

Spring 2014
Psychology 300 Learning Processes and Development

INSTRUCTOR: William G. Masten, Ph.D.
 209 Henderson Hall
 Psychology and Special Education Department
 Texas A&M University-Commerce
 E-mail: william_masten@hotmail.com
 Office Phone: (903) 886-5596, Department 886-5594 Fax: (903) 886-5510
 Office Hours: Tuesday & Thursday. 3:45- 5:00 pm, Friday 2 pm 5 pm, and by appointment

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library, Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

COURSE OVERVIEW:

The following concepts and content are incorporated in this three hour course designed primarily for prospective teachers, parents, and others working with school age children and adolescents: (1) child and adolescent development - social developmental theory, cognitive development, knowledge of age-level characteristics of children and adolescents; (2) measurement and evaluation of classroom learning; and (3) learning and cognition - behavioral learning, cognitive learning, humanistic aspects of learning, and perspectives on motivation.

COURSE OBJECTIVES:

Upon completion of this course the students will be able to:

(1) Distinguish age-appropriate behaviors as they relate to teaching

(2) Distinguish between measurement and evaluation and the implications of each for assessing student progress;

(3) Apply information regarding the theories of the teaching-learning processes to how people learn, what motivated them, and how they retain knowledge

Development:

(1) Identify stages and developmental characteristics of student (includes cognitive, social, emotional, and physical development).

(2) Interpret the interrelationships among cognitive, social, emotional, and physical development in students

Measurement and Evaluation:

(1) Describe principles of testing and measurement. Includes the purpose of testing, the principles of reliability, validity, basic measurement statistics, and interpreting the results of standardized tests.

(2) Apply principles for developing assessment instruments including advantages and limitations of various types of test questions, basic principles for developing different types of test questions and basic principles for developing student observation measures and other informal assessments

(3) Apply procedures for scoring and interpreting assessment instruments. Includes types and uses of assessment instruments, scoring procedures for teacher made tests

Learning:

(1) Apply knowledge of behaviorist learning theory, especially principles of reinforcement, to instruction.

(2) Apply knowledge of information processing theory to instruction

(3) Apply knowledge of cognitive learning theory to instruction

Motivation:

(1) Apply knowledge of humanistic approaches to instruction.

(2) Apply principles of motivation to instruction

Cultural Diversity:

(1) Be aware of the effect of ethnicity on learning

(2) Be aware of the advantages of bilingual education

TEXT: Woolfolk, A. E., (2010), Educational Psychology. Allyn and Bacon.

Quizzes, Course Outline, & Schedule, Required Assignments & Required readings:

Students should read each of the readings listed. The quizzes are limited to material discussed in class, videotapes viewed in class and the assigned reading. **Additional assignments will be given during the semester.**

There will be two quizzes. Please bring 2 green Scantrons for each quiz. If you need to erase, use the second Scantron.

Required readings located on psy 300 under ecollege

studentGuidebook.pdf
 bias and WJ cog.htm
 What happened to moron.docx
 human natureP300.ppt
 Alfred Binet Develops Intelligence Test.docx
 Undergraduate Graduation Checklist.docx
 measure .ppt
 info proc .ppt
 Sensorimotor Substages.docx

Texas standardized tests a poor measure of what students learned.doc
 References on test bias.docx
 Erikson's 8 Stages chart.pptx
 Some thought on grading on the curve.docx
 motivation2 .ppt
 Piaget
 Erickson
 Behavior

Quiz 1: date . Will cover **Development:** (Chapter 3 — The Self, Social, and Moral Development, Chapter 2 — Cognitive Development and Language) **and Motivation** (Chapter 10- Social Cognitive Views of Motivation and Learning, Chapter 6 - Behavioral Views of Learning and Chapter, 13- Teaching Every Student).

Quiz 2: Date . Will cover **Measurement** (Chapter 4— Learner Differences and Learning Needs, Chapter 5 — Culture and Diversity, Chapter 14 Classroom Assessment, Grading, and Standardized) **and Information Processing** (Chapter 7 - Cognitive Views of Learning, Chapter 8 - Complex Cognitive Processes).

Grading:

Your final grade will be based on the average of all quizzes. Students must complete ALL quizzes. Grading scale:

A = 100% - 90%, B = 89% - 80%, C = 79% - 70%, D = 69% - 60%, F = less than 60%

Diversity

The student appreciates human diversity, recognizing how diversity in the classroom and the community may affect learning and creating a classroom environment in which both the diversity of groups and the uniqueness of individuals are recognized and celebrated.

The student is aware that each student brings to the classroom a constellation of personal and social characteristics related to a variety of factors such as ethnicity, gender, language background, exceptionality, etc.

The student recognizes the instructional implications of student diversity and knows how to turn the diversity within and beyond the classroom to advantage by creating an environment that nurtures a sense of community, respects differences, fosters learning, and enhances students' understanding of the society in which they live.

The student understands how learning occurs and can apply this understanding to design and implement effective instruction.

Respect for Others topics in this course will be emotional and controversial. Loosely quoting Voltaire, I may not agree with what you have to say, but I will fight to the death for your right to say it. I encourage you to disagree with me and other students. However, there is a difference between academic discourse and rudeness. If you cross the line, I will counsel you on the matter. If you make racial, sexist, or non-scholarly comments or derogatory statements about others, I will refer you to Dean of Students. I encourage you to offer your opinion, or disagree with me or other students, or even offer your opinion strongly, be respectful to your classmates and your teacher. At the end of the semester you will be asked, "If you were provided with a safe and caring online "class environment" that was open for learning." I expect all will answer yes. If not, you should contact me during the semester to tell me why you did not see the class environment as safe and caring.

People First Language. In special education and psychology, it is important to refer to individuals in "people first" language as described in the federal special education law, IDEA 2004. We do this to focus on the individual first, not the disability. To do this, always refer to the person first, the disability second. For example, you would never discuss a person as "an ADHD student," but instead would refer to them as "a student with ADHD."

Diagnosis in Special Education We will follow the federal special education law IDEA 2004, to guide our use of use of the various diagnoses in special education. I am aware some individuals do not like this however, I did not write the law! We will follow IDEA to avoid confusion. For example, IDEA used mental retardation and autism. Outside of class, you may use the words you wish.

Attendance

Students are expected to attend all classes. Excused absences fall in the following categories: the student's illness, participation in university functions, death in the immediate family, and legal and citizenship responsibilities. The instructor will determine excused absences. Unexcused absences will be reported to the Dean of Student Life.

Conduct

"All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See Student's Guide Handbook, Policies and Procedures, Conduct). The University regards the following as illustrations of misconduct by individuals or groups, which may result in review by the appropriate disciplinary agencies. Students who interfere with the educational responsibility during class, will be given a memo stating this the first time disorderly conduct occurs. The second time disorderly conduct occurs the instructor will send a letter to the Dean of Students recommending the student be dropped from this course.

Academic cheating and plagiarism.

Cheating unauthorized (unsanctioned) assistance on any assignment or test. Malicious destruction, damage, unauthorized possession or misuse of University property, including library and laboratory materials, or of private property on the campus.

Abuse, whether physical, mental or otherwise, of another person in the University community.

Disorderly conduct, which inhibits or interferes with the educational responsibility of the University community or the University's social-educational activities.

Violation of local, state, and federal laws on or off campus.

Recurring incidents which are in violation of University policies and/or other such persistently irresponsible behavior that brings into question the student's serious intent to pursue an education.

Failure to respond to a summons by letter, telephone call, E-mail or personal messenger from a University administrative official or faculty member.

Sexual or racial harassment.

State law prohibits visitors, including infants and children, to the classroom.

Course Competencies

The student uses an understanding of human developmental processes to nurture student growth through developmentally appropriate instruction

The student recognizes that students' developmental characteristics affect what and how they learn and that effective decision-making about instructional content and methods takes into account individual students' levels of development in the various domains (e.g., cognitive, social, emotional, aesthetic).

The student is aware of expected developmental progressions and ranges of individual variation in each domain, knows how to foster growth in each domain, and understanding how development in any one domain may affect performance in other domains.

The student applies knowledge of human development to design instruction that helps students at various developmental levels make connections between their current skills and understandings and those that are new to them.

The student considers environmental factors that may affect learning in designing a supportive and responsive classroom community that promotes all students' learning and self-esteem.

The student understands how various external factors (e.g., conflict within students' families, peer relationships, gang-or drug- related community problems, malnutrition) may affect students' lives and their performance in school and knows how to create a learning environment that takes advantage of positive factors and minimize the effects of negative factors.

The student recognizes signs of stress in students (e.g., a sudden drop in grades, an increase in aggressiveness) and knows how to respond appropriately to help students deal with stress.

The student understands factors inside and outside the classroom that influence students' perceptions of their own worth and potential (e.g., grouping practices, parent and teacher expectations, prior experiences in school), recognizes the effects of these perceptions on learning, and knows how to plan instruction to enhance all students' self-esteem and to create an environment in which all students feel safe, accepted, competent, and productive.

The student appreciates human diversity, recognizing how diversity in the classroom and the community may affect learning and creating a classroom environment in which both the diversity of groups and the uniqueness of individuals are recognized and celebrated.

The student is aware that each student brings to the classroom a constellation of personal and social characteristics related to a variety of factors such as ethnicity, gender, language background, exceptionality, etc.

The student recognizes the instructional implications of student diversity and knows how to turn the diversity within and beyond the classroom to advantage by creating an environment that nurtures a sense of community, respects differences, fosters learning, and enhances students' understanding of the society in which they live.

The student understands how learning occurs and can apply this understanding to design and implement effective instruction.

The student understands how students develop knowledge and skills and recognizes instructional strategies that promote student learning (e.g., linking new information to old, fostering a view of learning as a purposeful pursuit, promoting a sense of responsibility for one's own learning). The student is

aware of factors that affect learning (e.g., individual talents, learning styles, teaching styles, prior learning experiences) and can design instruction to facilitate learning in different situations and to help students learn how to learn and to monitor their own performance.

The student understands how motivation affects group and individual behavior and learning and can apply this understanding to promote student learning.

The student understands the importance of motivation to learning, knows how to help students become self-motivated, and is able to recognize factors and situations that are likely to promote or diminish motivation.

The student is aware of the characteristics and effects of intrinsic and extrinsic motivation and knows how to use a variety of techniques (e.g., relating lessons to students' personal interests, allowing students to have choices in their learning, giving students control over their learning experiences, leading individuals or groups of students to ask questions and pursue problems that are meaningful to them) to engage students in learning activities and to help them develop the motivation to achieve.

The teacher uses processes of informal and formal assessment to understand individual learners, monitor instructional effectiveness, and shape instruction.

The teacher understands the importance of ongoing assessment as an instructional tool and employs a variety of formal and informal assessment techniques (e.g., observation, portfolio, teacher-made classroom test, student self-assessment, peer assessment, standardized test) to enhance his or her knowledge of learners, monitor students' progress in achieving outcomes, and modify instructional delivery.

The teacher is aware of the characteristics, uses, advantages, and limitations of different types of assessments; understands assessment-related issues such as those related to bias, reliability, validity, and grading; and knows how to select or construct and use assessment instruments for various purposes.

Classroom Etiquette

- Talking in class. Many students believe it is their God given right (or a right guaranteed by the Constitution) to say whatever pops into the head at anytime. This is not true! If everyone did this, we could not have class. I know where this idea originates. However, it is not acceptable in a University. These ideas are fomented in grade and high schools. It is my duty to keep "order" in class so all may hear what was said. There are two aspects to Talking in class. First, if you have a question or comment, raise your hand and wait to be called upon. This is not treating you "like children". It is treating you like adults, with manners. Second, all conversations need to stop when the instructor is ready to begin class. Think about a movie theater. Once the movie begins, good manners indicate you do not talk, you do not answer your phone during the movie, and if something is funny, you laugh. Before the movie begins, you are free to talk. When the instructor starts class conversations stop. There may be times when one wants to ask a question such as when is that due? Always ask the instructor. What makes you think your neighbor got it when you did not? You should not, carry on conversations in class. Even if such conversations are relatively quiet and do not seem to disturb anyone nearby, they can be distracting to your fellow students or the instructor and are rude. If you misbehave in class, do not become embarrassed etc. if you are called on your behavior. When you run a red light, you do not tell the cop he embarrassed you by pulling you over.
- Questions in class. I like students to become involved in class, by asking questions. Sometimes I do not answer questions shouted out in class. For example, when let out early some students say, "Are you for real". The main reason is that I think they are jokes, or statements of opinion. Asking permission to do something I have just said cannot be done or condescending statements do not require answers.
- Arguing with the instructor. Don't. It is a disruption in class. If he is wrong, tell him in an email message. I try not to tell students they are wrong, during class even when they are. Why? I do not want to discourage a student from answering a future question. However, before you say "we did not cover this in class," check your facts.
- Cell phones and things that make noise. Cell phones can be set to vibrate rather than ring. (Some phones are noisy even on vibrate.) Actually these devices should be left in your car or room. You will not need to call anyone during class. Of course, you should never answer your cell phone during class!
- Computers. Many students are using laptops in class. Some students "surf the web," play games or other tasks other than taking class notes. Such activities are distracting to those around the student as well as the instructor.
- Recording equipment. I have had a few students who have asked permission to record lectures or discussions. Usually, I do not allow such recordings to be made, although it may depend on the circumstances. You should ask the instructor in advance about recording class activities.
- Reading in class/sending text messages. Some students pull out a newspaper (not many) and start reading or send text messages. Others do homework during class. This is not appropriate even if it homework related to this course. What will your boss think if you answer text messages during a meeting?? It is one thing to not be interested in the lecture or discussion, but flaunting one's boredom is very rude behavior. Along similar lines, avoid other behavior that clearly indicates to the instructor that you are not paying attention, like gawking out the window or falling asleep. If you sleep be sure someone gives you a nudge if you snore.
- Mr., Dr., or Prof. Some students are not sure of the correct way to address their instructors. If the person has a PhD or other doctorate, call them Dr. Last Name.
- Leaving during class. If you need to leave class, do so! Do not talk or preform other actions that draw others attention. Do not ask permission for the bathroom (this is need to know information; I do not need to know). If you know you will leave early, advise the instructor and sit close to the door so as not to disturb other students or the instructor. Leaving class to answer the phone demonstrates you do not think the class is important. Yes, at times, there might be an emergency, such as "my son was hit in the face during batting practice or my significant other was sent to the hospital". However, since 1992, I have observed only one of these situations, while many students have left the class to answer the phone. Cell phones record the number of missed calls, call them after class.
- Leaving early. Most students let me know in advance and will sit near the door to make less of a disturbance when leaving. If it is going to be a regular occurrence, you should determine a better time to take this course.
- Due dates. The day assignments are due bring out the worst behavior in students. I usually require that papers be turned in at the beginning of class. Always bring and keep a copy for yourself. Although most students get to class and turn in the paper on time. Some arrive late, look for where they should turn in the paper, and then just leave. Aside from the disturbance this creates, it is more than rude to just march in, drop off a paper, and march out after class has begun.
- Handing in a test when you are finished. This situation also brings out the worst behavior in students. Hand in your Scranton and test one person at a time. Do not rush up to the front, push others out of the way and throw things on the table. Do not say, "I am in a hurry." Everyone is in a hurry! Unless the fire alarm goes off, one person one at a time should turn in their Scranton and test. If someone is at the desk or table, wait until that person is finished before stepping up to turn in your quiz and Scranton.
- End of class. Students sometimes try to hurry the end of class by beginning to gather books and rustling about a few minutes before the end of class. Again, this is rude, particularly when others are trying to hear what the instructor is saying at the end of class.
- Patience. Sometimes the computer is slow, or the last person did not sign out. At times, I use YouTube or other online aides. Remember these computers are old and slow. If I could make them run faster, I would. A break in the lecture is not a sign to start talking to your neighbor!! Remember, Yoda's comment about Luke Skywalker to Obi-Wan Kenobi "the boy has no patience"!

Quiz review

1. State three general principles of human development, and give examples of each.
2. Explain how children's thinking differs at each of Piaget's four stages of development.

3. Summarize the implications of Piaget's theory for teaching students of different ages.
4. Contrast Piaget's and Vygotsky's ideas about cognitive development.
5. Give implications of Vygotsky's theory for teaching students of any age.
6. Describe briefly the stages of language development.
7. Describe Erikson's stages of psychosocial development and list several of his theory's implications for teaching.
8. Suggest how teachers can foster self-esteem in their students.
9. Describe Kohlberg's stages of moral reasoning and give an example of each.
10. Explain the factors that encourage cheating and aggression in classrooms and discuss possible responses to each.
11. Describe a number of challenges and risks that students face today and suggest roles for teachers in helping students respond.
12. Discuss the potential problems in categorizing and labeling students.
13. Know a definition of intelligence.
14. address ability differences in your teaching.
15. how to recognize and teach students who are gifted.
16. Adapt lessons to make them appropriate for students with varying learning styles.
17. Discuss the implications of the Individuals with Disabilities Education Act for your teaching.
18. List indicators of hearing, vision, language, and behavior problems, as well as indicators of specific learning disabilities.
19. Adapt teaching methods to meet the needs of students with exceptionalities.
20. Compare the notion of the melting pot with views about multicultural education.
21. Define "culture" and list the various groups that make up your own cultural identity.
22. Explain why the school achievement of low-income students often falls below that of middle- and upper-income students.
23. Give examples of conflicts and compatibilities between home and school cultures..
24. Describe the school's role in the development of gender differences.
25. Describe effective teaching in bilingual classrooms.
26. Incorporate multicultural concepts into your teaching
27. Define learning.
28. Compare classical conditioning, and operant conditioning, and give examples of each.
29. Give examples of four different kinds of consequences that can follow any behavior and the effect each is likely to have on future behavior.
30. Select a common academic or behavior problem and design an intervention based on applied behavior analysis.
31. Know group consequences, token economies, and contingency contracts.
32. Compare self-management and cognitive behavior modification.
33. Develop an understanding of some of the ethical issues involved in using behavioral methods.
34. Compare cognitive and behavioral views and discuss the role of knowledge in learning.
35. Describe model of human information processing.
36. Explain the role of metacognition in learning and remembering and discuss individual differences in working and long-term memory.
37. Define declarative, procedural, and conditional knowledge.
38. Describe the stages in the development of cognitive skills.
39. Apply new learning strategies and tactics to prepare for tests and assignments in your current courses.
40. Discuss the implications of cognitive theories for teaching critical thinking.
41. List ways a teacher might encourage positive transfer of learning.
42. Summarize the elements of social cognitive theory.
43. Describe situations in which a teacher might use modeling.
44. Know about inquiry, problem-based learning, and cooperative groups.
45. Give examples of intrinsic and extrinsic motivation and motivation to learn.
46. Define the concept of motivation from the behavioral, humanistic, cognitive, and sociocultural points of view.
47. List Maslow's seven levels of needs and give a classroom example of each.
48. Discuss the possible motivational effects of success and failure and how these effects relate to beliefs about ability.
49. Describe the roles of interests and emotions in motivation.
50. Explain the relationship between self-efficacy, self-determination, and motivation.
51. Describe the characteristics of mastery-oriented, failure-avoiding, and failure-accepting students.
52. Define the term motivation to learn.
53. Explain how the ambiguity and risk of the learning task affect motivation.
54. Discuss how the value of a task affects motivation to learn.
55. Explain how evaluation procedures and grouping arrangements, particularly cooperative learning, can influence motivation.
56. Describe potential effects on students of Teachers' expectations.
57. Arrange the physical environment of your classroom to fit your learning goals and teaching methods.
58. Explain suggestions for preventing management problems.
59. Describe how you might respond to a student who seldom completes work.
60. Suggest two different approaches for dealing with a conflict between teacher and student, or between two students.
61. Calculate mean, median, mode, and standard deviation.
62. Define percentile ranks, standard deviations, z scores, T scores, and stanine scores.
63. Explain reliability and validity in testing.
64. Interpret the results of achievement, aptitude, and diagnostic tests.
65. Take a position on the testing issue and defend your position.
66. Describe how to prepare students (and yourself) for taking standardized tests.
67. Explain the strengths and weaknesses of alternative forms of assessment such as portfolios.
68. Describe authentic assessment approaches, including portfolios, performances, exhibitions, and the development of scoring rubrics.
69. Discuss the potential positive and negative effects of grades on students.

70. Give examples of criterion-referenced and norm-referenced grading systems.
71. Assign grades to a hypothetical group of students and defend your decision in a class debate.
72. Role-play a conference with parents who do not understand your grading system or their child's grades.

Quiz 1 Review

Be able to list, from memory, the stages, age ranges and characteristics of the stages of Erikson, Piaget and Kohlberg as discussed in class and in your textbook.

Erikson

What Are The Eight Stages

What Is The Conflict Of Each Stage

Negative And Positive Resolution Of Each Stage

How Can Teachers Help With Each Stage

Primary Characteristics Of Each Stage

Erikson Interprets Development From The Perspective Of

What Theory?

The Emphasis In Erikson's Stage Theory Is

Erikson's Notion Of Developmental Crises

According To Erikson, Failure To Resolve A Crisis

Identity: Foreclosure, Moratorium, Diffusion, Achievement

Erikson's Stages Of Adulthood All Involve Crises Of

Generativity, Self-Absorption, Isolation, Integrity

Piaget

Sensorimotor.

Conventional.

Postconventional.

Object Permanence.

Goal-Directed Actions.

Operations.

Pre-Operational.

Semiotic Function.

Reversible Thinking.

Conservation.

Kohlberg

Moral Development At All Levels

Kohlberg's Theory Has Been Accused Of Showing

Kohlberg's Theory: Social Conventions And Moral Issues

Motivation--

Research On The Effectiveness Of Cooperative Learning For Achievement

Thomas Gordon: The First Step In Solving A Problem

If You Use Empathetic, Or Active Listening

If You Are Given Descriptions Of How To Motivate Students

Be Able To Choose Which Level According To Maslow's

Hierarchy Best Fits The Description.

Know Maslow's Hierarchy By Heart

Know What Students Attribute To Success Or Failure

Students Feel Pride In Completing Their Assignments

Because They Believe That Success Or Failure Is Due To

Their Own Efforts. This Is An Example Of?

When We Succeed Or Fail At A Task, In What Ways Can We Think About Who Or What Was Responsible.

Know What Indicates What Is A Controllable Or Uncontrollable Attribution.

Behavioral Theories

Social Learning.

Classical Conditioning.

Operant Conditioning

Unconditioned Stimulus.

Conditioned Stimulus.

The Premack Principle

Negative Reinforcement

Positive Reinforcement

Punishment

Social Isolation

The "Ripple Effect"

A Common Criticism Of Behavioral Methods

Extinction

The Four Reinforcement Schedules: Fixed Ratio (FR),

Variable Ratio (VR), Fixed Interval (FI), Variable Interval (VI)

Quiz 2 Review Measurement

Types of Tests

Norm-referenced

Criterion-referenced

Mode

Median

Mean

Normal Distribution

Types of validity

construct validity

Types of reliability

confidence interval

predictive validity

standardized test scores

T scores

z scores

standard scores

correlation between IQ and school achievement

Diagnostic tests

Norm-referenced and criterion referenced grading

Aptitude tests

The Wechsler Intelligence Scale for Children

Disabilities & special education

Disabilities under IDEA Mentally retardation

Learning disabled students

Authentic assessment

Information Processing

What is the human information processing model of memory?

components of memory

Short-term

Episodic

Long-term

Top-down processing

Short-term memory

Capacity of the short-term memory

Memory system

Cognitive theorists and memory

Metacognition

Peg-type mnemonics

The serial-position effect

Acronym

Keyword

Peg-type

Chunking

The loci method

To help students become better learners what can teachers do?

What is the role of knowledge in learning?

What are declarative, procedural, and conditioned knowledge?

How do perception, attention, schemas, and scripts influence learning and remembering?

What is the role of metacognition in learning and remembering?

Culture

Why does the school achievement of low-income students often fall below that of middle- and upper income students?

What is effective teaching in bilingual education classrooms?

What are examples of culturally relevant pedagogy that fit the grades and subjects you will teach?

Required readings located on psy 300 under ecollege

studentGuidebook.pdf

bias and WJ cog.htm

What happened to moron.docx

Spring Semester 2013 calendar.docx

human natureP300.ppt

Alfred Binet Develops Intelligence Test.docx

Undergraduate Graduation Checklist.docx

measure .ppt

info proc .ppt

Will Smith on living.docx

Sensorimotor Substages.docx

Texas standardized tests a poor measure of what students learned.doc

References on test bias.docx

Erikson's 8 Stages chart.pptx

Some thought on grading on the curve.docx

motivation2 .ppt

Piaget
Erickson
Behavior
