

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

Term: Summer 2011

Meeting Time: Online with weekly due dates for assignments.

Professor: Deering, Thomas

Telephone: 605 274 2521

Email: tdeering@aug.edu

Office Hours: This is an online course. You can send emails, or call. I am happy to call you at a time of your convenience.

This is an online WebCt based course without any mandatory meetings. There will be several optional meetings and all are encouraged to attend. You should check your email and the WebCt posts daily.

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*, 6th 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 Professional Development 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)
- 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.
- P6: Demonstrate knowledge of how to implement effective verbal and nonverbal information and technology techniques to foster active inquiry, collaboration, and supportive interaction in educational settings.
- A1: Understand, use, and support a variety of instructional strategies to encourage the learner's development of critical and creative thinking, problem solving, and performance skills.
- A2: Create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for all learners.
- A3: Plan, guide, and support instruction based upon knowledge of subject matter, the learners, the community, and curriculum goals.
- A4: Understand and use authentic assessment to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

A5: Ability to teach and work in authentic settings with diverse populations of learners

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

R2: Preparation in the subject area(s) to be taught or the professional field of study must be accompanied by the skill and dispositions to translate knowledge into creating and supporting meaningful experiences for diverse learners

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.

R4: Ability to be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks the opportunity to grow professionally

ASSESSMENTS:

A. Student will write a 4-5 page graded field experience report. Details of assignment will be posted on WebCt on LiveText, and is on this syllabus. Due date will be determined by a random draw. Everyone will be notified of the due date by June 1st and you will have at least two weeks to complete the paper. This assignment must be posted on LiveText. You can purchase this program online at LieveText.com or at the bookstore. Online is cheaper. 20%

B. Midterm exam: Saturday-Monday, June 11-13. Details will be posted on WebCt. 30%

C. Final exam Friday-Sunday, July 8-10. Details will be posted on WebCt. 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 (this one is done online) and the Cooperating Teacher Evaluation of Field Experience Form (standard Teacher Development forms). Due date is Friday, July 8.

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.

May 19-23

Issues One and Two

WEEK TWO

Issues Three and Four

WEEK THREE

Issues Five and Six

WEEK FOUR

Issues Seven and Eight

WEEK FIVE

Issues Nine and Ten

WEEK SIX

Issues Eleven

WEEK SEVEN

Issues Thirteen and Fifteen

WEEK EIGHT

Issue Sixteen **AND FINAL**

Final exam—Friday-Sunday, July 8-10. Details will be posted on WebCt.

ASSIGNMENTS:

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.

May 18-23

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 at “class discussion” among everyone.

AND

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 at “class discussion” among

everyone. You must post to your classmates every week.

WEEK TWO

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.

AND

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.

WEEK THREE

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

AND

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

WEEK FOUR

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.

AND

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

WEEK FIVE

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.

AND

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

WEEK SIX

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

WEEK SEVEN

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.

AND

Discuss the pros and cons of parental involvement in their children's schools.

WEEK EIGHT

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

Final exam—Friday-Sunday, July 8-10. Details will be posted on WebCt.

LIVETEXT ASSIGNMENT

Describe in detail observed examples of 15 of the following concepts drawn from the text: 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, concept map, self-monitoring, authentic activity, problem-based learning, project-based learning, zone of proximal development, conservation, scaffolding, imaginary audience, social cognition (or lack thereof), hostile attributional bias, higher level question, differentiated instruction, strategy for addressing school violence.

Make sure you use APA style.

Academic Honesty: Students are expected to read and strictly adhere to the entire Academic Honesty policy found on page 42–43 of 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.

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.