

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

1. **EDUC 2130/ Exploring Learning and Teaching (3-0-3)**
2. **Dr. Peggy Ruth Geren/ pgeren@aug.edu/ 706 729-2461/ Office hours: T & R, 9:30-11:30 & 3:00-4:30; W, 1:30-4:30; F, by appointment only**
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. **Textbooks and Required Readings**
Required textbook :Essentials of Educational Psychology, Jeanne Ellis Ormrod
Required readings on reserve in Reese library: Foxfire Book, By Eliot Wigginton, introduction and “this is the way I was raised up”/ The Girl With the Brown Crayon, by Vivian Gussin Paley, pp.26-30
Required readings on the web:
Narrative of the Life of Frederick Douglass, chapters 5,6,7 at <http://sunsite3.berkeley.edu/Literature/Douglass/Autobiography/>
Georgia Code of Ethics for Educators at <http://www.gapsc.com/Rules/Current/Ethics/505-6-.pdf>
“Inside the Teenage Brain” at www.pbs.org/wgbh/pages/frontline/shows/teenbrain
N.B. (nota bene, note well) There maybe additional reading assignments placed on reserve or found on the web. You will be notified via email of these additions.
Required book report : Choose ONE of the following : Lost Boys, by James Garbarino; Odd Girl Out, by Rachel Simmons; The Power of Play by David Elkind
5. **LiveText**

All students who will declare education as a major, will be seeking certification, and/or admission 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 portfolios, 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

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, including English as a second language, in learning needs.
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 analyze their own belief systems regarding the role of the teacher and its impact on student learning.
7. Students will identify effective educational practices and environments.
8. Students will analyze their own learning, with respect to learning perspectives, developmental influences, motivation, sociocultural, and environmental influences.

7. College of Education Conceptual Framework

The preparation of teachers and other school personnel is critical to all other professions, and to communities, the state, and the nation. The professional educator plays an essential role in student learning. The Conceptual Framework of the professional education unit at Augusta State University consists of a mission and vision with an overarching theme to produce **prepared, able, and responsive** professionals to teach and support diverse learners.

This mission and vision requires a partnership between the professional education unit including the College of Education, the College of Arts and Sciences, the local community educational system, community agencies, and the Professional Development School Network.

Conceptual Framework: Mission

Our mission is to educate prospective school professionals to be knowledgeable, effective, and ethical practitioners.

Conceptual Framework: Vision

Our vision is to prepare school professionals who transform P-12 learners into thinking, productive citizens.

Standard: Prepared

Disposition: To think critically about the process of teaching, learning and assessment.

Competencies: Candidates who are prepared will:

- P1 - demonstrate strong content and pedagogical preparation in their respective subject area or professional field.
- P2 - use self assessment and analysis as a basis for collaboration with

colleagues, continuing professional development and lifelong learning.

P4- demonstrate an understanding about how students learn and develop (intellectually, socially, and individually) and provide developmentally appropriate curricula, learning opportunities and support.

P5- demonstrate knowledge about how to use information and technology effectively to foster active inquiry, collaboration, and supportive interaction in educational settings.

Standard: Responsive

Disposition: To act in a manner that is empathetic, responsive, enthusiastic, inclusive, and reflective in relations with students, parents, peers, and others.

Competencies: Candidates who are responsive will:

R1- respect the dignity of all persons believing that all children can learn and have the right to an opportunity to do so.

R2- translate knowledge into creating and supporting meaningful experiences for diverse learners.

R3-accept responsibility for teaching and working in authentic settings with diverse populations of learners.

R4- demonstrate a commitment to meet the educational needs of learners in a fair, caring, nondiscriminatory, and equitable manner.

8. Program-Specific Standards Addressed in This Course

This is a core course which supports several initial certification programs.

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. Methods of Instruction : field experience, small group discussion, individual research, lecture, video supplements

10. **Course Schedule** (All sections are included in this schedule. Please refer to your section for particular due dates.)

Week #1, January 11-12

Topic: Getting organized, setting goals

Questions: Why do I want to teach? How do I get there from here? What do I want from this class? What's the point of goal setting?

Assignment: Download and print the syllabus (From Dept of Ed Leadership, Counseling, and Special Education website)

Download and print the Field Experience Handbook, same website as above

Bring both of these documents to class on week #2

Week #2, January 17-19 (January 16 is the MLK holiday)

Topic: Getting organized, setting goals

Week #3, January 23-26

Topic: Personal and social development, early childhood-adolescence

Questions: What is a self? How does an adorable little baby grow up to be a saint or a sinner? Why do teenagers act that way ????

Reading assignments: Ormrod ch. 7 and "Inside the Teenage Brain" website (see section #4 of the syllabus)

Week #4, January 30-February 2

Topic: Personal and social development continued

Question: Were you ever bullied , or were you a bully in school?

Reading assignment: Ormrod ch. 9 pp. 347-351

Week #5, February 6-9

Topic: Professionalism

Questions: What dispositions are necessary to be a good teacher? What are the ethical expectations for teachers? What are the professional expectations for students in the field experience?

Reading assignments: Georgia Code of Educator Ethics (see section #4 of the syllabus)
ASU College of Education Field Experience Handbook (see section #4 of the syllabus)

Week #6, February 13-16

Topic: Intellectual/cognitive development

Questions: Can first graders learn physics? Why can a student rock "Don't Forget the Lyrics" and forget everything the teacher says? How is a student like a carpenter, and why will my house be different from yours?

Reading assignment: Ormrod ch. 2 and ch. 5

Week #7, February 20-23

Topic: Intellectual/cognitive development continued

Self analysis paper #1 due. February 22, section C/ February 23, sections A&B

Week #8, February 27- March 1

Topics: Creativity, critical thinking, and problem solving

Questions: Why is thinking so hard? Why do I have to know “stuff”? Is Jackie Evancho a genius?

Reading assignment: Ormrod ch. 4

Mid term exam & book report: Feb 29, section C, March 1, sections A & B

Week #9, March 5-8

Topics: Creativity, critical thinking, problem solving continued

Week #10, March 12-15

Topic: Motivation

Questions: Why does “little Johnny” make A’s in some subjects and D’s in others?

Should high school students receive a coupon book from local businesses for being on the honor roll? Is motivation a general personal characteristic?

Reading assignments: Ormrod ch. 6 /Narrative of the Life of Frederick Douglass (see section #4 of the syllabus)

Self analysis paper #2 due. March 14, section C/ March15, sections A&B

Week #11, March19-22

Topic: Learning perspectives and their applications – the behavioral point of view

Questions: Should students get pizza coupons for reading books? What would it take for me to do a job I really hated? Anything?

Reading assignments: Ormrod ch 3/ review chart on pp 185-186/ summary on p. 352/ Ormrod ch 9 pp. 333(bottom) – 347 (top)

Week #12, March 26-29

Topic: Learning perspectives & their applications – Bandura’s point of view

Questions: Does watching violence on t.v. influence children to behave aggressively? Who is my hero?

Reading assignment: Ormrod ch.6/ Ormrod ch. 3, pp.64-top of 68

Week #13, April 2-6

Spring break

Week # 14, April 9-12

Topic: Learning perspectives and their applications – information processing /Carl Rogers

Questions: How does what I know affect what I can learn? Which class/ teacher made me feel like I really belonged?

Reading assignments: Ormrod , review ch. 2/ review ch 3 pp 88-96/ review chart pp.185-186

Week # 15, April 16-19

Topic: Learning perspectives and their applications – the socio-cultural perspective, Lev Vygotsky

Questions: What would my life be like if I didn’t have internet access or the interstate highway system? Did I get to be a university student all by myself, or did I have help?

Readings assignments: review Ormrod ch 3/ review ch 5 pp.145-146 and pp. 174-179/ ch.9 through p.331

Self analysis paper #3 due. April 18, section C/ April 19, sections A&B

Week # 16, April 23-26

Topics: Instructional strategies & assessment– changing it up to meet the needs of the subject matter, the student, and the teacher

Questions: How will I know what’s working for a particular student or a particular task? Do I have to teach 30 different ways?!! What does “assessment” mean?

Reading assignments: Ormrod ch. 8/ The Foxfire Book (see section #4 in the syllabus)/ The Girl With the Brown Crayon (see section #4 in the syllabus)

Week # 17, April 30-May 2

Topics: Instructional strategies & assessment continued

11. Assignments, assessments, and due dates

- 1.** Self analysis paper #1 (assesses objectives 3,4,5,7/ addresses INTASC standards 2 , 3, & 4)

Due: February 22, section C/February 23, sections A&B

Cognitive Factors In Learning. Describe three learning tasks in which you have excelled. Did your prior knowledge base help in your success? Did you have a mentor or a teacher who assisted you in accomplishing these tasks? Would you describe yourself as an early bloomer, a late bloomer, or on par with your peers, in terms of each of the learning tasks you have described? Describe a particular person you would describe as creative. What are the characteristics of that person? Describe a particular person you think of as intelligent. What are the characteristics of that person?

- 2.** Self analysis paper #2 (assesses objectives 3,4,5,7 / addresses INTASC standards 2,3,&4)

Due: March 14, section C, March 15, sections A&B

Motivation. Describe three personal learning experiences in which you were motivated to learn something, or lost motivation to learn. How did the specific task affect your motivation? How did the amount of autonomy affect your motivation? Did recognition or other forms of reinforcement affect your motivation? In each case, what was your emotional involvement, or lack thereof, in the learning task? Did your sense of efficacy play a part? Did you persist, or did you give up? Why or why not?

- 3.** Self analysis paper #3 (assesses objectives 3,4,5,7 / addresses INTASC standards 2 ,3, & 4)

Due: April 18, section C? April 19, sections A&B

The Context of Learning Describe three personal learning experiences in which you were affected by the context of the learning task. How did the immediate environment affect your learning? What role did the teacher’s expectations play? What roles did your family and peers play? What kind of support was available to you , both physical and social? What role did the micro and macro cultures play in your learning,

either positively or negatively? Were there obstacles to your learning? If so, how did you address these?

Grading rubric for self analysis papers 1,2, & 3

Completeness – 60 points (Were all questions answered? Is the length of the paper 1500 words?)

Quality of responses – 40 points (Were the responses specific/ Does the reader get a sense of the writer’s particular experience? Do answers incorporate details and description?)

Grammar, spelling, and punctuation – 1 point will be deducted for each error.

On time – Papers are due in class on the due date. Papers that are received after class will automatically have 10 points deducted. Papers are to be received as hard copies.

4. Mid term exam & book report. (addresses objectives 4 & 5)

Due: February 29, section C/ March 1, sections A&B

The mid term will consist of a mixture of short answer questions covering the topics through week #8. There will be one essay question, which will be the report on the book you read. During the second week of class, I will give you specific questions to answer as you read your selected book.

5. Field Experience Report. This will be submitted in Live Text. The description and the grading rubric will be in LiveText. Please use Word as your word processing program.

Due : April 22, 11:30 in Live Text, all sections

6. Final exam. The final exam will consist of a mixture of short answer and essay questions covering the class material from week #9 through the end of the semester. A study guide for the essay questions will be furnished approximately two weeks before the exam date.

Exam dates, per ASU schedule:

Friday May 4, 10:00-12:00, section C

Tuesday May 8, 3:30- 5:30, section B

Wednesday May 9, 10:00-12:00, section A

7. I may give variable interval reinforcements (pop quizzes) from time to time . These would be 10 short answer questions, to be answered in 5 minutes, covering the terms in bold from the assigned Ormrod chapters for that week. If a student has a 90-100 cumulative average on these quizzes, 5 points will be added to the final exam grade.

Final grade	Self analysis papers	30% (10% each)
	Mid-term exam	20%
	Field Experience Report	30%
	Final Exam	20%

12. Attendance & Field experience:

I follow the attendance policy in the ASU catalog. Students who miss more than 10% of class time, regardless of the reason, may be dropped from the course at the professor's discretion. Tardiness of more than 15 minutes will be counted toward the 10% amount. If a student is absent on a day when an assignment is due, the student must make an appointment with me to discuss the reason, and a decision concerning makeup work will be made at my discretion. Late assignments will generally have 10 points deducted from the grade.

The field experience component is necessary to pass the course. All hours must be documented in the online documentation program. It is essential to meet all the expectations described in the EDUC 2130 Field Experience Handbook. You can find this by going to the ASU home page >College of Education> Field Experience. EDUC 2130 Handbook. **The Collaborating Teacher Contract must be signed and returned by March 2, or the student will be withdrawn from the class at mid-term.**

13. Academic Honesty

Students are expected to read and strictly adhere to the entire Academic Honesty policy found in the 2011–12 *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.46)

14. MyASU Account

MyASU is a web based portal that contains a variety of information and services. A myASU account is created for all new applicants and stays with the student throughout their time at ASU and after graduation. MyASU gives you

- Access to JagMail (web-based Email system)
- Classroom tools such as class bulletin boards and class chat rooms
- Campus & Personal Announcements
- Access into ELROY (your personal student information)
- Access to [GeorgiaVIEW Vista](#) (An On-Line Course management system)

Students are encouraged to check their JagMail account daily. Students are responsible for any assignments or deadlines sent to them via JagMail. If you have trouble accessing your myASU 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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