

National Institute for Learning Outcomes Assessment

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Pedagogical Choices Make Large Classes Feel Small Appendix

Karen Singer-Freeman and Linda Bastone



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Addendum to Occasional Paper #27

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The ideas and information contained in this publication are those of the authors and do not necessarily reflect the views of Carnegie Corporation of New York, Lumina Foundation for Education, or The Teagle Foundation.

Pedagogical Choices Make Large Classes Feel Small Appendices

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Appendix A

Discussion Session Meetings that Include Interventions

Discussion 1 - Values Affirmation (Offered during Weeks 1-2)

1. Writing (25 minutes) Distribute the affirmations worksheet and have students write about the first question for 15 minutes.
 - A. Please spend a few minutes thinking about an incident that made you proud of yourself and your values. Then spend about 15 minutes writing a few paragraphs describing the incident, describing your value(s) and then reflecting on the reasons that incident made you proud of your value(s).
 - B. List some of the influences in your life that led you to have the value(s) you described in your essay.
 - C. Think back over your childhood. When is your earliest recollection of a time that your behavior was influenced by the value(s) you described?
2. Discussion (25 minutes)
 - a. Ask students to share the experiences that influenced their values. Classify responses as:
 - i. Microsystem (family, friends, school)
 - ii. Macrosystem (country, religion, culture)
 - b. Ask students to discuss how their values changed over time
 - i. Distribute the handout on moral development
 - ii. Discuss whether students can remember examples of their own thinking at each stage of moral development.

Discussion 4 - Sense of Belonging (Offered during Weeks 8-9)

1. Have students respond to the following writing prompts:
 - List 5 signs that a preschool aged child might be feeling socially uncomfortable.
 - List 5 signs that a school aged child might be feeling socially uncomfortable.
 - How do the signs of social discomfort change over time? Of the signs you listed which do you think are no longer present in adulthood? What do you think causes these signs to disappear?
2. Read or summarize these evidence based tips for adjustment to college (Dewar, 2013)
 - a. Everybody has negative emotions and selfish impulses. To make friends, children must keep negative emotions under control. Seven- to 10-year-olds with better emotional control had better friendships.
 - b. Conversational Skills Matter – When meeting someone new:
 - i. Trade information about likes and dislikes
 - ii. Don't be a conversation hog (talking only about yourself)
 - iii. Don't be an interviewer (only asking questions)
 - iv. Find a common goal to work towards

- c. Group Entry Skills Matter – When joining a new group
 - i. Look before you leap – get a sense of what is going on
 - ii. Join in a helpful way – don't try to become the leader
 - iii. Be positive and enthusiastic – don't criticize
 - iv. Don't insist – if you are not welcomed move on quickly
3. Discuss whether this remains true later in life.
4. Read four stories from Purchase College seniors and answer the following questions:
 - For each of the college students what do you think enabled them to begin to feel socially connected at Purchase College?
 - Write a brief letter to a future student giving them advice about steps they could take to help them become socially connected to other students at the college.

Discussion 6 – Sense of Belonging (offered during weeks 12-13)

- 1) Have students write the most important thing they remember learning about Conception, Birth, Prenatal Development; Infant Physical, Cognitive, and Social Development; Preschool Physical, Cognitive, and Social Development; School Aged Physical, Cognitive, and Social Development; Age of First Memory; Number of Siblings; and Month You Were Born.
- 2) Create Bingo boards with these topics in different cells.
- 3) Have students find other students who shared the same important recollection for cells until they get BINGO (offer a prize to the winner).

Appendix B

ePortfolio Assignments and Grading Rubrics

1. Continuities and Discontinuities in Your Life

- a. Write a simple definition of continuity and discontinuity using your own words (you may wish to review Chapter 1 in the textbook to help you). Explain how plasticity is related to discontinuity in development.
- b. Describe one continuity and one discontinuity depicted by one of the individuals featured in the movie *42 Up*. It is fine to describe examples that we discussed in class.
- c. Reflect on your own life. Describe one way in which you have experienced continuous growth and one way in which you have experienced discontinuous growth.

Alternate Question c: Reflect on the life of someone you know well. Describe one way in which this person has experienced continuous growth and one way in which this person has experienced discontinuous growth.

- i. Optional: Add images that represent the continuity and discontinuity you describe.
- d. Look forward and propose an aspect of yourself (or a person you know well) you would like to change in the future. (Think of this as a late New Year's Resolution). Given what you currently know about psychology, describe a few steps you (or that person) could take that would increase the chances that you will be successful in creating this discontinuity.
- e. Write your top 3 list: List the top 3 things you would like to remember about continuity, discontinuity and plasticity in order to be a better influence on the children in your life.

Continuities and Discontinuities	4	3	2	1	0
Understands Concepts - Defines all 3 concepts clearly and in own words.					
Examples - Provides correct examples of each concept that were present in <i>42 Up</i> .					
Reflection Provides a complete and clear reflection on own (or other's) experience of continuous and discontinuous growth.					
Future Plans Proposes a future discontinuity and outlines reasonable and detailed "steps to take."					
Applications Clearly describes 3 applications that relate to continuity and discontinuity.					

2. Contexts in Your Life

- a. Write simple definitions of Microsystem, Exosystem, Macrosystem and Mesosystem using your own words (may wish to review Figure 1.6 in the textbook to help you).
- b. Reflect on your own life. Describe two Microsystems from your childhood (be sure to tell us the age you were).
 - i. Optional: Add images of you from when you were a child in the Microsystems.
- c. Explain a difference in how you behaved in the two Microsystems.
- d. Describe the Mesosystem that existed between the two Microsystems and explain how the quality of the Mesosystem influenced your behavior.
- e. Think of an Exosystem that influenced one of the Microsystems. Describe the way that the Exosystem changed the nature of the Microsystem.
- f. The Chronosystem is the idea that systems exert different influences on us depending on our age. In general, younger children are more influenced by their environment than older children. Discuss whether you would respond similarly to the Microsystems now as you did when you were a child. Provide specific examples of ways that your response might be different.
 - i. Optional: Add recent images of you in the Microsystems.
- g. Write your top 3 list: List the top 3 things you would like to remember about the effects of contexts on children in order to be a better influence on the children in your life.

Contexts	4	3	2	1	0
Understands Concepts Defines all 4 concepts clearly and using own words.					
Examples Provides correct examples of Microsystems, Exosystem and Mesosystem.					
Application Provides a complete reflection on how Exosystem and Mesosystem influenced behavior.					
Change Over Time Includes a specific example and fully explains why specific responses to a microsystem would be different at different ages.					
Applications Describes 3 applications that relate to contexts.					

3. Birth and Reproductive Plan

- a. Write a letter to your future self or to a person you know. In the letter use what you have learned in class to summarize the following:
 - i. What should you do before conception?
 - ii. What should you do during pregnancy to support healthy fetal development?
 - iii. What should you remember when selecting a birth setting?
 - iv. What are some of the difficulties you should expect to experience during the first month of your child's life? What are sources of support you could seek out to help you during this challenging time?
 - v. If you are unable to conceive, what are the risks and advantages of at least two types of Assisted Reproductive Technology?
- b. Write your top 3 list: What are the top 3 things you would like to remember about pre-natal development, teratogens, and birth?

Birth and Reproductive Plan	4	3	2	1	0
Understands Concepts Relating to Conception and Pregnancy Provides accurate and detailed plan for healthy conception and pregnancy including details about steps to take before conception, during pregnancy, and during birth.					
Explanation Birth plan includes complete explanations of choices.					
Understands Concepts Relating to First Month Description of the common first month challenges and sources of support are detailed and evidence-based.					
Understands Concepts Relating to Reproductive Technology Fully explains risks and advantages of at least two forms of reproductive technology.					
Applications Describes 3 applications that relate to reproduction.					

4. Review of Infant Toys

- a. Toy manufacturers have discovered that parents are interested in buying toys that are educational. Describe what you have learned about an 8-month-olds' cognitive, physical and emotional development.
- b. Visit this educational toy company's website, <http://www.geniusbabies.com/chrisgifdfo.html> and select a toy. Upload the image and description of the toy and write a detailed review that describes the following:
 - i. What are the toy's affordances (aspects of the toy that would engage an 8-month-old's visual and auditory preferences)? Describe **one visual** and **one auditory** feature of the toy that is designed to be perceptually appealing to an 8-month-old. Explain why a young child is likely to enjoy each of the features you describe.
 - ii. In what ways could the toy support cognitive or language development?
 - iii. In what ways could the toy support social or emotional development?
 - iv. Does the toy include gender stereotypic features? Do these features make the toy more or less appealing?
 - v. Given what you have learned about infant development, is this toy worth the money?
- c. Write your top 3 list: What are the top 3 things you would like to remember about infant development?

Review of Infant Toys	4	3	2	1	0
Understands Development in all Areas Describes cognitive, physical & emotional development of 8-month-old fully using own words.					
Describes Affordances Describes visual and auditory affordances of toy fully and using own words.					
Cognitive, Language, and Social/ Emotional Development Provides complete description of how toy supports cognitive/language & social/emotional development.					
Gender Stereotypic Features Provides a complete description of the appeal of gender stereotypic features in the toy.					
Applications (c) Describes 3 applications that relate to infant development.					

5. Attachment

- a. Describe each of the stages of attachment that infants pass through during development.
- b. Describe the 4 possible attachment classifications (be sure to include the typical behaviors children exhibit during the Strange Situation for each classification).
- c. Reflect on your own infancy or the infancy of a person you know well. What sort of attachment style do you believe you (or they) had? If you wish, you can watch this movie of an infant in order to answer this question: <http://purchase.kanopystreaming.com/video/attachment-holistic-development-first-year>
- d. Visit <http://www.web-research-design.net/cgi-bin/crq/crq.pl> and complete the brief adult attachment survey.
- e. In what ways do you think these questions are similar or different from the measurements taken in the Strange Situation? Do you believe that this was a valid assessment? Explain your answer.
- f. Describe three steps that a person could take to develop secure attachment as an adult.
- g. Write your top 3 list: What 3 things do you want to do to ensure that a child is securely attached?

Attachment	4	3	2	1	0
Describes Stages of Attachment - Correctly describes each of the stages of attachment.					
Describes Attachment Classifications Describes 4 possible attachment classifications including the typical behaviors exhibited during the strange situation and reflects on own (or other's) attachment classification.					
Compares Strange Situation with the Brief Adult Attachment Survey Fully discusses ways in which questions are similar or different from the measurements taken in the Strange Situation and explains why the adult assessment is or is not valid.					
Reflects on Steps to Secure Attachment in Adulthood Describes three steps discussed in lecture that a person could take to develop secure attachment as an adult.					
Applications - Describes 3 applications of attachment.					

6. Language Learning

- a. Describe the basic stages of language acquisition you have learned about including the major accomplishments of language learning:
 - i. During the first year.
 - ii. During the play years (2-4 years).
 - iii. During the school years (5-12 years).
- b. Describe two ways that families or communities can support good language development and two ways that families or communities can impede good language development.
- c. Explain the benefits of bilingualism and dangers of language loss.
- d. Reflect on your own life. Describe your language learning environment. What languages did you hear? Did you speak or understand a language other than English? If you have any information about your first words or early things you said, you could include them in this section.
 - i. Optional: Upload a video or audio tape of you speaking during your childhood.
- e. Describe your experiences learning a second language in school or at home.
- f. Look forward and describe the language environment you would like to create for a child.
- g. Write your top 3 list: List 3 things you would like to remember about language development and bilingualism in order to be a better influence on the children in your life.

Language Learning	4	3	2	1	0
Describes Language Development Correctly describes language development including sufficient detail for each stage.					
Influence of Environment Correctly describes 2 ways that the environment can support and 2 ways that the environment can impede language development.					
Bilingualism Provides a complete description of benefits of bilingualism and dangers of language loss.					
Reflections Describes own language learning and the future environment would like to create.					
Applications - Describes 3 applications that relate to language development.					

7. **Erikson's Stages** Each of Erikson's eight psychosocial stages involves a crisis which is resolved in a social context. The resolution of a crisis means finding a healthy balance between the two poles, hopefully with a significant tendency for resolution toward the positive end.
- Describe the first 5 stages of Erikson's theory.
 - For each of the first 5 stages describe ways that parents, teachers, and other adults can support children's successful resolution.
 - You have passed through the first four stages: Reflect on your experiences **during one** of the stages. Describe where you believe you would fall within the two poles. Describe memories of experiences you believe influenced you during this stage. If you prefer you can answer this question using a person you know well as the subject instead of yourself.
 - Optional: Unlike Freud, Erikson believed that individuals could successfully resolve stages later in life. If there is a stage that you feel was resolved negatively in childhood reflect on steps you could take now to reach a better resolution.
 - Optional: upload an image or video of yourself during the stage you described.
 - Write your top 3 list: List the top 3 things you would like to remember about Erikson's theory in order to be a better influence on the children in your life.

Erikson's Stages	5	4	3	2	1	0
Correctly Describes Erikson's first 5 stages Correctly describes Erikson's first 5 stages including sufficient detail for each stage.						
Influence of Environment Correctly describes ways that the environment can support positive resolution of each stage.						
Reflections Describes own experiences during one of the 5 stages and discusses possible influences on self during this stage.						
Applications Describes 3 applications that relate to Erikson's stages.						

8. Growth Mindsets

- a. Watch this brief TED talk by Eduardo Briceno: <https://www.youtube.com/watch?v=pN34FNbOKXc>
- b. Describe 3 differences in the ways individuals with fixed and growth mindsets approach learning that were described by Briceno.
- c. Explain how different types of praise influence children’s responses to challenging tasks.
- d. Reflect on your own life: Do you believe you generally view intelligence as fixed? Describe some of your reactions to academic struggles. Assess the extent to which these reactions are employing a “fixed mindset voice.” Propose some responses you could use that would help you to establish a growth mindset. If you prefer you can answer this question thinking about someone you know well rather than yourself.
- e. Propose a plan that would help college students rise up to meet the challenges they encounter in college by fostering a growth mindset.
- f. Look forward and describe two ways that you can help children to achieve a growth mindset.
- g. Write your top 3 list: List the top 3 things you would like to remember about mindsets in order to be a better influence on the children in your life.

Growth Mindsets	4	3	2	1	0
Describes Different Approaches to Learning Correctly describes 3 differences in the ways individuals with fixed and growth mindsets approach learning that were described by Briceno.					
Effects of Praise Correctly explains how types of praise influence children’s responses to challenges.					
Reflection Fully describes own (or other’s) reactions to academic struggles, assesses reactions' use of a “fixed mindset voice,” and proposes alternate growth mindset response.					
Future - Fully describes plans to foster a growth mindset in college students and children.					
Applications - Describes 3 applications of mindsets.					

9. Grit

Watch this brief TED talk by Angela Duckworth: <https://www.youtube.com/watch?v=H14bBuluwB8>

- a. Describe grit.
- b. Explain how a growth mindset is related to grit.
- c. Describe three positive effects of grit on child development.
- d. Reflect on your own life: Describe the most difficult thing you ever accomplished. What aspects of grittiness did you display?
 - i. Optional: Describe a time that you gave up in the face of a challenge. If you could repeat the experience describe steps you could take to persist.
- e. Write a letter to your future self:
 - i. Describe 1 challenging thing you would like to accomplish this year.
 - ii. Describe obstacles that might prevent success.
 - iii. Explain how you could overcome each potential obstacle.
- f. Look forward and describe two ways that you can help children to develop grit.
- g. Write your top 3 list: List the top 3 things you would like to remember about grit in order to be a better influence on the children in your life.

Grit	4	3	2	1	0
Describes Grit Correctly describes grit and explains how a growth mindset is related to grit.					
Benefits of Grit Correctly describes three positive effects of grit on child development.					
Reflection Fully describes own (or other's) past grittiness in the face of a challenge and creates a detailed plan to overcome potential obstacles in order to meet a future goal.					
Future Fully describes two ways to foster grit in children					
Applications Describes 3 applications of grit.					

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NILOA Mission

NILOA's primary objective is to discover and disseminate ways that academic programs and institutions can productively use assessment data internally to inform and strengthen undergraduate education, and externally to communicate with policy makers, families and other stakeholders.

NILOA Occasional Paper Series

NILOA Occasional Papers are commissioned to examine contemporary issues that will inform the academic community of the current state-of-the art of assessing learning outcomes in American higher education. The authors are asked to write for a general audience in order to provide comprehensive, accurate information about how institutions and other organizations can become more proficient at assessing and reporting student learning outcomes for the purposes of improving student learning and responsibly fulfilling expectations for transparency and accountability to policy makers and other external audiences.

Comments and questions about this paper should be sent to njankow2@illinois.edu.

About NILOA

- The National Institute for Learning Outcomes Assessment (NILOA) was established in December 2008.
- NILOA is co-located at the University of Illinois and Indiana University.
- The NILOA website contains free assessment resources and can be found at <http://www.learningoutcomesassessment.org/>.
- The NILOA research team has scanned institutional websites, surveyed chief academic officers, and commissioned a series of occasional papers.
- One of the co-principal NILOA investigators, George Kuh, founded the National Survey for Student Engagement (NSSE).
- The other co-principal investigator for NILOA, Stanley Ikenberry, was president of the University of Illinois from 1979 to 1995 and of the American Council of Education from 1996 to 2001.

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