

## Mapping Global Learning Goals to Teaching Practice

*Adapted from Martin Wolfger's PSYCH 201 Lifespan Development course skeleton worksheet*

**I. Course Goals:** By the end of class students will be able to apply theoretical principles to the stages of human development from conception to death, including physical, emotional, psychosocial, and cognitive influences. Students will be able to evaluate how **cultural/global** factors influence human development.

### II. How will you know your students have achieved your course goals?

Students undertake a semester long project, writing 5 papers that discuss important aspects of the development of a "fictional person" in detail. One specific focus of the project will be on cultural influences on development.

Mapping Course Goals to Class Activities	
Outcomes (in measurable terms) What must students be able to think and do to successfully complete the final assessment?	Student Learning What must students be able to think and do to successfully complete this learning outcome?
1. Identify and make sense of physical, cognitive, socio-emotional, and cultural factors that influence all human development from conception to death	A. Carry out literature searches and communicate effectively with representatives from each world region B. Evaluate the credibility and relevancy of sources C. Synthesize and integrate the collected information
2. Understand the coherence and continuity across the lifespan for all groups of people	A. Organize information in a logically coherent manner B. Understand cause-and-effect relationships among factors influencing human development
3. Evaluate the influence of cultural or global factors on human development	A. Understand the dominant cultural influences within a specific world region B. Apply those cultural influences to a fictional case
4. Develop a greater understanding of diversity around the globe	A. Understand physical, cognitive, socio-emotional, and cultural differences in lifespan development B. Evaluate newly acquired knowledge and critically reflect on the diversity of human development

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Teaching and Learning

Mapping course outcomes & learning objectives (1a+4b)  
to homework and in-class activities

Date	Out of Class Activities	In-Class Activities <i>*Most of these activities are not typically listed on syllabus</i>
1/13	Readings on "The Life+Span Perspective" (2a, 2b, 4a) Write brief response to focus questions (FQ) for assigned reading <i>Note: these FQ can target any of the course outcomes</i>	Introduction to the class (1+4) Explanation of Course Syllabus (1+4) Explanation of semester project (1+4) Lecture: Life+Span perspective (2a, 2b, 4a)
1/20	Readings on "Biological Beginnings" (2a, 2b) Focus questions	Whole class discussion (WCD): Respond to FQ Lecture: biological beginnings (2a, 2b) Small group discussion: the physical, cognitive, socio-emotional, and cultural differences that stem from "biological beginnings" (4a)
1/27	Readings on "Prenatal Development and Birth" (2a, 2b) Focus questions	WCD: Respond to focus questions Lecture: Prenatal development and birth (2a, 2b); make connections between development and cultural influences (3a, 3b) Small group discussion:
2/3	Readings on "Physical Development in Infancy" (2a, 2b) Focus questions Do a literature search	WCD: Respond to focus questions Lecture: Small group discussion:
2/10	Readings on "Cognitive Development in Infancy" (2a, 2b) <b>Fictional Child paper #1 due (1a+4b)</b>	WCD: Respond to focus questions Small group discussion:
2/17	Readings on "Socio+emotional Development in Infancy"	WCD: Respond to focus questions In-class exam (1a+4b)