EDUC 2130 D
Exploring Learning and Teaching

Semester Hours 3
Semester/Year Spring 2013
Time/Location Wednesdays, 5:30-8:00
Instructor Dr. Deb Bainer Jenkins
Office Location 144 Education Annex
Office Hours Wednesdays, 12:00 – 4:00; Thursdays, 10:00-4:00 and by appointment
Online Hours TBA
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Department Line: 679-839-5259
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Fax 678-839-6153
Online Support Myuwg Course Home Page
http://myuwg.westga.edu/
UWG Distance Learning
http://distance.westga.edu/
UWG On-Line Connection
http://www.westga.edu/~online/
Distance Learning Library Services
http://westga.edu/~library/depts/offcampus/
Ingram Library Services
http://westga.edu/~library/info/library.shtml
University Bookstore
http://www.bookstore.westga.edu/
COURSE DESCRIPTION

Prerequisites: None
Explore key aspects of learning and teaching through examining your own learning processes and those of others, with the goal of applying your knowledge to enhance the learning of all students in a variety of educational settings and contexts.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of Developing Exemplary Practitioners, our programs incorporate ten descriptors, clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence [knowledgeable, reflective, inquisitive]; (b) Field-Based Inquiry [decisive, adaptive, proactive, leading]; and (c) the Betterment of Society [collaborative, culturally sensitive, empathetic]. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course’s objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

APPROACHES TO INSTRUCTION

A variety of instructional strategies will be employed in this course including powerpoint presentations, voice-narrated powerpoints, study guides and review sheets, readings, evaluative analysis and review, small group discussion, field observation in varied settings, and self-reflection and assessment. A variety of interactive technologies will be used for communication, discussion, instruction, and sharing of resources, projects, and other information.

This course will be delivered approximately 50% online. This requires the online equivalent of 1125 minutes of instruction (seat-time) and an additional 2250 minutes of supporting activities.

As such, you will be required to complete the following online activities during this course:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Instructional Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrated powerpoints</td>
<td>585 minutes</td>
</tr>
<tr>
<td>Online readings</td>
<td>200 minutes</td>
</tr>
<tr>
<td>Discussion posts</td>
<td>100 minutes</td>
</tr>
<tr>
<td>Exams</td>
<td>240 minutes</td>
</tr>
</tbody>
</table>

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activity.
COURSE OBJECTIVES

Students will:

1. Develop the capacity to be self reflective on how they, themselves, learned in schools, and how this may be different from other students they will teach in the future; (Alexander, P.A., 2006; Eggen, P. & Kauchak, D., 2007) (Reflective, Knowledgeable, Lifelong Learners; INTASC 1, 2);

2. Understand how student factors (e.g., motivation, family and cultural background, temperament and learning preferences, prior knowledge and experiences) have an impact on student learning in educational settings (Eggen, P. & Kauchak, D., 2007; Pintrich, P.R. & Schunk, D.H., 2002); (Reflective, Knowledgeable, Adaptive, Cultural Sensitivity; INTASC 1, 2);

3. Understand how teaching practices and instructional structures have an impact on students and affect them differently, depending on their background and experiences (Alexander, P.A., 2006, Eggen, P. & Kauchak, D., 2007); (Reflective, Knowledgeable; INTASC 1, 2);

4. Understand how factors in the learning environment have an impact on student learning in educational settings (Eggen, P. & Kauchak, D., 2007; McDevitt, T.M. & Ormrod, J.E., 2007); (Knowledgeable, Adaptive; INTASC 1, 2);

5. Develop the capacity to be self reflective on how they, themselves can use this knowledge as a future educational professional to inform one’s own professional planning and decision-making so as to maximize learning of all types in all students (Alexander, P.A., 2006; Eggen, P. & Kauchak, D., 2007); (Reflective, Knowledgeable, Collaborative; INTASC 1, 2);

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required textbooks: None

Optional textbooks:


References:


ASSIGNMENTS, EVALUATION PROCEDURES AND GRADING POLICY

ASSIGNMENTS

Field-based Assignments:

1. Field Observation Activities (60 points)
   A total of ten (10) hours of observation are required for this course and for each EDUC class in which you are enrolled (hours cannot be counted toward more than one course). Field observation is accomplished by completing three (3) focused observation activities. Field observation activities are worth 20 points each. Each field activity will require a different type of placement. You are responsible for finding your own placements; you should serve as a volunteer observer not as a teacher, leader, or participant. You may not observe in public schools during regular hours or as part of a job (including teaching Sunday School or coaching). A time log must be submitted to document field observation hours, sites, and activities completed at each site. If the 3 field observation activities do not total 10 hours, you may choose another setting to complete the remainder of the hours by observing. Because field observation is a certification requirement rather than a course assignment, failure to provide documentation that 10 hours of field observation have been completed will result in a grade of F for the course. All materials are posted on CourseDen and linked within related lessons.
   Course Objectives 1, 2, 3, 4, 5

2. Outreach Project Report (40 points)
   This project helps you to reflect back on your field observation activities and what you learned about learners, teaching/clinical work, and yourself as an educator as a result of these observations. The report summarizes and synthesizes what you learned from the field observations. Your field time log is submitted as part of this project grade. Required format and documentation are presented in CourseDen and linked with the related lesson.
   Course Objectives 1, 2, 3, 4, 5

Class-based Assignments:

3. Class-related Assignments (40 points)
   Everyone in class benefits when students fully participate in activities and discussions, especially during online sessions. Some online classes contain self-review assignments (no points); others require graded discussion posts. These are indicated and linked to the appropriate lessons.
   Course Objectives 1, 2, 3, 4, 5

4. Exams (150 pts.)
   Exams help you check your understanding of course information and show you if you are building the appropriate foundation for later classes. Four exams will be given over information presented in class and in the resources provided. Exam 1 covers Unit 1 and the course overview materials (15 points). Exam 2 covers Unit 2 (40 points). Exam 3 covers Unit 3 (35 points). Exam 4 covers Unit 4 and general information from across the course (60 points). Exams will be timed and delivered online. You may use class notes, notecards, and readings during the exam however you must complete the exam yourself – without the help of other students or individuals.
   Course Objectives 1, 2, 3, 4
5. Enrichment Activities (45 points)
Throughout the course, assignments that are not required but that will extend your understanding of course concepts will be presented, embedded in the lessons. These are optional assignments, but completing them successfully will result in additional or “bonus” points. Complete directions will be provided and linked with the assignments related to the enrichment activities.

Course Objectives 1, 2, 3, 4, 5

EVALUATION PROCEDURES AND GRADING

ASSIGNMENTS AND DEADLINES

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Point Value</th>
<th>Due Date</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>Profile</td>
<td>5</td>
<td>S, Jan. 19</td>
<td>Enter on D2L Profile</td>
</tr>
<tr>
<td>Lesson 1.1c Metaphors of Teaching</td>
<td>5</td>
<td>S, Jan. 19</td>
<td>Discussion board</td>
</tr>
<tr>
<td>Exam 1</td>
<td>15</td>
<td>S, Jan. 19</td>
<td>Online</td>
</tr>
<tr>
<td>Lesson 2.3 High Quality Relationships</td>
<td>10</td>
<td>W, Jan. 30</td>
<td>Discussion board</td>
</tr>
<tr>
<td>EA: 2.4 Poverty Factor (10)</td>
<td>10</td>
<td>W, Jan. 30</td>
<td>Drop Box – cue &amp; paste</td>
</tr>
<tr>
<td>Lesson 2.5 Stages of Moral Reasoning</td>
<td>10</td>
<td>W, Feb. 6</td>
<td>Discussion board</td>
</tr>
<tr>
<td>Field Activity: Set 1 (choose one)</td>
<td>20</td>
<td>S, Feb. 9</td>
<td>Cut &amp; paste in Drop Box with appropriate format</td>
</tr>
<tr>
<td>• Piaget’s Tasks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Toy Store</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• Searching for Bobby Fischer</td>
<td></td>
<td></td>
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<tr>
<td>• Kohlberg’s Dilemmas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exam 2</td>
<td>40</td>
<td>S, Feb. 9</td>
<td>Online</td>
</tr>
<tr>
<td>EA: 3.2 Suspension</td>
<td>10</td>
<td>W, Feb. 27</td>
<td>Cut &amp; paste in Drop Box</td>
</tr>
<tr>
<td>EA: 3.3 Motivation</td>
<td>10</td>
<td>W, Mar. 6</td>
<td>Cut &amp; paste in Drop Box</td>
</tr>
<tr>
<td>Lesson 3.5 Learning &amp; Memory</td>
<td>10</td>
<td>W, Mar. 13</td>
<td>Discussion board</td>
</tr>
<tr>
<td>Field Activity: Set 2 (choose one)</td>
<td>20</td>
<td>S, Mar. 16</td>
<td>Cut &amp; paste in Drop Box</td>
</tr>
<tr>
<td>• Using Reinforcement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Analyzing Cognitive Teaching</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exam 3</td>
<td>35</td>
<td>S, Mar. 16</td>
<td>Online</td>
</tr>
<tr>
<td>EA: 4.3 Monitoring Behaviors</td>
<td>5</td>
<td>W, Ap. 10</td>
<td>Cut &amp; paste in Drop Box</td>
</tr>
<tr>
<td>EA 4.5 Highly Qualified Teachers</td>
<td>10</td>
<td>S, Ap. 13</td>
<td>Cut &amp; paste in Drop Box</td>
</tr>
<tr>
<td>Field Activity: Set 3 (choose one)</td>
<td>20</td>
<td>S, Ap. 13</td>
<td>Cut &amp; paste in Drop Box (Submit Analyze CR Space as a Word attachment)</td>
</tr>
<tr>
<td>• Analyze Classroom Space</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Interview a Teacher</td>
<td></td>
<td></td>
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<tr>
<td>• Observe an Effective Educator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Observation Time Sheet</td>
<td>--</td>
<td>S, Ap. 13</td>
<td>Scan and email through CourseDen OR drop off hard copy to professor’s mailbox</td>
</tr>
<tr>
<td>Outreach Project</td>
<td>40</td>
<td>S, Ap. 20</td>
<td>Word document attachment in Drop Box</td>
</tr>
<tr>
<td>Exam 4</td>
<td>60</td>
<td>Thurs, Ap. 25</td>
<td>Online</td>
</tr>
</tbody>
</table>

Assignments for each unit are indicated in a different color. Dark colors indicate optional Enrichment Assignments that provide “bonus” points.

Assignments are due at midnight on the date indicated, unless otherwise specified. Assignments must be submitted in the format required in order to be evaluated. No late work will be accepted.
Exams are online and will be open for **72 hours** prior to midnight on the due date. They will close promptly at midnight on the date due.

**GRADING SCALE**

Grades will be assigned based on total points earned, as follows. These totals do not reflect points gained by completing enrichment activities.

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>261 – 290</td>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>232 – 260</td>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>203 – 231</td>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>174 – 202</td>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>Less than 174</td>
<td>F</td>
<td>below 59%</td>
</tr>
</tbody>
</table>

**CLASS, DEPARTMENT, AND UNIVERSITY POLICIES**

**PROFESSIONALISM**

An important part of the EDUC courses is to begin to understand what a professional knows and how a professional acts. Professional behaviors or dispositions are expected in EDUC classes. Report any changes in your schedule or life that will impact your participation in class or online. Communicate. When interacting with others, be sure to follow online etiquette. Remember, your posts are visible to others so think before you type!

**ASSIGNMENTS**

All assignments and field observations are posted on CourseDen with complete instructions. All assignments are **due by midnight on the scheduled due date** unless otherwise specified. Assignments must be completed in the required format and be free of spelling, typographical, and mechanical errors. Assignments should be typed using 12 point Times Roman or New Times Roman font. Each edge of the page should have a one-inch margin. Assignments should be submitted electronically through CourseDen unless specified otherwise in the assignment description. The professor reserves the right to return any assignments that lack professional quality for reworking or to reject the assignment. **No make-up tests will be available and late assignments will not be accepted without prior permission from the professor.** When submitting assignments online, be sure you receive verification that the submission was successful. You are responsible for successful submission of the assignment.

Variations in the class schedule may require changes in exam or assignment dates, but any changes will be clearly communicated to students.

Work completed for another class, including field observation hours, is not acceptable for this class. All work completed in this course must be original work developed this semester.

**ACADEMIC HONESTY**

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers or submits assignments completed by others. It also occurs when a student uses ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Connection and Student Handbook* and the *Graduate Catalog*. Cheating or plagiarism on assignments or exams will result in, at
minimum, a zero for the assignment and, at most, failure of the course and referral to the university for further action, including dismissal.

**DISABILITY**

All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: [http://www.westga.edu/studentDev/index_8884.php](http://www.westga.edu/studentDev/index_8884.php). Any student with a disability documented through Student Services must contact the instructor by the beginning of the second class session so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

**UNIVERSITY ACTIVITIES**

Any student involved in athletics or other university activities that conflict with class meetings or activities must provide evidence of those conflicts no more than the second week of the semester, and alternate arrangements will be made at that time. Conflicts that are not communicated until later in the semester may not be approved. It is the student’s responsibility to be aware of conflicts at the beginning of the semester, to communicate that information to the professor, and to complete any assignments prior to the absence.

**STUDENT EMAIL POLICY**

University of West Georgia students are provided a MyUWG email account, which is the only official means of communication between the University and student. Please direct all email communications with the professor through CourseDen. Only emergencies should be communicated through the university email account. Emails must be professional in appearance and in quality. Emails should identify the purpose of the email in the subject line. Emails should contain an identifying salutation (that is, Dr. Jenkins), should be professional in format and tone, and should include identifying information (i.e. student name, id#, course and section). Remember, you’re not texting…you are delivering a professional communication! Email communications not of professional quality will not be answered.

**STUDENT TECHNOLOGY NEEDS**

Because this class is partly online, each student is responsible for having access to hardware and software that will enable full access to class materials and resources. Students are encouraged to take advantage of the hardware support and free software provided through their technology fees. Failure of hardware or software is not an acceptable excuse for missed assignments or exams. Plan in advance for power failures, internet interruptions, etc. Remember, CourseDen is “down” every other Friday evening, 10 pm-7 am for maintenance. Be sure to work around these outages.
CLASS OUTLINE

Unit 1: Understanding Educational Psychology
- Purpose of educational psychology (Lesson 1.1a)
- Teacher problems and concerns (Lesson 1.1b)
- Metaphors of teaching (Lesson 1.1c)

Unit 2: Understanding Learners and Myself as a Learner
- Biology of the brain (Lesson 2.1)
- Understanding thinking and cognitive development (Piaget) (Lessons 2.2a, 2.2b)
- Understanding relationships and social development (Erickson) (Lessons 2.3, 2.4)
- Understanding fairness and moral development (Kohlberg) (Lessons 2.5a, 2.5b, 2.5c, 2.5d)

Unit 3: Understanding Learning Theory
- Behavioral Learning Theories (Lessons 3.1a, 3.1b)
- Applying Reinforcement Theory in classrooms (Lessons 3.2a, 3.2b)
- Cognitive Learning Theories (Lessons 3.3, 3.4)
- Helping students learn and remember (Lesson 3.5)

Unit 4: Understanding Teaching and Learning
- Creating an environment for learning (Lesson 4.1)
- Managing instructional time (Lesson 4.2)
- Holding students accountable (Lessons 4.3, 4.4)
- Effective educators (Lesson 4.5)