

AUGUSTA STATE UNIVERSITY

College of Education

Department of Educational Leadership, Counseling and Special Education

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

2. Dr. Peggy Ruth Geren, pgeren@aug.edu, 706 729-2461,

Office hours: M, 9:00-10:00 & 2:00-3:00/T, 10:00-11:30/ W, 9:00-10:00 & 11:15-12:15 & 1:30-3:30/ R, 10:00-11:30 & 3:30-4:30

3. 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 is a 20 hour field experience component in this course.

4. Text: *Essentials of Educational Psychology*, Jeanne Ormrod, 2nd edition

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

5. 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.

6. Course Objectives

- a. Students will demonstrate knowledge of the central characteristics of the following learning perspectives: behavioral learning theory, information processing theory, constructivist theories, social learning theory, sociocultural learning theory, humanistic learning theory.
- b. Students will be able to identify applied examples of learning perspectives.
- c. Students will be able to identify sources and effects of student diversity in learning needs and preferences.
- d. Students will understand and recognize developmental characteristics affecting learning.
- e. Students will understand and identify environmental and contextual influences on learning, including teacher belief systems.
- f. Students will identify effective educational practices and environments.
- g. Students will analyze their own learning, with respect to learning perspectives, developmental influences, motivation, sociocultural, and environmental influences.

7. 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.

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.

8. 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.

9. **Method of Instruction:** field experience, discussion, individual research and reflection, lecture, film

10. **Course Schedule:** General topics and reading assignments are listed by weeks. Check your section for particular dates when assignments or quizzes are due. Section A, T&R, 11:30-12:45/ Section B, T&R 4:30-5:45/ Section C, M&W, 10:00-11:15

Week #1, 1/6-1/7	Introduction
Week #2, 1/11-1/14	Topic: motivation. What motivates me to learn? What is motivation anyway?
	Reading assignment for the week: Ormrod chapter 6
1/13	Due: Section C, **1 page paper, typed. Answer the topic questions for this week.
1/14	Due: Sections A&B, I page paper, typed. Answer the topic questions for this week.
Week # 3, 1/19-1/21	Topic: motivation continued. What motivated Douglass to learn? How have emotions influenced your learning in a particular situation?

Reading assignment for the week: Douglass biography chapters (see “Additional required readings”)

1/19 **Due:** sections A&B, 1 page paper, typed. Answer the topic questions for the week.

1/20 **Due:** section C, 1 page paper, typed. Answer the topic questions for the week

Week #4, 1/25-1/28 Topic: Personal and social development. What is a “self”? How do I describe myself? What influences me to be the way I am?

Reading assignment for the week: Ormrod chapter 7

1/25 **Due:** section C, lightning quiz over Ormrod chapter 7

1/ 26 **Due:** sections A&B, lightning quiz over Ormrod chapter 7

Week #5, 2/1-2/4 Topic: personal and social development continued

Reading assignment: South of Heaven excerpt on ereserves

2/1 **Due:** section C, 1 page paper, typed. Answer the topic questions for week # 4

2/2 **Due:** sections A&B, 1 page paper, typed. Answer the topic questions for week #4

Week #6, 2/8-2/11 Topic: Cognitive development. What is intelligence? Are you more intelligent now than you used to be? What influenced you to answer that question in the particular way that you did?

Reading assignments for the week: Ormrod chapter 5

“Inside the Teenage Brain” website

2/8 **Due:** section C: 1 page paper, typed. Answer the topic questions for the week.

2/9 **Due:** sections A&B: 1 page paper, typed. Answer the topic questions for the week.

Week #7, 2/15-2/18 Topic: cognitive development continued

2/15 **Due:** section C lightning quiz, Ormrod chapter 5

2/16 **Due:** sections A&B, lightning quiz, Ormrod chapter 5

- Week #8** ,2/22-2/25 Topic: Learning as a constructive process- overview of major learning perspectives
- Reading assignments for the week: Ormrod chapter 2, pp.18-22
- Geren’s handout, received by email.
- 2/23** **mid-term exam, sections A&B** –“Constructed Response” question, p. 276 and “Constructed Response” question p. 231
- 2/24** **mid-term exam, section C** - same questions as for sections A&B , above
- Week #9**, 3/1-3/4 information Topic: Learning as a constructive process continued – processing theory
- Reading assignment for the week: Ormrod chapter 2, pp.23-54
- 3/1 **Due:** section C, lightning quiz over Ormrod chapter 2
- 3/2 **Due:** sections A7B, lightning quiz over Ormrod chapter 2
- Week #10** 3/8-3/11 Topic: Learning in context – behavioral learning theory. What kind of vicarious punishment have I observed that stopped a behavior? What kind of negative reinforcement has caused me to change my own behavior?
- Reading assignment: Ormrod chapter 3, pp.57-67 and pp.83- middle of p.88
- 3/8 **Due:** section C, lightning quiz over assigned pages for the week
- 3/9 **Due:** sections A&B, lightning quiz over assigned pages for the week
- Week #11** 3/15-3/18 Topic: learning in context – socio-cultural learning theory. Topic question: What cultural influences were present in the Kohl reading?
- Reading assignments: Ormrod chapter 3, pp.68-82 and middle of p.88-p96
- Kohl, I Won’t Learn From You (ereserves)
- 3/15 **Due:** section C, I page paper, typed. Answer the topic question for the week.
- 3/16 **Due:** sections A&B. Answer the topic question for the week.

- Week # 12** 3/22-3/25 Topic: socio-cultural learning theory continued
- Week # 13** 3/29-4/1 Topic: higher level cognitive processes – metacognition. What metacognitive strategies do I use in my learning? Do I use different strategies for different learning tasks?
Reading assignment: Ormrod chapter 4 pp. 98-middle of 113
- Week #14** 4/5-4/9 ASU holiday
- Week #15** 4/12-4/15 Topic: higher level cognitive processes – creativity, problem solving, & critical thinking
Reading assignment: Ormrod chapter 4, middle of p. 113-p.123
- 4/12 **Due:** section C, lightning quiz chapter 4
- 4/13 **Due:** sections A&B, lightning quiz chapter 4
- Week #16** 4/19-4/22 Topic: instructional strategies
Reading assignment: Ormrod chapter 8
- 4/19 **Due:** section C, print and bring in a goal and an objective in your intended certification area from the Georgia Performance Standards www.georgiastandards.org/Pages/default.aspx (the website is under construction, so this address may change. However you may also get to the initial page by “Googling” Georgia Performance Standards
- 4/20 **Due:** section A&B, same assignment as section C above
- Week #17** 4/26-4/28 Topic: instructional strategies continued
- 4/30 **Final exam, section C, 10:00-12:00**
- 5/3 **Final exam, section A, 1:00-3:00**
- 5/4 **Final exam, section B, 3:30-5:30**

** 1 page equals 300-350 words, single spaced. If you choose double spacing or wide margins, the 300-350 word count is the final criterion.

11. Performance Assessment

Short papers: The objective of the short papers is to stimulate thinking about the weekly topic, using your own experience and to prepare you to participate in class discussion. Each paper is due in class on the date specified in the syllabus. You must be present in class to hand in the paper. Electronic versions will not be accepted. Basically, if you hand in your paper on time, typed, observing the appropriate length, and answering the topical question(s), you will receive a 100. The quality of the response, grammar, and punctuation are not graded in this assignment. If you do not hand in a paper, you will receive a zero.

Grading rubric for short papers:

Typed	= 20 points
Length	=30 points
Did you answer the question(s)?	=50 points

Lightning quizzes: The objective of the lightning quizzes is to insure that you stay current with the reading assignment. Each quiz will be administered following the taking of attendance at the beginning of class on the dates indicated in the syllabus. Each quiz will consist of ten recognition type questions taken from the definitions in the margins of the chapter indicated in the reading assignment for the week. Five minutes will be allotted for the quiz.

Mid term exam: The mid term exam will consist of two discussion questions, indicated in the syllabus. Your answers will be written in class, and each response should be a minimum of 1 1/2 pages.

Grading rubric for mid-term exam:

Length	= 20 points
Clarity	= 20 points
Accuracy	=30 points
Comprehensiveness	= 30points

Field Experience Report: There will be one Field Experience Report, based on your experience in your assigned school. Describe in detail observed examples of 15 of the following concepts drawn from the Ormrod text: (from chapters 1,2,3& 6) meaningful learning, elaboration, retrieval cue, strategy for gaining and keeping students' attention, wait time, superimposed meaningful structure, operant conditioning, mediated learning, cognitive tool, cueing, token economy, contingency contract, strategy promoting relatedness, self-efficacy, self-handicapping, learned helplessness, hot cognition, cognitive dissonance, emotional self regulation (from Ormrod chapters 4,5,7,8 & 9) concept map, self monitoring, authentic activity, problem-based learning, project-based learning, zone of proximal

development, conservation, scaffolding, imaginary audience, social cognition (or lack of), hostile attributional bias, higher level question, differentiated instruction, strategy for addressing school violence

Grading rubric for the Field Experience Report

Accuracy =35 points

Completeness =30 points

(15 examples, 4 pages, 300-350 words per page)

Presentation = 10 points

(typed, 12 point font, 1” margins, clarity)

Grammar, punctuation, spelling =10 points

On time = 10 points

*The Field Experience Report will be submitted on LiveText, and will be graded on Live Text

Final exam: The final exam will consist of two discussion questions . One question will consist of a backward design exercise based on a Georgia Performance Standard from your desired certification area. The question will be sent to you via email, and you should complete the question outside of class and bring it in at the appointed exam time. The second exam question will be posted on LiveText approximately two weeks before the final exam, but it will be written in class.

Grading rubric for final exam

Synthesis = 25 points

(ability to bring together information from diverse sources)

Accurate use of specific content =30 points

Quality of content = 30 points

Length = 15 points

All individual assignments are based on 100 points. The relative weights for the final grade are as follows

Lightning quiz average	15%
Short paper average	15%
Mid-term exam	20%
Field experience Report	25%
Final exam	25%

12. Other Important Information

Additional Field Experience Requirements

- a.** You are required to view a Powerpoint presentation giving an overview of general field experience processes and requirements. This will be sent to you from the Field Experience Coordinator's office.
- b.** You are required to submit documentation of filed experience hours. The necessary form can be found at http://aug.edu/cese/forms/time_doc_form.pdf

This form must be signed and turned in to the professor no later than the last day of class

- c.** You are required to furnish your cooperating teacher with a form to evaluate the professional qualities you exhibited during your field experience. This form may be found at http://aug.edu/cese/forms/lab_evaluation_form.pdf

Your cooperating teacher may either mail this to me at: Dr.Peggy Ruth Geren, Department of Educational Leadership, Counseling, and Special Education, Augusta State University, 2500 Walto Way, Augusta, GA, 30904 OR you may bring it to me in a sealed envelope, with the teacher's initials signature over the envelope flap. This document is due no later than the last day of class.

- d.** You will be able to make your selection of a field experience site through the online site furnished by the Field Experience Coordinator's office.
- e.** You must furnish proof of liability insurance to the Field Experience Coordinator. Easy and economical ways to obtain this include joining SPAGE or SGAE.

Class attendance

The ASU attendance policy is adhered to in this class, and roll 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 students' prior notification via email. Students may have personal reasons warranting class absence; but it is recommended that students communicate with the professor if there are unusual circumstances necessitating absence from class.

If a student is absent on a day on which an announced assignment is due, the student must make an appointment with the professor within a week's time to discuss the absence. A decision concerning makeup work will be made at the discretion of the professor.

Tardiness or leaving class early will be pro-rated as a partial absence

Use of laptop computers in class

The use of laptop computers for note-taking will be allowed only with the professor's prior approval. Laptops may not be allowed for any other purpose in class, and the professor will check to make sure that this is the case.

13. 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)

14. 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.

15. 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/>

16. 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.

17. 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).

18. 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.

19. Cell Phones

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

20. Bibliography

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- Paley, V.G. (1997). *The Girl With the Brown Crayon*. Cambridge, MA: Harvard University Press.
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