

AUGUSTA STATE UNIVERSITY
College of Education
Department of Educational Leadership, Counseling and Special Education

EDUC 2130 Exploring Learning and Teaching, (2-2-3)

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Office Hours: M, 3:00-4:30/ T, 10:00-11:00 & 3:00-5:00/ W, 1:00-4:30/ R, 10:00-11:00 & 3:00-4:00/ F, by app't

Course Description : The course is designed to explore some of the major theories of teaching and learning. Students will examine their own learning processes and use them as a basis for exploring the learning processes of others. This course will also serve as a foundation for better understanding how to enhance the learning of students across a variety of educational settings and contexts. There will be a 20-hour field component to this course.

Text: Essentials of Educational Psychology, Jeanne Ellis Ormrod, 2nd edition

Additional required readings: French, Thomas, *South of Heaven*, pp.9-23, on reserves; Kohl, Herbert, *I Won't Learn From You*, pp. 1-15, on reserves; Douglass, Frederick, *Narrative of the Life of Frederick Douglass*, chapters 5,6,7 at <http://sunsite3.berkeley.edu/Literature/Douglass/Autobiography>; Wigginton, Eliot, *The Foxfire Book*, Introduction and "this is the way I was raised up", on ASU reserves; "Inside the Teenage Brain", www.pbs.org/wgbh/pages/frontline/shows/teenbrain, interviews with Jay Giedd and Deborah Yurgelon-Todd

LiveText

All students admitted to degree programs in the College of Education are required to purchase *LiveText* software through the ASU bookstore. *LiveText* is an electronic, web-based data management service that allows students and faculty to create, store, and publish documents online using a word-processing format. All students will upload assignments, their portfolio, and other required documents into *LiveText*. *LiveText* works better with the Mozilla Firefox browser rather than Internet Explorer. Students may Google Mozilla Firefox and download it to their computers.

Course Objectives

1. Students will demonstrate knowledge of the central characteristics of the following learning perspectives: Behaviorism, Information Processing, Constructivism, Social Learning Theory and Sociocultural Theory
2. Students will be able to identify applied examples of the above learning perspectives.

3. Students will be able to identify sources and effects of student diversity in learning needs and preferences.
4. Students will understand and recognize developmental aspects of learning.
5. Students will understand and identify environmental and contextual influences on learning, including teacher belief systems.
6. Students will identify effective educational practices and environments.
7. Students will analyze their own learning, with respect to learning perspectives, developmental influences, motivation, sociocultural, and environmental influences.

College of Education Conceptual Framework

Understanding for Teaching, Teaching for Understanding

The preparation of educators is the most critical of all professions, without educators there are no other professions. The professional educator is the key element in the learning process. Building on the key elements of the professional educator, the Conceptual Framework of the unit of Augusta State University consists of a vision and mission with an overarching theme to produce **prepared, able, and responsive** professionals to teach diverse learners.

This vision and mission is a shared responsibility between campus colleagues, public school practitioners, and involved community agencies requiring the partnership of the entire education unit including the College of Education, the College of Arts and Sciences, and the local community educational system and the Partner School Network.

Element: Prepared (PD)

P1: Demonstrate strong content and pedagogical preparation in their respective subject area or professional field.

P2: Use self assessment and analysis to form the basis for collaboration with colleagues and the development of a desire to be a lifelong learner.

P5: Understand how students learn and develop (intellectually, socially, and individually) and be able to provide developmentally appropriate learning opportunities and support for these opportunities.

Element: Responsive (RD)

R1: A respect for the dignity of all persons. All children can learn and have the right to an opportunity to do so.

R3: Understanding of how students differ in their approaches to learning and demonstrate the commitment for meeting their educational needs in fair, caring, nondiscriminatory, and equitable manners.

Program-Specific Standards Addressed in This Course

INTASC Standards

Standard two – knowledge of human development: The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.

Standard three – Adapting instruction for individual needs: The teacher understands how students differ in their approach to learning and creates instructional opportunities that are adapted to diverse learners.

Standard four – multiple instructional strategies: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Method of Instruction: field experience, discussion, individual research, lecture

Course Schedule: Section B, R 4:30-7:00/ Section C, T&R 11:30-12:45

Week #1, 8/17-8/21	- Intro, O. ch 1, Thomas French (ereserves)
#2, 8/24-8/28	- motivation, O. ch 6, Frederick Douglass (web)
#3, 8/31-9/4	- motivation, cont.
9/1, section C	- lightning quiz, O. ch 6
9/3, section B	- lightning quiz, O. ch 6
9/7 & 9/8	- student holidays
#4, 9/9-9/11	- theoretical learning perspectives & learning as a constructive process, O, ch 2
#5, 9/14-9/18	- learning perspectives & constructivism cont.
9/15, section C	- lightning quiz, O. ch 2
9/17, section B	- lightning quiz, O. ch 2
#6, 9/21-9/25	- Learning in context, O. ch 3/ Herbert Kohl (ereserves)
9/22, section C	- lightning quiz, O. ch 3
9/24, section B	- lightning quiz, O. ch 3
#7, 9/28-10/2	- learning in context, cont.
#8, 10/5-10/9	- higher level cognitive processes, O. ch 4
10/6, section C	- Field Experience Report #1 due
10/8, section B	- Field Experience Report #1 due
#9, 10/12-10/16	- higher level cognitive processes, cont.
10/13, section C	- lightning quiz, O. ch 4
10/15, section B	- lightning quiz, O. ch 4
(Oct 12, middle of term)	
#10, 10/19-10/23	- cognitive development, O. ch 5
10/20, section C	- lightning quiz, O. ch 5
10/22, Section B	- lightning quiz, O. ch 5

- #11, 10/26-10/30 - cognitive development, cont.
- #12, 11/2-11/6 -personal & social development, O. ch 7
- 11/3, section C** - lightning quiz, O. ch 7
- 11/5, section B** - lightning quiz, O. ch 7
- #13, 11/9-11/13 - personal & social development, cont.
- #14, 11/16-11/20 - instructional strategies & assessment, O. ch 8 & 10, Eliot Wigginton, (ereserves)
- 11/17, section C** - lightning quiz, O. ch 8
- 11/19, section B** -lightning quiz, O. ch 8
- #15, 11/23-11/24 - strategies for creating an effective classroom environment, O. ch 9
- 11/25-11/27** - student holiday
- #16, 11/30-12/3 - strategies, cont.
- 12/1, section C** -lightning quiz, O. ch 9/ Field Experience Report # 2 due/ last day of class
- 12/3, section B** -lightning quiz, O. ch 9/ Field Experience Report #2 due/ last day of class
- 12/8** Final Exam
 section B = 6:00-8:00 p.m.
 section C= 1:00-3:00 p.m.

Performance Assessments and Specific Assignment descriptions

A. Two Field Experience Reports

Field Experience Report #1 (covers concepts in Ormrod chapters 1,2,3,& 6)

From your field experience, describe in detail at least 15 observed examples from the following list: (chapter one) explicit teaching of study strategies, (chapter two) encoding, declarative knowledge, procedural knowledge, script, rote learning, meaningful learning, elaboration, organization, visual imagery, automaticity, confirmation bias, retrieval cue, reconstruction error, strategy for gaining & keeping students' attention, prior knowledge activation, wait time, superimposed meaningful structure, strategy for promoting conceptual change, learning disability, ADHD, (chapter three)operant conditioning, concrete reinforcement, social reinforcement, punishment, positive reinforcement, negative reinforcement, modeling, situated learning, mediated learning, cognitive tool, distributed cognition, cultural mismatch, niche-picking, cueing, token economy, extinction, contingency contract, shaping, community of learners, (chapter six) strategy for self determination, strategy promoting relatedness, flow, intrinsic motivation, extrinsic motivation, situated motivation, self efficacy, self handicapping, mastery goal, performance goal, performance- approach goal, performance – avoidance goal, attribution, learned helplessness, hot cognition,

cognitive dissonance, facilitating anxiety, debilitating anxiety, self-fulfilling prophecy, emotional self-regulation

Field Experience Report #2 (covers concepts in Ormrod 4, 5,7,8,9)

From your field experience, describe in detail at least 15 observed examples from the following list: (chapter 4) concept map, self-monitoring, self-imposed contingency, co-regulated learning, divergent thinking, convergent thinking, algorithm, heuristic, authentic activity, problem-based learning, project based learning, (chapter five) self-talk, inner speech, zone of proximal development, conservation, discovery learning, reciprocal teaching, scaffolding, cognitive apprenticeship, apprenticeship, (chapter seven) personal fable, imaginary audience, gender schema, rejected student, neglected student, social cognition, relational aggression, hostile attributional bias, preconventional morality, conventional morality, postconventional morality, induction, student at risk, peer mediation, (chapter 8) learner directed instruction, task analysis, direct instruction, higher level question, peer tutoring, service learning, differentiated instruction, (chapter nine) strategy for creating an efficient learning environment,withitness, strategy for reducing unproductive behaviors, applied behavior analysis (ABA),functional analysis, strategy for addressing school aggression

Additional Field Experience Requirements

1. You are required to view a PowerPoint presentation giving an overview of general field experience processes and requirements.
2. You are required to submit documentation of field experience hours. The necessary form will can be found at http://aug.edu/elcse/forms/time_doc_form.pdf This signed document must be turned in no later than the last day of class.
3. You are required to furnish your cooperating teacher with a form to evaluate the professional qualities you exhibited during your field experience. This document may be found at http://aug.edu/elcse/forms/lab_evaluation_form.pdf
The cooperating teacher may either mail this to me at: Dr. PeggyRuth Geren, Department of Educational Leadership, Counseling, and Special Education, Augusta State University, 2500 Walton Way, Augusta, 30904 **OR** you may bring it to me in a sealed envelope, with the teacher's signature over the envelope flap. This document is due no later than the last day of class.

Grading criteria for Field Experience Reports (2)

Grading scale of 100

<i>Accuracy</i>	= 35 points
<i>Completeness</i> (15 examples, 4-5 pages)	= 30 points
<i>Presentation</i>	
(typed, 12 pt font, 1" margins, clarity)	= 10 points
<i>Grammar, spelling, punctuation</i>	=15 points
<i>On time</i>	
(paper copy turned in during class on due date)	=10 points

Grading criteria & description of "lightning quizzes"(8)

Grading scale of 100

Lightning quizzes are five minute quizzes administered at the beginning of each designated class session. Each consists of 10 short answer questions from the Ormrod chapter assigned for the week(s). Each is designed to insure that chapters are read in a timely manner, and that fundamental vocabulary is mastered. And each is designed so that a student who has read the chapter will achieve at least a grade of 80 on the lightning quiz. There will be no makeup tests administered except for major catastrophes (earthquakes, tsunamis, having to stand in a long line at Starbuck's, etc.)

Grading criteria and description of final exam

The final exam is designed to assess the student's ability to synthesize, apply, and reflect upon the ideas and concepts covered in the entire course. It will consist of two discussion questions, to be written in class at the designated exam time. The questions will be posted via email on 11/24. You may bring ONE 3x5 notecard with you to assist you in writing your discussion questions. Do not attempt to write out entire answers: instead, use the card as an outline to keep you focussed as you write. The card must be attached to your exam paper.

Grading scale of 100

<i>Synthesis</i>	=25 points
Ability to bring together information from diverse sources	
<i>Accurate use of specific content</i>	=30 points
<i>Quality of content</i>	=30 points
<i>Length</i>	=15 points

Minimum 3 pages per question

Overall grading weights

Field Experience Report average	50%
Lightning quiz average	25%
Final exam	25%

Class attendance

The ASU attendance policy is adhered to in this class, and role is taken daily. If a student misses more than the equivalent of 10% of class time, regardless of the reasons, the option of dropping that student from the class may be exercised, with the student's prior notification via email. Students often have personal reasons that warrant their absence from class; but it is recommended that students communicate with the professor if there are unusual circumstances necessitating an absence .

If a student is absent on a day on which an announced quiz or exam is given, or a paper is due, the student must make an appointment to discuss the absence, and a decision concerning makeup work will be made at the professor's discretion.

Academic Honesty

Students are expected to read and strictly adhere to the entire Academic Honesty policy found in the 2009–10 *Augusta State University Catalog*. In part, the policy reads:

Academic honesty requires the presentation for evaluation and credit of one's own work, not the work of others...Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student's own unless otherwise acknowledged. Such acknowledgement should occur whenever one quotes another person's actual works, whenever one appropriates another person's ideas, opinions, or theories, even if they are paraphrased, and whenever one borrows facts, statistics, or other illustrative materials unless the information is common knowledge.
(p.43)

Pipeline Account

Students are encouraged to check their Pipeline account daily. Students are responsible for any assignments or deadlines sent to them via Pipeline. If you have trouble accessing your Pipeline account, you should contact Information Technology Services at 737-1676. Computers and printers are available free of charge in computer labs throughout campus as well as the library and campus Internet cafes for students who do not have access from a home computer.

Department of Educational Leadership, Counseling and Special Education Website

Students are invited to visit the departmental website at: <http://www.aug.edu/clinical> A variety of forms, some interactive, may be downloaded from the website. There are also newsletters, registration information and announcements which students will find useful. Most forms are in Adobe Acrobat. All campus computers have Adobe Acrobat Reader installed and students can download Adobe Acrobat Reader for their home computer at no charge from: <http://www.adobe.com/products/acrobat/>

Writing Center

You may contact the ASU Writing Center (737-1402) for help with developing and improving composition skills. If you would like additional help with writing or with learning APA style, inform the class instructor.

Students with Disabilities

Students with disabilities who are registered with the Office of Disability Services should schedule an appointment with the instructor before the third week of class to discuss academic accommodations. If the student does not initiate this meeting, it is assumed no special accommodations or modifications will be necessary to meet the requirements of this course. You may make an appointment by calling the Counseling and Testing Center (706) 737-1471 or visit their office located in the Quadrangle, next to Fanning Hall (Business Office).

Student Safety

Student safety is of primary importance. Students leaving classes late in the evening are encouraged to stay in groups of two or more and to report all suspicious behavior or persons to the ASU Office of Public Safety (emergency number 706-729-2911; non-emergency 706-737-1401). Emergency telephones are located in the University Hall parking lot and various other locations on campus.

Cell Phones

The use of cell phones for calls, text messaging, or other tasks is prohibited in class.

Bibliography

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