

DESIGN AND DEVELOPMENT WORKSHEET | SECTION 1

STUDENT NEEDS AND CHARACTERISTICS

Who are your students? (Age, sex, culture, location, and year in school)	Non-traditional, working professionals, some in Cooperative Extension as Agents in Family and Consumer Sciences and 4-H Youth Development
What are students' potential strengths? (Prior knowledge, experience, motivation, & social networks)	Prior knowledge about working with youth and families in real world.
What are their potential challenges? What factors could make it hard for them to succeed in the course? (Commitments to family and job, age, lack of previous knowledge or experience)	Job commitments (especially as Extension agents) – family commitments as well, although this class may help students who are parents to understand their children's behavior.
What do they already know about the proposed topic?	They might know the basics of youth development (theories, developmental areas) but are likely to have real life experience working with and/or raising children.
What should they know?	How theories inform our understanding of youth development which in turn, corresponds to application in working with youth.
Do they think that the learning from your course will be useful? When? And how? And under what conditions?	Yes, if they are in a non-profit organization serving youth. Students may vary on degree of how useful they perceive theory (particularly youth development theory) is to their work
What are their preferred learning styles, general learning abilities, and specific aptitudes?	Discussion – enjoy online discussions interacting in terms of application of theory. Visual and audio – aptitudes in using technology and effective experiences in working with youth.
What is likely to motivate your students? (For example, values, interests, short- and long-term goals, attitudes toward the subject matter and learning in general, self-concept, anxieties, confidence, competitive tendencies, and preferences)	Values definitely – students may support Darwin and evolutionary theory and/or understanding spirituality/religion in youth development. May have anxiety about theory and feel like it has no value. Want for students to gain comfort with theory and applying it as well as synthesizing among theories to find an eclectic one they can apply to their own work. Attitudes toward subject matter is key including Freudian theory – seeing his value as a stage-based theory and what contributions that has made to the field. Students also enjoy thinking about their own development and lives and applying information accordingly. Such learning can contribute to their career passions of working with youth and families in an area they care about.
What prior knowledge do they have related to online/hybrid courses? And have they ever learned this way before?	Probably may have taken a few online courses in their undergraduate studies but this may be one of their first grad courses online.
How will students use the information they learn in your course?	To inform them about recent research (that is theoretically based) on youth development outcomes that points to positive influences on youth development – especially in areas that intervention/programs can provide. Students will learn the value of theory as informing.

MODULE 3 WORKSHEET

Creating assessable learning objectives

Identify the course goal

Identify an overall course goal that describes what the student will be able to do after completion of the course.

Example: The goal of AST 1001: Introduction to Astronomy is to understand how the universe and all its contents began, have developed, and will end--and to appreciate our place in the cosmos.

The goal of FYC 6234: Theoretical Approaches to Youth Programming define is to understand the definition of theory (a set of cohesive statements used to explain and predict behavior). Specifically, theories of youth development explain what forces drive change over time in four basic domains (social, emotional, cognitive and physical). Application of: 1. two basic worldviews as they categorize many contemporary youth development theories (ones covered in course); and 2. ten selected criteria for determining usefulness of developmental theory.

1. Define, compare, and contrast well-known theoretical approaches to youth development.
2. Evaluate the strengths and limitations of each theory in their capacity to explain youth development.
3. Critically examine the theoretical basis of youth research, policy, and youth development practice.
4. Utilize youth development theories to: interpret contemporary youth issues, develop environments that optimize youth development, understand your own biases/preferences in explaining how youth develop.
5. Apply a variety of theoretical perspectives to research and/or issues in practice with youth in nonformal settings.
6. Analyze current youth development research/practice publications and produce a short summary publication on a youth development topic of interest.

Brainstorm

Brainstorm and write what the student must be able to do to reach the course goal. (Focus on one module, chapter or unit)

Example: Explain cycles of the sky, composition of a star, big bang theory.

Define and contrast the two main world views that categorize diverse theoretical viewpoints on what drives youth development (Organismic for stage-based theories and Mechanistic for theories of continuous development).

Know how to categorize classic, historical theories of youth development (macro theories) and more micro and situation-specific theories of youth development into the two world views (for at least 5 theories briefly introduced in unit 1).

Explain and define the 10 criteria for “good” developmental theory. Select several theories and examine how they measure up by criteria.

Select criteria that are most important to students in terms of their practice and/or research interests and choose theory/ies that best fit their needs and interests to focus on in later modules.

Module 3

Objectives: What will success look like?

Categorize information		
Categorize the list into Must know, Should know, or Nice to Know.		
Must know	Should Know	Nice to Know
<p>Definition of theory and specifically what makes a theory developmental</p> <p>Distinction among developmental domains (social, emotional, cognitive, physical); development as change over time; and that developmental theories explain what drives youth development or change over time</p> <p>World views (2) that distinguish /categorize developmental theories.</p> <p>Criteria (10) for good theory.</p>	<p>Basics of historically well-known and applied theories (names of theorists and basic axioms or statements).</p> <p>How to categorize historically well-known and applied theories by 2 world views and by 10 criteria.</p>	<p>Which theories best fit each student's interest to focus their: course assignments on, such as current career and research interests.</p>

Learning objective part 1: Student Centered
<p>List the items in chronological or scaffold order and make the items student centered. <i>Example:</i> The student will ____ the cycles of the sky. The student will ____ the composition of a star.</p>
<p>The student will <u>define and summarize</u> theory and specifically what makes a theory developmental (distinguishing developmental domains and how developmental theories explain what drives change over time from infancy through adulthood)</p> <p>The student will <u>compare</u> the two world views that categorize developmental theory.</p> <p>The student will <u>categorize</u> several contemporary theories by world view.</p> <p>The student will <u>select</u> (and apply) six traditional and contemporary theories to write analysis papers about based on 5 of 10 criteria or strengths for good theory that they find to be most important to them (e.g., a preference for the criteria "reflects the real world of children" makes some theories more appealing to a student than other options).</p>

Module 3

Objectives: What will success look like?

Learning objective part 2: Measurable Performance.
Assign the student centered items a measurable performance. <i>Example: The student will <u>identify</u> the cycles of the sky. The student will <u>analyze</u> the composition of a star.</i>
The student will <u>summarize</u> theory and specifically what makes a theory developmental (distinguishing developmental domains and how developmental theories explain what drives change over time from infancy through adulthood)
The student will <u>compare</u> and <u>contrast</u> the two world views that categorize developmental theory.
The student will <u>categorize</u> several (5-6) contemporary theories by world view (2).
The student will <u>apply</u> 10 criteria for good theory on those same several contemporary theories.

Learning objective part 3 & 4: Condition and Criteria (optional but recommended)
Specify the conditions under which the student must perform the task and give the task performance criteria.
<i>Example: <u>When given 10 star charts</u> the student will identify <u>8</u> cycles of the sky <u>correctly</u>. <u>When given a set of characteristics</u> the student will analyze the composition of a star <u>with 100% accuracy</u>.</i>
When given 8 theories of youth development students will select and identify at least 6 and place them correctly into appropriate world view category (2: organismic or mechanistic)
When given 3 theories of youth development (from selected 6 classified into world view), students will be able to rate theories using 10 criteria of developmental theory (definitions of 10 criteria will be provided) and rate 6 theories with 75% accuracy on a 3 point scale for each criteria ranging from 1=poor, 2=medium, 3=good.

If you will be working with an instructional designer, e-mail this worksheet to that individual prior to your first meeting.

Objectives – state overall goals of your course. List objectives to meet those goals.

Goals are broad, abstract, not able to be validated – the goal is where we want to be. The objectives – narrow, precise, steps needed to get there.

Step 1. Brainstorm a list of what students will need to do / be able to do to achieve that goal.

Step. 2 assign a measurable performance instead of using understand for example – use identify – instead of know – use debate theories

Step 3. Conditions under which student must understand the task – give them a star chart for example to identify cycles of sky. Want 100% achievement ideally – but expect 80% accuracy for successfully completing assignment

Summary – student centered, one task, observable performance, condition, criteria