcome III, Outcome IV all eight

students successfully completed the identified indicator(100%). On Outcome II and Outcome V, eighty-eight percent (88%) of the students met the performance standard.



Conclusion and Action Plan

In conclusion, this course level assessment of Human Development & Learning finds that all five outcomes were met at or above the minimum performance standard of 80%. Outcome I, III and IV had 100% success with all 8 students giving correct responses. Outcome II and Outcome V had 88% (7 students) of the students responding correctly. Twelve (12%) responded incorrectly this was one student.

The participating faculty members have been made aware of the course level assessment and attainment of the outcomes for the classes they taught. Their continued input as to which outcomes to monitor and recommendations for course revision will be utilized in future course level assessments.

The plan is to continue the pilot study of Early Childhood Development core content courses during fall semester 2007. The challenge for assessment of these courses is the part-time evening implementation. The cycle of review will be done each semester

the course is offered. The five selected outcomes and indicators will be assessed in Human Development & Learning when it is offered in Spring 2009.

Attachment A: Master Course Record Form

**Eastern WV Community & Technical College
Master Course Record**

Course Prefix and Number: EDF 217
Course Title: Human Development and Learning
Recommended Transcript Title (if over 40 characters) Human Development & Learning
Date Approved/Revised: June 27, 2005
Credit Hours: 3 Contact hours per week (Based on 15 week term): Lecture: 3 Lab:
Prerequisite: (Include any exam or placement scores) PSY 200 or permission of the Dean for Academic Services Corequisite: Pre/Corequisite:
Grading Mode: Letter
Catalog Description: This course traces the social, emotional, physical, and intellectual development of the child from birth through adolescence. Special emphasis will be placed on cognitive development and its implications for teaching. At least thirty hours of observation is required.
Course Outcomes: <ol style="list-style-type: none">1. Identify the four (4) aspects of development2. Identify tasks, fixations, for Freud's stages3. Express knowledge of Freud's Development4. Apply Freud's Theory5. Express knowledge of Erikson's Development6. Identify Erikson's eight (8) Life Stages7. Identify each of Erikson's dichotomies8. Apply Erikson's Theory9. Identify Piaget's four (4) Cognitive Development Stages10. Express knowledge of Piaget's Development11. Discuss assimilation12. Discuss accommodation13. Apply Piaget's Theory14. Identify Cognitive ages according to Piaget15. Explain Kholberg's Moral Development Theory16. Express knowledge of Skinner's Behavioral-Learning Theory17. Define positive reinforcement18. Define negative reinforcement19. Define punishment20. Identify Adler's Motivations of Misbehavior21. Identify NORMAL genetic traits

22. Identify dominant genetic traits
23. Identify recessive genetic traits
24. Define genotype
25. Define phenotype
26. Discuss environmental causes of abnormal development
27. Discuss conception
28. Identify the three (3) stages of gestation
29. Identify the three (3) stages of labor
30. Identify chromosomes, genes, and DNA and how they relate to each other
31. Describe the six (6) states of consciousness in infants
32. Explain the APGAR SCORE
33. Explain how temperament is related to personality
34. Describe “stranger” anxiety
35. Discuss the growth that takes place in the first two (2) years of life as compared to growth between the ages of two (2) and six (6)
36. Discuss the difference between gender constancy and gender identity
37. Describe the four (4) types of learning disabilities
38. Describe each of the four (4) types of peer status found in sociometric analyses
39. Describe the symptoms of childhood depression
40. Discuss the primary difference between primary and secondary sex characteristics
41. Discuss the role of identity in adolescence
42. Compare the difference in learning that takes place between middle childhood (6-12) and adolescence (13-18)

Implementation Cycle: Spring

Role in College Curriculum: (Check all that apply)

General Education Core (Specify category)

Technical Core (Specify Program) Early Childhood Development

Restricted Elective (Specify Program)

General Elective

Course Fee: None

Instructor’s Qualifications: Masters degree with coursework in early childhood education or related experience.

Expanded Course Description (provides details regarding major course concepts, target audience, delivery format, etc) The focus of this course is to provide knowledge of the life cycle changes in regard to physical, cognitive, psychological, and social aspects of functioning. There will be special emphasis on Freud, Erikson, and Piaget as they relate to children’s learning at the various stages of development.

Lectures, class participation, class discussion, and observation will be the main instructional procedures for this course.

Prepared by: Debra H. Backus

Signature, Academic Program Director for General Education & Instruction Date

Approved by:

Dean, Academic Services

Date

Appendix B:

Summary of Outcomes, Indicators, Performance Standards and Results

Course Level Assessment Pilot Spring 2007 EDF 217 Human Development & Learning				
Learning Outcome	Indicator (Questions from final exam Spring 2007)	Percent of Correct Responses	Percent of Incorrect Responses	Performance Standard Met (80%)
Outcome I: Identify the four (4) aspects of development	What are the four developmental domains? a. physical, cognitive, sociocultural, personality b. concrete, formal, preoperational, sensorimotor c. biological, experience, heredity, environment d. none of the above	100% (8)	0%	Yes
Outcome II: Identify the three (3) stages of gestation.	What is the developmental sequence of prenatal development? a. germinal, embryonic, fetal b. embryonic, fetal, germinal c. fetal, germinal, embryonic d. germinal, fetal, embryonic	88% (7)	12% (1)	Yes
Outcome III: Identify Piaget's four (4) Cognitive Developmental States	Children begin to use language in which stage of Piaget's cognitive theory? a. concrete operations b. formal operations c. preoperational d. sensorimotor	100% (8)	0%	Yes
Outcome IV: Apply Piaget's Theory	Which of the following is an application of Piaget's concepts in a school setting? a. Children are asked to listen and take notes b. Teachers lecture instead of demonstrating c. Blue ribbons and trophies are awarded on a daily basis d. Children are asked to discover relationships.	100% (8)	0%	Yes
Outcome V: Explain Kohlberg's Moral Development Theory	According to Kohlberg: a. Moral judgment can be taught b. Morality is genetically programmed c. Moral thinking cannot be taught d. Adolescents rarely are above the preconventional level of moral development.	88% (7)	12% (1)	Yes