

## Artifact Reflection

Adolescent Psychology Unobtrusive Observation Paper

December 5, 2012

### Artifact Description

This artifact is a paper I completed for an Adolescent Psychology class where I was to unobtrusively observe teenagers interactions and connect those actions to psychological theories. This paper was an assessment of my accumulated knowledge in adolescent psychology theory and practice.

### Wisconsin Teaching Licensure Standard Alignment

Standard 2-Development and Learning:

*The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.*

This paper best aligns with Standard 2 because it demonstrates my ability to observe and identify adolescent developmental stages and adjust my expectations or instructional strategies accordingly. This paper covers self-consciousness, social cognitive theory of gender, conformity, empathy, and Kohlberg's Moral Development theory. Kohlberg's Moral Development theory is an excellent measure of student intellectual, social, and personal development. Kohlberg's theory is an adapted version of Piaget's theory of cognitive development that tracks the moral growth of a person from birth to adulthood.

### UW-Platteville School of Education Knowledge, Skill, Disposition Statement Alignment

KSD3.b. Using Question and Discussion Techniques

*The candidate's questioning techniques and instructional strategies are of uniformly high quality with special attention given to available time for student response, varied levels of questions, and adequate student involvement in the discussion/instructional process.*

This paper best aligns with KSD3.b because, as a social studies candidate, student development is one of the most important factors during discussions and questioning. A student's cognitive, moral and emotional development will directly impact his/her ability to operate at the upper level of Bloom's taxonomy on certain topics. For example, most middle school students will struggle to truly participate in a discussion on the morality of complex situations such as genocide because they are most likely at a stage of moral development where their view on those events affect them directly. From this knowledge, I feel that I understand that students' physical, social, emotional, moral, and cognitive development influence learning, and I know how to address these factors when making instructional decisions. With this dichotomy in my licensure in-depth

knowledge about student development will help me facilitate adequate student involvement in the discussion/instructional process with varied levels of questions and with special attention to student understanding.

### **Secondary KSD Alignment**

KSD1.c. Selecting Instructional Goals

KSD1.b. Demonstrating Knowledge of Students

### Personal Reflection

#### **What I learned about teaching/learning:**

I learned that educators need to be aware of student's level of development. Regardless of how strongly the teacher feels about the material, if students are not mentally, socially, and emotionally developed enough to learn; they may not attain the level of mastery expected. There have been many moments in my college career where I thought, "How was that not covered in high school," and as I have learned more about teaching, those topics would have been lost on high school or middle school students.

#### **What I learned about myself as a prospective educator:**

I learned that the level of student is going to dictate the type of teacher I will be because students grow and change drastically between middle school and high school. I may have my comfort zone as a teacher, but if it's not working for the students, I have to adjust my style to them. Students need exposure to high level thinking problems, but in conjunction with knowledge based problems, and scaffolding to facilitate the actual high level thinking. The other aspect of teaching I will address will be the social, emotional, and physical development of my students. These aspects of students are often ignored in the day-to-day business of teaching but should be addressed in structured learning exercises.