

Guide to Course Materials from EPSY 2020:

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Outreach Project assignment - An example of **project-based learning**. Most alternatives also involve **service learning** and/or **work-based learning**. At 60 points, it is worth as much as either of the exams, and is also an example of **authentic assessment**.

Mid-term Exam (preparation) - This exam is an example of **authentic assessment**, and encourages **collaborative learning**. It is also completely **problem-based**.

Final Exam, Part I - Part I of the final exam in the first CTL section of 2020, worth 40 points out of 60, involved a group presentation and an individual paper based on that presentation. Four "big questions" were formulated, based on students own remaining questions in the course, which had been turned in as part of a journal assignment. Students chose which question they wanted to investigate. The students in each group researched their question and presented their findings to the class as a whole. As such, this part of the final was **inquiry-based** and **project-based**, and involved **cooperative/collaborative learning**. Because it was based on students' own questions and asked them to find and organize information and then teach it to their classmates, who were genuinely interested in what they had discovered, it was also a particularly **authentic assessment** for an education course.

Reflection paper - In Fall, 1999, when students first did structured observations in classrooms in conjunction with this course (see AERA paper elsewhere for details), they were asked to write a paper reflecting on their observations in the field experience and their learning in the course overall. This assignment is an example of **work-based learning** and **authentic assessment**.

Examples of small-group learning activities - These are three examples of the type of small-group learning activities that are used throughout the course. They are **problem-based, collaborative learning** activities which require students to develop teaching strategies and solutions to **authentic, work-based** problems they will face as educators.