

AUGUSTA STATE UNIVERSITY
COLLEGE OF EDUCATION
EDUCATIONAL LEADERSHIP, COUNSELING
AND SPECIAL EDUCATION
EDUC 2130
EXPLORING TEACHING AND LEARNING
3 SEMESTER HOURS

Term: Fall 2009

Meeting Time: Online with weekly due dates for assignments.

Professor: Deering, Thomas

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Office Hours: Even numbered weeks beginning Monday, August 24: Monday 8-12;

Tuesday 1-5, Wednesday 2-4. Odd numbered weeks beginning Monday, August 31:

Wednesday 2-4; Thursday 8-12; Friday 1-5.

This is an online WebCt based course without any mandatory meetings. There will be several optional meetings and all are encouraged to attend.

COURSE DESCRIPTION: This course is designed to explore some of the major theories of learning and teaching. Students will examine their own learning processes and use it 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 all students across a variety of educational settings and contexts. **There will be a 20 hour field component to this course. You can not pass this course without it.**

TEXTBOOKS: Leonard Abbeduto and Frank Symonds. *Taking Sides: Clashing Views in Educational Psychology*, 5th edition.

CONCEPTUAL FRAMEWORK PRINCIPLES:

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.

- I. Learned and Scholarly Professionals who are Knowledgeable-Ethical-Collegial
- II. Democratic Professionals who are Advocates and Meaning Makers
- III. Self-Actualizing Professionals who are Role Models and Changes Agents

Course Objectives: Students will be able to:

A. Demonstrate knowledge of the life span and development perspective, and of the leading theorists of that perspective. Evaluation: discussion, writing assignments, required readings.

B. Demonstrate knowledge of general principles of physical, intellectual cognitive, emotional and social growth. Evaluation: discussion, writing assignments, required readings.

C. Describe the way in which hereditary and environmental factors impact the individual's socio-emotional, cognitive and physical development. Evaluation: Field observations reports, class projects.

D. Discuss the growing diversity in the classroom and in our society and the impact it has in schools.

E. Work effectively with students, professional educators and members of community. Evaluation: Field observation reports.

F. Postulate background causes of an individual's behavior in terms of the different Developmental theories. Evaluation: Field observation reports, class projects.

G. Discuss communication skills for developing awareness of self and others. (Evaluation, formal and informal discussions)

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.

ASSESSMENTS:

- A. Student will write a 4-5 page graded field experience report. In this report the student will describe what they saw in the classroom that either enhanced or inhibited the teaching learning process. You must use APA style format. Due date Tuesday, December 1. 20%

- B. Midterm Friday-Sunday, October 9-11. 30%

- C. Final exam Friday-Sunday, December 4-6. 30%

- D. Every week students will post answers to the instructor’s questions and respond to a classmate’s original post. 20%

- E. The field experience will be documented both through the Field Experience Reports as well as the Time Documentation Form and the Teacher Evaluation of Field Experience Form (standard Teacher Development forms). These forms must be turned into the instructor.

Grading Scale:

- 93-100.....A
- 85-92.....B
- 77-84.....C
- 70-76.....D
- 69 and below failure

READING ASSIGNMENTS: All readings are from the Abbeduto and Symons book. Each “issue” has two readings.

August 17-21
Issue one

August 24-28
Issue two

August 31-September 4
Issue three

September 7-11
Issue four

September 14-18

Issue five

September 21-25

Issue six

September 28-October 2

Issue seven

October 5-9

Issue eight

October 12-16

Issue nine

October 19-23

Issue ten

October 26-30

Issue eleven

November 2-6

Issue twelve

November 9-13

Issue sixteen

November 16-20

Issue seventeen

November 23-25

Work on your field report

November 30-December 3

Issue eighteen

December 4-6 (Friday-Sunday)

Final exam

ONLINE ASSIGNMENTS TO BE POSTED: ALL POSTINGS TO MY QUESTIONS MUST BE UP BY 5:00 PM WEDNESDAY OF EACH WEEK. ALL POSTINGS TO CLASSMATES ANSWERS MUST BE UP BY 5:00 PM FRIDAY OF EACH WEEK. NO LATE POSTS WILL BE READ.

August 17-21

Log on to WebCt. Read all folders on course homepage. Post something about yourself. This could be name, age, hometown, hobby, etc. After reading Issues One, which of the authors do you most agree with and why? Also, post a response to one of the student's answers in your discussion group. These groups will be sent by email. The purpose of these assignments is to generate a "class discussion" among everyone.

August 24-28

Would you agree to have your child retained? Why or why not? Also, post a response to one of the student's answers in your discussion group. These groups will be sent by email. The purpose of these assignments is to generate a "class discussion" among everyone.

August 31-September 4

How many accommodations should schools make for non-English speaking students? Why? Also, post a response to one of the student's answers in your discussion group. These groups will be sent by email. The purpose of these assignments is to generate a "class discussion" among everyone.

September 7-11

If you had a child who was gifted, would you want a special needs child included in the classroom? Why or why not? Remember to post to a classmate.

September 14-18

If you don't believe schools can close the achievement gap, NCLB makes no sense. So, what do we do? Remember to respond to a classmate.

September 21-25

If schools can only be successful in one area, should it be student self-esteem or content mastery? Why? Remember to reply to a classmate

September 28-October 2

What should teachers do if the values taught at school are different from the values taught at home? Remember to reply to a classmate.

October 5-9

Discuss an alternative to a constructivist approach to education. Remember to reply to a classmate.

October 12-16

Do most commonly used reinforcement programs teach only for the short term or are they successful in helping students learn in the long term? Explain. Remember to reply to a classmate.

October 19-23

Give me your position on multiple intelligence theory. Remember to reply to a classmate.

October 26-30

If we aren't going to have standards, what are we going to do in schools? How will we know if we or the students are successful? Remember to reply to a classmate.

November 2-6

Make a case for either Hardiman or Coles. Remember to reply to a classmate.

November 9-13

Make a case that the additional cost of smaller class size is worth the investment for the American public. Remember to reply to a classmate.

November 16-20

Do zero tolerance policies make schools safer and more secure places? Explain. Remember to reply to a classmate.

November 23-25

Work on your field report.

November 30-December 3

Which of this week's authors do you most agree with and why? Remember to reply to a classmate.

December 4-6 (Friday-Sunday)

Final exam

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.