

Phase III Learning Case Study: PSY 205 Educational Psychology
Project-Based & Problem-Based Learning Learning Plan Template

Kielly Richter

Dr. Salyers

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Case Study Narrative

Nora is 18 and a senior at Fairview High School in Fairview, Montana. She lives on a farm where her father, David takes care of all the farm work and her mother, Jamie is a first-grade teacher at Fairview Elementary School. Nora has one brother, Keith and he is an electrician in Bozeman, Montana. Fairview is a small town consisting of only 922 people and only about 100 people in the high school.

Nora, although loved sports and being a team player all throughout her school career, is a very interpersonal person, she doesn't seem to like to work in groups on any school activity or assignment. Nora tends to like to work by herself as she is in the post-conventional stage of Kohlberg's theory and is very independent when it comes to schoolwork. "This way, when I work by myself, I can have it exactly how I want it" Nora said. Choosing to be independent is how Nora excels in mostly everything she does, she is above average in mostly everything, especially in the subjects she enjoys.

Although Nora is very independent, she is also intrapersonal she is very social, especially in school. Nora talks to everyone and has many friends in all types of different groups, "I'm not necessarily in a certain group, I am friends with mostly everyone." Nora says, "I don't care what people think about me," she is very accepting in who she is. She definitely is in Erikson's identity stage, as she knows she wants to

be a nurse, is perfectly accepting in what type of person she is, and in the aspect that she knows she is a child of God, looking at the Faith side of things.

One of the reasons it is so evident to me that she has such a stable confidence is when I asked her about Bronfenbrenner's Ecological Theory, I realized she is supported greatly. Her microsystem, consisting of her closest loved ones supports her in everything she does, they are also there for advice and opinions when Nora asks for them, "I love my family very much, they do so much for me, and I can't thank them enough." Her community is also very supporting, much of the town goes out and supports the teams whenever they can. "The most important thing in my life is my Faith, God is always there for me and He is my biggest supporter. I will have my Faith to lean on if I have nothing else."

Nora is a young adult and her brain is fully developed, her prefrontal cortex is all the way developed and she is mature. As one gets older memory seems to drift away as they have for Nora as well, but she can remember back to preschool as she states, "Traumatic events really stick with me, especially this one car accident, even the slightest smell reminds me of it." She can make all her decisions on her own. As Nora is fully matured, she isn't one to take risks, she is more of a person who just lives to succeed in the aspects she wishes to, those she is interested in.

Nora is a very well-rounded student, she has a multiple intelligence involving intrapersonal, interpersonal, naturalistic, and spatial. Nora also said that she uses Sternberg's Triarchic Theory as well depending on the situation, she can be a practical student, creative, or analytical student. Whatever it takes for her to succeed she does it, because that is the most important thing for her. Nora is also motivated when the assignment involves her type of learning which is more hands-on type activities. She uses these strengths to succeed, she also uses the aspect

that she is very smart and good with English, Science, and Ethics. Nora says, “I don’t enjoy Math or History, but I still succeed in them because I am motivated to succeed for myself, the satisfaction and the reward of passing is worth all the time and effort I put into it.”

Teacher Name: Miss Richter	Grade & Subject: 12 th Grade, Algebra	
<p>Name of School: Missouri River High School</p> <p>Background of School (“culture”): The size of our graduating class is 180 – 220 students. The size of our school is 880 students, town 20,000 – 25,000 people. Missouri River High School is a public High school, offering many extracurricular options ranging from many sport, music related, and academically challenging options. The top three demographics of the town are blue collar works working in some of the manufacturing plants around the town, farmers, and the elderly living in the town or one of the 6 nursing homes. The parents of the town are involved in the school, helping mainly with booster groups for the sports. Reflecting on the neighborhood communities, which are close nit communities for the students to grow up in. The School Missouri River High School is a title one school meaning that a portion of the student are of low income and receive federal money for compensation.</p>		
PBL Unit Name: Teaching the Class about Variables and Expressions	<p>Specific Standards:</p> <ul style="list-style-type: none"> • Interpret the structure of expression • Interpret parts of an expression, such as terms, factors, and coefficients. • Interpret expressions by examining one or more parts as a single entry. 	
<p>Students Will Do (describe what will be done during the unit in the order they will be done):</p> <ol style="list-style-type: none"> 1. The students will take notes on expressions in the way that they learn best, visually or auditory, as well as by themselves or in groups. The notes will 	<p>Describe How This Will be Developmentally Appropriate for:</p> <ul style="list-style-type: none"> • Brain Development: This unit will help with brain development through developing the logical parts of the brain, the part dealing with math and language. 	

also be fill-in-the-blank, completely filled, or completely blank whatever is best for the student.

2. The students will complete assignments on expressions by themselves or in groups.
3. The students will test on expressions. If they are an auditory learner, it will be read to them, visual learners will take it through reading the test. If they learn better in a group then they will be put in a group, if they learn better by themselves they will take it by themselves.
4. The students will teach their classmates about expressions in a group or by themselves. They will also have to have a variety of learning styles put in to their lesson.

- Nora- Nora's brain will development in the aspect that she will become broader in her multiple intelligences, helping the logical portion.
- Gerald- Gerald will develop by strengthening his ability to solve problems on his own.
- Joy- Joy will also develop the logical part of her brain, through doing the unit on expressions.
- Mckenzie- Mckenzie will broaden her learning intelligences to logical thinking as well.
- Jeffrey-This unit will enhance Jeffrey's logical part of the brain.
- Victor- Victor, being already logical will become even more intelligent in that sense.
- Cognitive Developmental Stage: It will also help with cognitive development by having the students reflect on how they learned this unit in particular, so they have the ability to teach their peers.
- Nora- Nora, already knowing how she succeeds through school will have another method of succeeding in teaching herself, and others.
- Gerald- Having the ability to analyze complex ideas will help develop through having to analyze his peers and how they learn.
- Joy- Having an interest in mental challenges will develop her cognitive part of the brain through the challenge of thinking about how others think.

- Mckenzie- Mckenzie works well in real world situations, so when she has to teach others it will be easy for her and it will develop her ability to do this.
- Jeffrey- Jeffrey as being a creative person may help produce the project that the other students will be able to learn through, in their own method.
- Victor- Cognitive development is appropriate for Victor through learning the ability to further understand how he thinks.
- Emotional Developmental Stage: Emotional development will also be incorporated through the students coming to understand that not everybody is at the same level of intelligence or how not everyone learns the same way. As they realize this they have to be considerate of everyone and their feelings, so they don't accidentally hurt someone or leave someone out during the lesson.
- Nora- Nora, being inclined in education will come to understand that not everybody is gifted and that she will be able to help others.
- Gerald- Gerald, being one who thinks of others will be able to put this to use through understanding who they are and where they are at according to school.
- Joy- Joy is very focused on impacting others, through emotional development she will learn how to help others through their emotions.
- Mckenzie- She is also very understanding of others, so her ability to be sympathetic will help greatly in the emotional connections of the other students and teachers.

- Jeffrey- Being creative will also help with this, as one who can understand and come up with many different ways to understand someone and help them.
- Victor- Through emotional development Victor can be one who learns how to interact with others, especially women.
- Identity Development: Learning how to teach their classmates will help those students decide on whether or not they want to become a math teacher, or if they are interested in math at all.
- Nora- With Nora already knowing what she wants to do and identify herself with, this won't really affect her, but it may help on if she wants to help others in different ways.
- Gerald- Gerald, also knowing what he wants to do is focused on the aspect of how he identifies himself with others.
- Joy- Joy, being one who is social also may learn how to identify herself as one who has similarities with her peers.
- Mckenzie- Mckenzie already knows what she wants in life so this will help develop her understanding of other careers.
- Jeffrey- Jeffrey, as one who loves math, will be able to determine what he wants to do with it through this learning, such as being a teacher.
- Victor- Victor, as one who is socially awkward may learn to identify himself as one who is sociable even with women. This may also help him through his crisis.
- Moral Development: The students will also be able to develop morally through helping others, respecting others and themselves, and also having a different attitude about

teaching for they are in the teacher's shoes for this project. This will help them to know and understand what a teacher does for them, it will demand respect.

- Nora- Nora, always being one who is good at school never really saw what her teachers did for her, and through this she will learn what her teachers do for her.
- Gerald- Gerald has always been one who thinks of others, but this will help him develop through him seeing the way others look at the teachers.
- Joy- Joy, has always thought about the society as a whole, so this just enhances her thought and care for it.
- Mckenzie- Once again Mckenzie is understanding of others situations so she knows what the teacher is going through and what she does for the students.
- Jeffrey- Jeffrey, as one who is kind will realize what the teacher truly does for him and the other students.
- Victor- Victor, may come to understand what other people go through and may be able to be sympathetic for them.

What Resources Will the Students Need (describe all resources and learning materials necessary for your project (e.g., Internet sites, colored paper, graduated cylinders, etc.)

- Pencil/Pen
- Notebook
- Computer
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What Resources Will the Students Need (describe all the resources/materials needed for your students to learn):

- Student 1 (Nora): This student will need a pencil and/or pen and a notebook for she will do the notes completely on her own, as he likes to construct her own she likes to have it her way. Also, if there are plants in the room it will help her pay attention.
- Student 2 (Gerald): This student will need a pencil and/or pen and a notebook for he likes to do his own notes. He will also need a fidget of some sort as he works best through bodily-kinesthetics.
- Student 3 (Joy): This student will need a pencil and/or pen and a notebook. She likes to work in a group, and if she can be by a window that will help her focus.
- Student 4 (Mckenzie): This student will need a pencil and/or pen and a notebook. This student works better when she interacts socially, so she would be in a group as well.
- Student 5 (Jeffrey): This student will need a pencil and/or pen and a notebook. Jeffrey likes to work in a group as well, also if Jeffrey could have a fidget he would be able to focus better.
- Student 6 (Victor): This student will need a pencil and/or pen and a notebook. He also likes to work by himself, for he is kind of socially awkward. If music can be played while he is learning it may help him.

Music will be incorporated by learning a song to remember information about expressions.	Social studies will be incorporated by learning about the history of the expressions and who first came up with the idea, how these came about and were studied.
Physical movement will be incorporated by having a five-minute break to stretch.	Psychology will be incorporated by learning how to learn the material and how to teach it, cognitive learning.
English is incorporated by learning about the expressions themselves, letters are in expressions, and the ability to understand context is very important in English.	