

Curriculum Revision Form

Effective Date: FALL

Submission Date: 1-14-2025

Department: Family and Consumer Sciences

College of: Education



Contact Person: Sheila Cook

Minor Required? No



Revision



Major/Minor/Emphasis/Certification Name:

Family and Consumer Sciences Education - Bachelor of Science

If selection is "Deletion" complete questions 2, 3, & 4, then complete signatures.

Revision to Curriculum – REQUIRES ACADEMIC PLANNING EXCEL ATTACHED.

Used to change program name and/or curriculum, effective the upcoming academic catalog.

Removes Major/Minor/Emphasis/Certificate from upcoming catalog.

1. Describe your Changes:

Request to return FCS 409-93 - Demonstration Techniques and Instructional Technology to the Family and Consumer Sciences teacher education program and remove IND 120 - Interior Design Studio Fundamentals from the FCS teacher education program.

2. Rationale for change, including changes to curriculum objectives:

Initially, IND 120 had 3-credit hours of prerequisites. However, starting this fall 2024, IND 120 now has 6-credit hours of prerequisites instead of the initial 3-credit hours prerequisite: "Prerequisite: IND 110 Interior Design Fundamentals and CMCET 133 Construction Graphics." The additional 3-credit hours will place the FCS TE program over the recommended 120 overall credit hours. FCS 409-93 - Demonstration Techniques and Instructional Technology had been in the FCS TE program for many years and does not have any prerequisites. In addition, FCS 409-93 is still being taught and will remain on the FCS rotation schedule as an FCS emphasis course.

3. Will this change affect any education majors? *If "yes," this requirement will need approval of the Council for Teacher Education before upload to " College Curriculum Legislation" in SharePoint.*



Yes



No

4. If this change affects any other department on campus, **please attach any email notifications between departments.**

5. Does the revision meet University catalog definitions for majors, minors, emphases, and certificates as appropriate?

Yes No

6. Will additional resources or costs will be required?

Yes No

If so, what will be needed?

Definition of an Emphasis

Area of Emphasis is a specific subject area that exists within an approved degree program and major. At Pittsburg State University a minimum of 12 credit hours and no more than 24 credit hours are expected for an area of emphasis in a baccalaureate degree program.

Definition of a Minor

Minors at Pittsburg State University may range from 15 to 24 credit hours. When selected to accompany a degree that requires a minor there must be at least nine unique credit hours in the minor that are not found in the student's major in order to meet graduation requirements. In instances where the major requires a minor (not the degree type), academic departments/schools may specify minors that best achieve the learning objective for their students.

Definition of Certificate Program

A certificate program can be undergraduate or graduate in course content and provides a specific body of knowledge for personal or career development or professional continuing education. Certificates may be taken while also pursuing a degree or independent from any other studies at Pittsburg State University. It is recommended that if the student is only pursuing a certificate and not in conjunction with a degree and wishes to apply for federal financial assistance that they visit with personnel in the Student Financial Assistance office regarding the eligibility for aid for the certificate of interest. At Pittsburg State University a certificate can range from 12 credit hours to 24 credit hours.

Title:	Interior Design Studio Fundamentals	Demonstration Techniques and Instructional Technology
Course Number:	IND 120-01	FCS 409-93
Credits:	3 credit hours	3 credit hours
Grading System:	A-F, IN	A-F, IN
Pre/Co-Requisite(s):	Prerequisite: IND 110 Interior Design Fundamentals and CMCET 133 Construction Graphics.	
Course Description:	Studio. Application of interior design fundamentals in a studio setting. Students will be introduced to hand drafting and introductory level computer aided drafting through a series of exercises and design projects while demonstrating basic space planning and interpretation of architectural plans and symbols.	This course equips Family and Consumer Sciences teacher education students with essential skills in presenting and teaching complex concepts effectively. By focusing on diverse instructional strategies, demonstration methods, and technology integration, students learn how to engage audiences, simplify information, and tailor content for varied learning styles. This course is particularly valuable for aspiring educators, trainers, and professionals in fields requiring instructional expertise, as it provides a foundation for creating impactful, interactive, and accessible learning experiences.

PSU Faculty Senate 24-25

Authorization Sign-Off Sheet

Checklist: Check once verified.

- Program guide from current catalog.
- Academic Planning Excel attached. 120
- Credit hours met.
- Course Id's match Course names. Course
- hours are correct.
- Listed courses are currently active Needed
- Documentation attached.

-Approved: Department Chair/Director

Date: 12/23/24

Signature: _____

-Approved: College Curriculum Committee

Date: 2/4/25

Signature: _____

-Approved: Dean of College

Date: 2/4/25

Signature: _____

-Approved: Council for Teacher Education (if applicable)

Date: 2/5/25

Signature: _____

-Approved: University Undergraduate Curriculum Committee

Date: _____

Signature: _____

-Approved: Faculty Senate

Date: _____

Signature, Recorder Faculty Senate: _____

Following final College Curriculum Committee approval, please apply the appropriate signatures, and send them to your College Administrator.

Originating Department: After completing this form, please upload it to the SharePoint, within the appropriate College folder, "Preliminary Legislation", to allow for review and questions. Any modifications should be saved as "original file name.v2.docx" and uploaded as well.

Family and Consumer Sciences Education Emphasis

Degree: Bachelor of Science

Major: Family and Consumer Sciences

Emphasis: Family and Consumer Sciences Education

Core Requirements, 14 hours

Students planning to teach should become familiar with the current Regulations for Certifying School Personnel, issued by The State Board of Education. Information concerning these regulations may be obtained from the Director of Teacher Education, 110 Hughes Hall, Pittsburg State University.

Total hours for Bachelor of Science in Education Degree with a Major in Family and Consumer Sciences (120 hours).

- ___ FCS-100 Career Management in Family and Consumer Sciences (1-2 hours)
- ___ FCS-203 Nutrition and Health (3 hours)
- ___ FCS-230 Consumer Education and Personal Finance (3 hours)
- ___ FCS-470 Professional and Social Skills (3 hours)
- ___ FCS-480 Dynamics of Family Relationships (3 hours)
- ___ FCS-572 Senior Seminar in Family and Consumer Sciences (1 hour)

FCS Requirements, 27 hours

See notes *1

- ___ IND-110 Interior Design Fundamentals (3 hours)
- ___ FCS-330 Financial Counseling (3 hours)
- ___ FCS-355 Construction Techniques (3 hours)
- ___ FCS-401 Food Science and Preparation Techniques (3 hours)
- ___ FCS-430 Family Resource Management (3 hours)
- ___ FCS-455 History of Costume (3 hours)
- ___ EDUC-479 Effective Teaching Strategies for Middle and Secondary (3 hours)

Note: Must be admitted to Teacher Education to enroll.

- ___ FCS-590 Development of the Child: Birth Through Age Eight (3 hours)

- ___ FCS-690 Parent/Professional Relationships (3 hours)

*Notes *1: Sophomore Year: Admission Teacher Education Junior Year: Admission to Professional Semester.*

Professional Requirements, 26 hours

See notes *2

- ___ IND-120 Interior Design Studio Fundamentals (3 hours)
 - ___ PSYCH-155 General Psychology (3 hours)
 - ___ EDUC-261 Explorations in Education (3 hours)
 - ___ FCS-285 Lifespan Human Development (3 hours)
 - ___ PSYCH-357 Educational Psychology (3 hours)
- Note: Must be admitted to Teacher Education for enrollment.*
- ___ EDUC-370 Organization and Management of the Middle and Secondary Classroom (2 hours)
 - ___ FCS-370 Introduction to Career-Technical Education FCS (3 hours)
 - ___ SPED-510 Overview of Inclusive Education (3 hours)
 - ___ EDUC-520 Methods and Materials for Academic Literacy (3 hours)

Note: Must be admitted to Teacher Education for enrollment.

*Notes *2: See grade point requirements for professional education courses for Admission to Professional Semester.*

Professional Semester, 16 hours

See notes *3

- ___ EDUC-458 Methods and Curriculum (3 hours)
- ___ EDUC-464 Measurement and Evaluation (2 hours)
- ___ EDUC-475 Supervised Clinical Experience (9 hours)
- ___ FCS-579 Supervised Student Teaching and Follow-Up of Teachers (2 hours)

*Notes *3: Plus 3 hours electives.*

General Education Requirements

English Discipline Requirements - 6 Total Hours

- ___ ENGL-101 English Composition (3 hours)
- ___ ENGL-299 Introduction to Research Writing (3 hours)

Communications Discipline Requirements - 3 Total Hours

- ___ COMM-207 Speech Communication (3 hours)

Mathematics & Statistics Discipline Requirements - 3 Total Hours

- ___ MATH-110 College Algebra with Review (5 hours)
- ___ MATH-113 College Algebra (3 hours)
- ___ MATH-126 Pre-Calculus (4 hours)
- ___ MATH-133 Quantitative Reasoning (3 hours)
- ___ MATH-143 Elementary Statistics (3 hours)
- ___ MATH-150 Calculus I (5 hours)
- ___ MATH-204 Mathematics for Education I (3 hours)

Natural & Physical Sciences Discipline Requirements - 4/5 Total Hours

- ___ BIOL-111 General Biology (3 hours)
- ___ BIOL-112 General Biology Laboratory (2 hours)
- ___ BIOL-113 Environmental Life Science (4 hours)
- ___ BIOL-211 Principles of Biology I (4 hours)
- ___ CHEM-105 Introductory Chemistry (3 hours)
- ___ CHEM-106 Introductory Chemistry Laboratory (1 hour)
- ___ CHEM-215 General Chemistry I (3 hours)
- ___ CHEM-216 General Chemistry I Laboratory (2 hours)
- ___ PHYS-100 College Physics I (4 hours)
- ___ PHYS-104 Engineering Physics I (4 hours)
- ___ PHYS-130 Elementary Physics Laboratory I (1 hour)
- ___ PHYS-160 Physical Geology (3 hours)
- ___ PHYS-165 Physical Geology Laboratory (1 hour)

2

- ___ PHYS-166 Meteorology (3 hours)
- ___ PHYS-167 Meteorology Laboratory (1 hour)
- ___ PHYS-171 Physical Science (3 hours)
- ___ PHYS-172 Physical Science Laboratory (1 hour)
- ___ PHYS-175 Descriptive Astronomy (3 hours)
- ___ PHYS-176 Astronomy Laboratory (1 hour)
- ___ PHYS-375 Solar System Astronomy (3 hours)

Social & Behavioral Sciences Discipline Requirements - 6 Total Hours

- ___ ANTH-101 Introduction to Cultural Anthropology (3 hours)
- ___ ECON-191 Issues in Today's Economy (3 hours)
- ___ ECON-200 Principles of Microeconomics (3 hours)
- ___ ECON-201 Principles of Macroeconomics (3 hours)
- ___ ETECH-502 Engineering Economy (3 hours)
- ___ GEOG-106 World Regional Geography (3 hours)
- ___ GEOG-300 Elements of Geography (3 hours)
- ___ GEOG-304 Human Geography (3 hours)
- ___ POLS-101 U.S. Politics (3 hours)
- ___ POLS-103 Comparative Politics (3 hours)
- ___ POLS-201 Introduction to Public Policy (3 hours)
- ___ PSYCH-155 General Psychology (3 hours)
- ___ SOC-100 Introduction to Sociology (3 hours)

- ___ SWK-250 Relationship Skills (3 hours)
- ___ WGS-200 Introduction to Women's Studies (3 hours)
- ___ WGS-399 Global Women's Issues (3 hours)

Arts & Humanities Discipline Requirements -

6 Total Hours

- ___ ART-178 Introduction to the Visual Arts (3 hours)
- ___ ART-188 The Designed World (3 hours)
- ___ ART-217 Crafts I (3 hours)
- ___ ART-222 Jewelry/Metals I (3 hours)
- ___ ART-233 Drawing I (3 hours)
- ___ ART-244 Ceramics I (3 hours)
- ___ ART-266 Sculpture I (3 hours)
- ___ ART-277 Painting I (3 hours)
- ___ ART-288 Introduction to Art History I (3 hours)
- ___ ART-289 Introduction to Art History II (3 hours)
- ___ ART-311 Art Education (3 hours)
- ___ COMM-105 Performance Appreciation (3 hours)
- ___ COMM-205 Performance Studies (3 hours)
- ___ COMM-395 Theatre History () (3 hours)
- ___ ENGL-113 Literature and Culture (3 hours)
- ___ ENGL-114 General Literature (Genre) (3 hours)
- ___ ENGL-116 General Literature (Theme) (3 hours)
- ___ ENGL-117 Introduction to Fiction (3 hours)
- ___ ENGL-118 Introduction to Poetry (3 hours)
- ___ ENGL-120 Literature and Film (3 hours)
- ___ ENGL-121 Intro to Anti-Racist Literature (3 hours)
- ___ ENGL-122 Introduction to Women's Literature (3 hours)
- ___ ENGL-123 The Citizen in Literature (3 hours)
- ___ ENGL-125 Introduction to Horror in Literature (3 hours)
- ___ ENGL-250 Introduction to Creative Writing (3 hours)
- ___ ENGL-315 Mythology (3 hours)
- ___ ENGL-320 Literature and Film (3 hours)
- ___ HHP-151 Dance Appreciation (3 hours)
- ___ HIST-101 World History to 1500 (3 hours)
- ___ HIST-102 World History from 1500 (3 hours)
- ___ HIST-201 American History to 1865 (3 hours)
- ___ HIST-202 American History from 1865 (3 hours)
- ___ HONOR-200 The Power of Music (3 hours)
- ___ MLL-124 French Language and Culture I (3 hours)
- ___ MLL-154 Spanish Language and Culture I (3 hours)
- ___ MUSIC-120 Music Appreciation () (3 hours)
- ___ MUSIC-121 Introduction to Music Literature (3 hours)
- ___ MUSIC-321 History of Music (3 hours)
- ___ MUSIC-322 History of Music (3 hours)
- ___ PHIL-103 Introduction to Philosophy (3 hours)
- ___ PHIL-105 Ethics (3 hours)
- ___ PHIL-112 Biomedical Ethics (3 hours)
- ___ PHIL-113 Business Ethics (3 hours)
- ___ PHIL-114 Environmental Ethics (3 hours)
- ___ PHIL-231 World Religions (3 hours)

Institutionally Designated Requirements - 6

Total Hours

- ___ UGS-150 Gorilla Gateway (2 hours)

Any 1 credit hour class from the following:

- ___ DANCE-200 Dance () (1-3 hours)
- ___ EXSCI-200 Introduction to Exercise Science (1 hour)
- ___ HHP-150 Lifetime Fitness Concepts (1 hour)

Any 3 credit hour class from 4, 5, 6 or the following:

- ___ BIOL-617 Environmental Health (3 hours)
- ___ BUS-101 Introduction to Business (3 hours)
- ___ DSIS-130 Computer Information Systems (3 hours)
- ___ EDUC-261 Explorations in Education (3 hours)

- ___ EET-247 Computer Programming for Electronic Systems (3 hours)
 - ___ EDTH-330 Technology for Teaching and Learning (3 hours)
 - ___ FCS-203 Nutrition and Health (3 hours)
 - ___ FCS-230 Consumer Education and Personal Finance (3 hours)
 - ___ FIN-210 Financial Planning (3 hours)
 - ___ GT-210 Technology in the World Today (3 hours)
 - ___ GT-350 Technology and Civilization (3 hours)
 - ___ HIST-207 Health Habits in American History (3 hours)
 - ___ MECET-121 Engineering Graphics I (3 hours)
 - ___ MFGET-263 Manufacturing Methods I (2 hours)
 - ___ MFGET-268 Manufacturing Methods I Laboratory (1 hour)
 - ___ MFGET-405 Quality Control (3 hours)
 - ___ NURS-303 Introduction to Public Health (3 hours)
 - ___ PHIL-206 Rational Decisions (3 hours)
 - ___ PHIL-207 Critical Thinking (3 hours)
 - ___ PHIL-208 Logic (3 hours)
 - ___ REC-350 Promoting Community and Worksite Wellness (3 hours)
- Revised: 11/12/2024

Make sure to attach the program guide from current catalog! (For Revised Curriculum)

<https://www.pittstate.edu/registrar/catalog>

Academic Planning Document for 2025-2026

Major/Emphasis/Minor/Certificate -

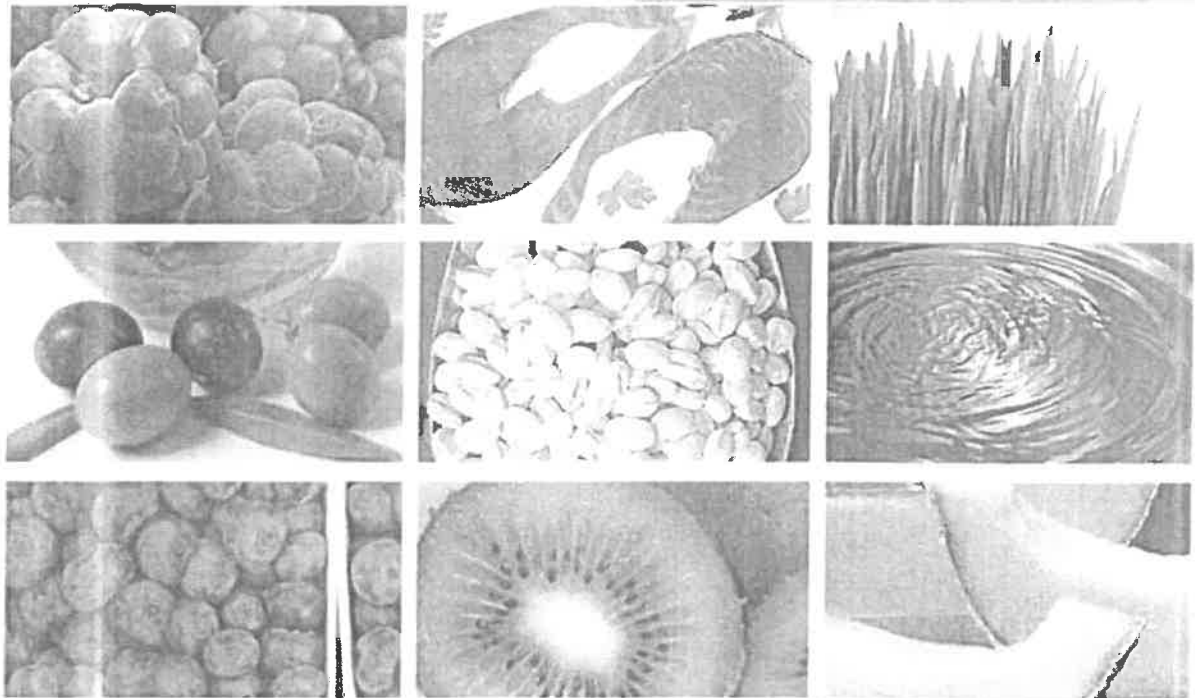
Course Prefix	Course Num.	Course Name	Cr. Hr.
Core Courses -			14
FCS	100	Career Management in Family and Consumer Sciences (1 hours)	
FCS	203	Nutrition and Health (3 hours)	
FCS	230	Consumer Education and Personal Finance (3 hours)	
FCS	470	Professional and Social Skills (3 hours)	
FCS	480	Dynamics of Family Relationships (3 hours)	
FCS	572	Senior Seminar in Family and Consumer Sciences (1 hour)	
Support Courses - Professional Requirements			29
FCS	104	Fashion Fundamentals (3 hours)	
PSYCH	155	General Psychology (3 hours)	
EDUC	261	Explorations in Education (3 hours)	
FCS	285	Lifespan Human Development (3 hours)	
PSYCH	357	Educational Psychology (3 hours)	
EDUC	370	Organization and Management of the Middle and Secondary Classroom (2 hours)	
FCS	370	Introduction to Career-Technical Education FCS (3 hours)	
EDUC	479	Effective Teaching Strategies for Middle and Secondary (3 hours)	
SPED	510	Overview of Special Education (3 hours)	
EDUC	520	Methods and Materials for Academic Literacy (3 hours)	
FCS Emphasis Courses -			27
IND	110	Interior Design Fundamentals (3 hours)	
FCS	355	Construction Techniques (3 hours)	
FCS	401	Food Science and Preparation Techniques (3 hours)	
FCS	409	Demonstration Techniques and Instructional Technology (3 hours)	
FCS	430	Family Resource Management (3 hours)	
FCS	455	History of Costume (3 hours)	
FCS	530	Family Financial Planning (3 hours)	
FCS	590	Development of the Child: Birth Through Age Eight (3 hours)	
FCS	690	Parent/Professional Relationships (3 hours)	
Professional Semester Courses -			16
EDUC	458	Methods and Curriculum (3 hours)	
EDUC	464	Measurement and Evaluation (2 hours)	
EDUC	475	Supervised Clinical Experience (9 hours)	
FCS	579	Supervised Student Teaching and Follow-Up of Teachers (2 hours)	
Total Credit Hours -			86
Minor -			
General Education, 34-35 hours -			34
Total Credit Hours:			120

Be sure all information is correct and courses are active before submitting.
Curriculum Revisions **REQUIRE** a program guide from the current catalog, 24/25.
Your legislation will be returned if either is found.

**FAMILY &
CONSUMER
SCIENCES**



FCS 409 – Demonstration Techniques & Instructional Technology



Dr. Sheila Cook

Family and Consumer Sciences

Pittsburg State University

Spring Semester

Pittsburg State University
Department of Family and Consumer Sciences
FCS 409 – Demonstration Techniques and Instructional Technology

Course: FCS 409-01

Time: T-TH – 11:00 – 12:15 p.m. Hybrid

Instructor: Dr. Sheila Cook

Location: FCS Building, Room 201

Office: 113 FCS Building

E-mail: skcook@pittstate.edu

Office Phone: 620-235-4573

Credit Hours: 3

Office Hours:

(Fall) Wednesdays 9:00 a.m. – 12:00 p.m. & 12:30 p.m. – 2:30 p.m.

(Spring) Tuesdays: 8:30 a.m. – 11:00 a.m.

Thursdays: 8:30 a.m. – 11:00 p.m.

NOTE: Office hours may change without notice.

Department Policy for the First Day of Class: Students in Family and Consumer Sciences courses are expected to come to each class period and participate beginning on the first day of a scheduled class. If a student does not participate on the first scheduled class session or notify the instructor of an expected delay or late start on the first day, the instructor will remove the student from the class roll to accommodate students who wish to take the course and/or have been on a waiting list. In addition, a student will be dropped from the course due to excessive absences.

Course Information: This course will be conducted face-to-face and online (Hybrid) with the use of Canvas. Questions and concerns should be addressed either before or after class, if time permits, or by requesting a meeting with the instructor during office hours. Email is also a preferred mode of contact as long as it does not pertain to grades. I check e-mails frequently and will respond to course related questions within 24 hours on weekdays and 78 hours on weekends.

When emailing, please use the following:

Email Etiquette: Please use respectful etiquette when using email by adding:

1. Include course number, day, and time in subject line.
Example Subject line: FCS 409 – T-TH 11:00 – 12:15 p.m. (Hybrid)
2. A brief, respectful message using proper, professional address.
3. State just the facts and no long stories.
4. Use proper grammar, spellings, and no texting in your writings.
5. I will not engage in disrespectful correspondence.

Example:

Subject line: FCS 409 or brief summary of email

Hello Dr. Cook,

I had a question concerning the discussion board for this week. Do you want us to use the information detail for all discussion responses or just the original 300+ comment? Thank you for your time.

Student A

Instructional Resources / Books Required: This course does not have a required textbook. However, you will be required to read articles, research journals, dissertation entries, conference proceedings, correspondence, systematic reviews, practice guidelines, handbooks, and other monographs on specific subjects.

As a part of the Library Services' Textbook Reserves Initiative, the required text **Nutrition for a Changing World** for this course is available for short-term loans from **Axe Library** with your PSU photo ID. More information about other textbooks on reserve at <https://libguides.pittstate.edu/reserves/textbooks>.

Purpose/Justification: This course equips Family and Consumer Sciences teacher education students with essential skills in presenting and teaching complex concepts effectively. By focusing on diverse instructional strategies, demonstration methods, and technology integration, students learn how to engage audiences, simplify information, and tailor content for varied learning styles. This course is particularly valuable for aspiring educators, trainers, and professionals in fields requiring instructional expertise, as it provides a foundation for creating impactful, interactive, and accessible learning experiences.

Course Description: Lecture and laboratory. This course provides an exploration of instructional media and technology used for effective demonstrations and professional presentations in an effective and organized manner. Emphasis will be placed on laboratory and field experiences using current technology.

The content in this course is applicable to all professions in family and consumer sciences. This includes teaching opportunities, training fellow employees, presenting to clients, presentations for the purpose of professional development and adult education.

All required coursework will be delivered through Canvas and lecture format, and assignments will be posted and turned-in to the PSU Canvas learning system.

Prerequisite: Junior standing or above.

Course Objectives: *Upon completion of this course, the student should be able to:*

- Examine, develop and evaluate processes used in the effective design and orchestration of demonstrations and presentations.
- Present practical, efficient ways to integrate technology resources and technology-based methods into everyday curriculum-specific practices.
- Present the fundamentals of computer and educational technology in an easy-to-understand format.
- Make use of the World-Wide-Web as a repository of the latest information and as an educational resource and learning tool for education.
- Give students an in-depth understanding of why computers are essential components in society, the business world, and education.
- Provide students with the knowledge of how to use educational technology with diverse student populations.
- Provide students with knowledge of responsible, ethical, and legal uses of technology, information and software resources.
- Provide students with knowledge of technology to enhance their personal and professional productivity.
- Provide students with information on assessing the value and credibility of online resources.

Teaching Strategies:

- Weekly readings
- PowerPoint study guides using audiovisuals including articles and/or videos.
- Lectures
- Online materials
- Instructional Activities: individual and group
- Discussion Groups

- Videos
- Guest Speakers
- Student Projects
- Field Trips
- Assignments will be used to problem solve and practice applying principles that are presented through readings in the text.

Instructional Resources: Textbooks, class notes, videos, on-line resources, hard-copy resources, resource laboratory materials.

Course Attendance and Instructor's Policy:

- As the primary learning experience in this course is teacher modeling, attendance is expected and will be taken each class meeting.
- Being late to class will not be tolerated.
- If you are ill, you should not attend class; however, that does not excuse you from the class for that particular day.
- You are responsible for all missed material covered in class.
- Students missing more than 3 classes will be dropped from the course.

Course Notes:

1. **Attendance is expected.** We cover a vast amount of material on a WEEKLY basis and you are responsible for all material covered in class. In the event of excessive absenteeism (meaning 3 or more absences), the instructor has the right to drop the student from the class. When absent, you miss vital information; which contributes to your success in the course. An absence is an absence, so use them wisely.
2. Come to class on time, in fact, be a bit early. During final exams, the classroom door will be locked at the start of class.
3. I suggest logging onto Canvas EVERY DAY and following the weekly module schedule closely.
4. If you have internet issues, get those issues worked out now. This course waits for no one.
5. You are responsible for submitting your own work.
6. All assignments must be turned in on or before, the specified date because **No Late Work Will Be Accepted.**

Discussion Board:

- When Discussion board is used, all topics will be posted to Canvas. Discussion board topics will generally cover the respective chapters covered for that week.
- *In addition to posting one 300 + word response to the discussion board questions, students will also post a 100 + word comment on the post of at least one other classmate.*
- To receive all points for each discussion board topic, all required posts must be submitted by the deadline, contain no grammatical, spelling or punctuation errors, mention at least two specific points, make strong connections to content and real-life situations, and include your “information detail” (see below for specifics).
- Responses submitted to fellow classmate’s post should be thoughtful and present new ideas, not “I agree!” or “I like what you said about nutrients!”
- **NO LATE POSTS WILL BE ACCEPTED.**
- **When posting on Discussion Board**, use the following “information detail” format example at the beginning of each of your posts and references at the end of each of your posts:

Your First and Last Name Here

FCS 409 – Demo Tech – Dr. Cook

Discussion Board # 1 – Classroom Decorating

January 26, 2024

Your First and Last Name Here
FCS 409 – Demo Tech – Dr. Cook
Discussion Board # 1 – Classroom Decorating
January 26, 2024

- **How to Decorate Your Classroom to Stimulate Learning.**

Heavily decorated classrooms can bombard students with too much visual information, interfering with their memory and ability to focus, a new study finds.

This is just the latest study to examine the relationship between classroom environment and students’ executive functions, which include skills like memory, attention, and self-

regulation. While teachers have good intentions when decorating, many classrooms end up being “sensory-rich” in a way that “could hamper children’s learning gains rather than help,” according to psychologists Pedro Rodrigues and Josefa Pandeirada, who coauthored the study.

To understand how decor affects learning, Rodrigues and Pandeirada recruited 64 children between 8 and 12 years old to perform attention and memory tasks in two groups. For the high-decoration group, the walls of the room were covered with numerous pictures of ordinary objects and scenes, such as cars, musical instruments, and trees. Walls in the control group’s room, on the other hand, were bare.

The children performed a series of tasks designed to test their attention and memory. In one attention test, for example, they observed a laptop screen, pressing a button if an X appeared and doing nothing if a K appeared. In a memory test reminiscent of the electronic game Simon Says, the children observed nine blue squares that changed to yellow in varying sequences, which the children attempted to repeat. A total of four tests were given—two for memory and two for attention.

Compared to children in the bare-wall room, children in the high-decoration room performed worse on all tests, which suggests that too much visual stimulus can be a distraction.

“Overall, the results from these studies indicate that children could have difficulty in ignoring visual distractors when these are embedded in the surrounding environment,” the study authors explain.

Classrooms Should Be Engaging, Not Distracting

That’s not to say that every wall must be bare. In 2015, a team of researchers in the U.K. analyzed 153 classrooms and found that students benefited most when the walls had some decorations. “The displays on the walls should be designed to provide a lively sense to the classroom, but without becoming chaotic in feel. As a rule of thumb, 20 to 50 percent of the available wall space should be kept clear,” the researchers wrote.

References:

Terada, Y. (2018). Dos and Don’ts of Classroom Decorations. What you put on your classroom walls can

affect your students’ ability to learn. *Edutopia*.

<https://www.edutopia.org/article/dos-and-donts-classroom-decorations>

Course Assignments:

- **Assignments and activities for the course will be posted and submitted through Canvas.**
- **All assignment due dates will be posted on Canvas.**
- Assignments will be posted throughout the semester. Students may be required to do research, submit reflection papers, read case studies and complete case study questions.
- All assignments must meet an APA format requirement. (See specifics below for submitting assignments)
- All assignments will be uploaded to Canvas.
- **DO NOT submit any assignments to the instructor's email.** I will disregard it. If you've experienced issues with Canvas in the past, contact Gorilla Geeks and resolve them as soon as possible. Technical issues with computers or CANVAS are not valid excuses for late work.
- You may not work together on assignments unless specified from the instructor.
- **NO LATE ASSIGNMENTS WILL BE ACCEPTED.**

Submitting Assignments:

- All assignments will be submitted through the PSU Canvas management system.
- Unless otherwise specified, all written assignments are to follow General APA 7th Edition Guidelines:
- Assignments must be typed, double-spaced on standard-sized paper (8.5" x 11") with 1" margins on all sides.
- **12 pt. Times New Roman font must be used for ALL assignments.**
- Unless otherwise specified, assignments should be at least one-and-one half pages in length, but no more than two pages.
- Always use correct grammar and word choice conducive of a college-level course.
- ALL assignments are required to include an APA format cover page, running header with page numbers, AND an APA format reference page.
- Formatting papers: <https://www.ivcc.edu/stylebooks/stylebook4.aspx?id=14574> or <https://owl.english.purdue.edu/owl/resource/747/0>
- **ALWAYS SPELL CHECK, GRAMMAR CHECK, AND PROOF READ!**
- All students are expected to use the PSU Canvas system to keep up with class events, assignments, to view weekly announcements, etc.
- The following is an example of the information needed for your APA 7th edition cover page. It should be centered and half-way down the middle of the page.

Title of Assignment in BOLD Text

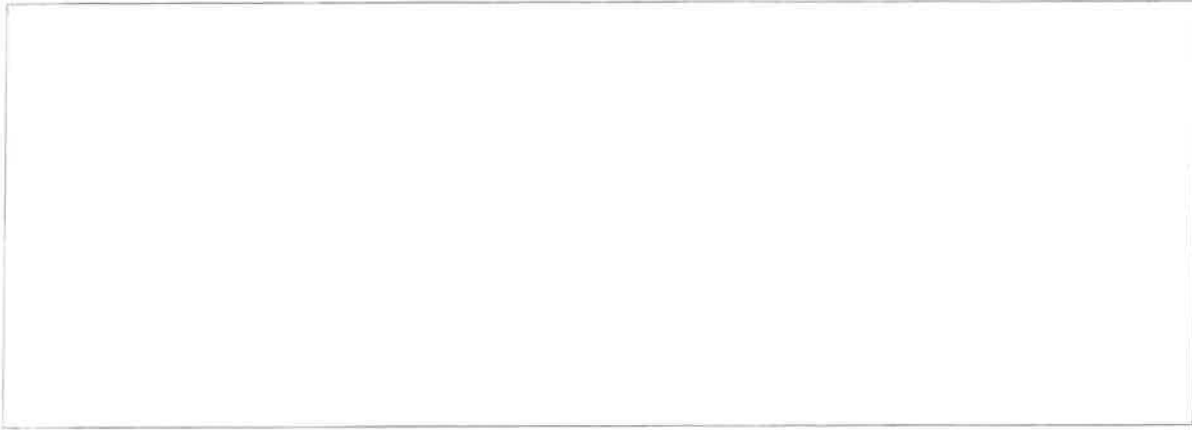
Student's First and Last Name

Pittsburg State University

FCS 409 – Demonstration Techniques

Dr. Sheila Cook

March 15, 2024 (Current Date)



The following is an example an APA 7th edition reference page included with EACH assignment.

References

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- Brown, J. S., Collins, A., & Duguid, P. (1989). Situated cognition and the culture of learning. *Educational Researcher*, 18(1), 32-42. <http://www.istor.org/stable/1176008>
- Collins, A., & Greeno, J. G. (2011). Situative view of learning. In V. G. Aukrust (Ed.), *Learning and cognition in education* (pp. 64-68). Elsevier.
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- Cooling, T. (2015, August 2015). The Bible in education. *The Christian Teachers Journal*, 23(3).
- Cooling, T. (2017a) Children's spiritual development in school. *Transmission*, 18-20.
- Cooling, T. (2017b). The threat to better learning in Christian education. In K. Goodlet, J. Collier, & T. George (Eds.), *Better learning: Trajectories for educators in Christian schools* (pp. 107-116). St Mark's NTC.
- Damasio, A. R. (1994). *Descartes' error: Emotion, reason, and the human brain*. G. P. Putnam's Sons.
- Dewey, J. (1938). *Experience and education*. Collier.
- Institute for American Values. (2003). *Hardwired to connect: The new scientific case for authoritative communities*. <http://americanvalues.org/catalog/pdfs/hwexsumm.pdf>
- Loughland, T., & Matthews, R. (2016). *Using the AITSL standards to assess graduate teacher performance*. Criterion Conferences. Retrieved 18 January, 2018 from <https://www.criterionconferences.com/blog/education/using-aitsl-standards-assess-graduate-teacher-performance/>

Assessments:

The instructor reserves the right to add additional or remove/amend assignments from the following list:

Overall Evaluation may be based on:

- Attendance
- Projects
- Assigned Presentations
- Student ability to answer questions on objective tests
- Completion and quality of assigned work using the PSU Writing Rubric
- Participation and cooperation in on-line and in-class activities.

Grading:

Points will be updated throughout the semester and totaled at the end of the semester. Final grades will be determined using a percentage of total points possible.

Final grades will NOT be rounded up.

Grading Scale: 90-100%= A

80-89%= B

70-79%= C

60-69%= D

<60%= F

Student Assistance: Students seeking assistance with academic programs because of handicap should contact the Center for Student Accommodations, 216 Russ Hall, 235-4309. Please inform the instructor if you have a handicap or a disability that the instructor needs to know about.

Student Responsibility: It is the student's responsibility to seek out faculty members for information regarding the course. Students who have problems in courses typically wait too long to contact their instructor.

PSU Syllabus Supplement: <https://www.pittstate.edu/office/registrar/syllabus-supplement.dot>

Academic Dishonesty/Plagiarism and Cheating: Each student is expected to do original work. Any student who cheats or plagiarizes will receive a failing grade for the particular project or exam. For further information, please refer to the Academic Integrity Policy in the Pittsburg State University catalog.

University Conceal and Carry Policy: <https://police.pittstate.edu/files/documents/Concealed-Carry-Weapons-Policy.pdf>

FCS 409 – Demonstration Techniques Tentative Course Schedule:

This is a tentative course schedule to help you keep pace and submit all assignments on time.

Course Schedule: Faculty reserves the right to make changes in this schedule.

Weeks 1-4: Foundations of Demonstration and Instruction

1. **Syllabus and Introduction to Demonstration and Instructional Techniques**
2. **Learning Theories and Audience Analysis**
3. **Engagement Strategies for Diverse Learners**
4. **Planning Effective Demonstrations**

Weeks 5-8: Visual and Verbal Communication

5. **Principles of Visual Design in Instructional Material**
6. **Developing Clear and Persuasive Verbal Communication**
7. **Using Storytelling Techniques in Demonstration**
8. **Midterm: Creating an Instructional Plan and Demo**

Weeks 9-12: Instructional Technologies

9. **Overview of Instructional Technologies in Education**
10. **Using Presentation Software and Digital Tools**
11. **Video Production for Instruction**
12. **Integrating Interactive Technology (e.g., AR, VR)**

Weeks 13-16: Application and Assessment

13. **Creating Digital Content for Learner Engagement**
14. **Feedback and Assessment Techniques for Demonstrations**
15. **Presenting a Final Demonstration**
16. **Final Project Review and Course Reflection**

Each week can include a mix of lectures, practical exercises, peer reviews, and technology-based assignments to build hands-on skills.