EDUC 2130 Online Classes
Exploring Learning and Teaching

Semester Hours 3
Semester/Year Summer 2014 (Session IV June 30 – July 25)
Time/Location 100% Online
Instructor Dr. Li Cao
Office Location 147 Education Annex
Office Hours Wednesdays, 10-2:00 and by appointment
Online Hours Available as needed
Telephone Direct Line: 678-839-6118
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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 (INTAS), 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

This course will be delivered entirely online using UWG’s CourseDen system, other Internet resources, and printed materials. Various pedagogical methods will be used for this course, including (but not limited to) static and narrated PowerPoint presentations, pre-recorded lectures, online videos, and class discussions. All assignments and evaluation criteria upon which grades will be based are described in detail below.

Required readings and assignment due dates are included in the Course Schedule at the end of this document. A complete list of reading assignments and supplemental learning activities for each unit is provided as part of the corresponding learning module on CourseDen.

This course will be delivered 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 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>
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</thead>
<tbody>
<tr>
<td>Audio/Video Lectures/Instruction</td>
<td>2250 minutes (37.5 hours)</td>
</tr>
<tr>
<td>Class Discussions</td>
<td>720 minutes (12 hours)</td>
</tr>
<tr>
<td>Other Activities/Assignments</td>
<td>3780 minutes (63 hours)</td>
</tr>
</tbody>
</table>

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, 2006; Eggen & Kauchak, 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 & Kauchak, 2007; Meece, Schunk, & Pintrich, 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, 2006, Eggen & Kauchak, 2007); (Reflective, Knowledgeable; INTASC 1, 2);

4. Understand how factors in the learning environment have an impact on student learning in educational settings (Eggen & Kauchak, 2007; McDevitt & Ormrod, 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, 2006; Eggen & Kauchak, 2007); (Reflective, Knowledgeable, Collaborative; INTASC 1, 2);

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Optional textbooks:


References:


ASSIGNMENTS, EVALUATION PROCEDURES AND GRADING POLICY

ASSIGNMENTS

It is best to access CourseDen using Google Chrome. If you have trouble accessing lessons or assignments, try changing your browser.

Field-based Assignments:

1. Field Observation (10 hours)
   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). This involves completing focused observation activities related to specific course concepts. Because each observation is different, you will be observing in a variety of different settings which you choose. You may not observe in public schools during regular hours or as part of a job (including teaching Sunday School or coaching). A time sheet must be submitted to document field observation hours and showing where and when you completed each of the field activities. 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.

2. Reflective Writing Component (180 points)
   You will report your field observations to fulfill the Reflective Writing Component of the course. In all EDUC courses, 40% of your grade is comprised of the Reflective Writing Component. By completing reflective writing assignments related to your field observations, you will build skills related to using academic language and doing reflective writing that includes describing, analyzing, and drawing conclusions about what you observe.

   Specifically, the following assignments will allow you to practice reflective writing using academic language:
   - Field Observation Activity Reports (4 @ 35 points each)
   - Timesheet (5 points)
   - Reflective Summary (2-3 pages @ 35 points)

   Field Observation activities are worth 35 points each. Each field activity will require a different type of placement. You are responsible for selecting placements that are appropriate for the field activities that you select. Each field activity explains what you are to observe or how you are to interact, asks questions that enable you to report your observation, then asks you to reflect on what you learned. Specific questions are provided with each activity; simply respond to those questions using professional writing and academic language from the lessons. All materials are posted on CourseDen in the Content Outline with their related lessons. You must complete and submit one field activity for Unit 2 and 3, and two for Unit 4 for a total of four field activity reports.
   *Course Objectives 1, 2, 3, 4, 5*

   Keep a timesheet that shows where and when you completed each of the field observation assignments. To be complete, your timesheet needs to show dates, times, locations of each field observation activity, and a total of 10 hours or more at the bottom of the form. If it does not take you 10 hours to complete the four field observation activities, you can gain additional
observation time by expanding the assignments or by observing in any appropriate setting, watching for examples of course concepts. Although the timesheet is only worth 5 points, it is an EDUC requirement and must be submitted in order for you to pass the course.

The final Reflective Summary (35 points) is a 2-3 page, single spaced paper. No cover sheet is needed; simply type your paper using Times New Roman 12 pt. font, save as a Word document, and upload into CourseDen. In that paper, reflect back on your field observations and respond to three prompts:

- What did you learn about learners/students/clients as a result of your field observation activities?
- What did you learn about the education profession as a result of your field observation activities?
- What did you learn about yourself – your strengths and challenges related to becoming an education professional - as a result of your field observation activities?

Class-based Assignments:

3. Lesson Reviews (155 points)
To progress smoothly through the course, you should plan to complete one or two lessons (readings and/or voice narrated power points) per day, Monday through Friday. Field observations are in addition to this time. Each lesson is followed by a review “quiz” or application assignment. These should be completed immediately as you finish each lesson to ensure that you have learned the main concepts.

Course Objectives 1, 2, 3, 4, 5

4. Tests (100 points)
Tests help you check your understanding of course information and show you if you are building the appropriate foundation for later classes. Three tests will be given over information presented in class and in the resources provided. Test 1 covers Units 1 and 2 and the course overview (30 points). Test 2 covers Unit 3 (35 points). Test 3 covers Unit 4 (35 points). Tests will be timed and delivered online. You may use class notes, notecards, and readings during the test however you must complete the test yourself – without the help or other students or individuals.

Course Objectives 1, 2, 3, 4

5. Research Participation (Bonus 10 points)
In order to pass this course you must pass the research component. You have two options for the participation. The first option is to participate in a research project to promote classroom learning and instruction. This process will help you understand research and develop critical thinking skills in your prospective teaching profession. The second option is to write a critique of three recent (published after 2009) peer reviewed research articles on a particular topic of your interest in educational psychology. If you choose the second option, you will simply not participate in the research project. However, you will need to inform the instructor by the second class meeting.

Course Objectives 1, 2, 3, 4

Option 1 Research Study: Students will be asked to fill in a set of survey questionnaires online in the later part of semester. Students will need to complete the survey questions to meet the course requirement. The availability, participation links, and deadlines of the survey will be announced after Unit 2 on CourseDen.

Option 2 Research Critiques: The critique paper should be typed, double-spaced, and 5 page long. The paper critiques three data-based research articles in the Journal of Educational Psychology
published after 2008. The journal can be found at the UWG library website. The format of the critique paper should follow the American Psychological Association (APA) Publication Manual (6th ed.) style. The critique paper is due by the second last class meeting and will be graded on a satisfactory or unsatisfactory basis. You must attach a copy of the journal article with your critique paper if you choose the second option. Your critique paper consists of two parts:

1) Review of Articles (2 pages)
   1. Purpose of study, competing hypotheses;
   2. Description of the experiment(s);
   3. Results of experiment(s);
   4. Conclusions; implications for theory/practice

2) Analysis of the Articles (3 pages)
   5. Discuss the quality of the article from your viewpoint;
   6. Discuss theoretical implications of findings with respect to class topics;
   7. Discuss instructional implications of findings from your viewpoint

EVALUATION PROCEDURES AND GRADING

Grades will be assigned based on total points earned, calculated throughout the course as percentages, as follows.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>391-435 points</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>348-390 points</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
<td>304-347 points</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
<td>261-303 points</td>
</tr>
<tr>
<td>F</td>
<td>below 59%</td>
<td>260 or fewer points</td>
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</table>

If you fail an EDUC course, you cannot retake the course from the same instructor. You must repeat the course with a different instructor, according to EDUC policy. If you want to retake a course to improve your grade, you must gain the permission of the instructor first. Many instructors will want you to repeat the course with a different instructor.
**CLASS SCHEDULE**
A recommended daily schedule appears below. Review assignments should be complete at the end of each lesson. Tests close at midnight on the date they are scheduled. You must complete and submit all class assignments, field assignments, and tests for one unit before the next unit will open for you. Basically, you can work ahead in this course, unit by unit, but you need to be careful not to fall behind. Note that the final test and all assignments must be completed by **Thursday, July 25**, at midnight.

<table>
<thead>
<tr>
<th>Date</th>
<th>Lessons to Complete</th>
<th>Required Assignments Due by Midnight (Total: 155 points)</th>
<th>Tests and Field Activities (Total: 280 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>M, June 30</td>
<td><strong>Getting Started</strong></td>
<td>Orientation Review</td>
<td></td>
</tr>
<tr>
<td>T, July 1</td>
<td><strong>Unit 1: Lesson1.1a, 1.1b, 1.1c</strong></td>
<td>Reviews 1.1a, 1.1b, 1.1c</td>
<td></td>
</tr>
<tr>
<td>W, July 2</td>
<td><strong>Unit 2: Lesson 2.1</strong></td>
<td>Review 2.1</td>
<td></td>
</tr>
<tr>
<td>R, July 3</td>
<td>2.2a, 2.2b</td>
<td>Review 2.2</td>
<td></td>
</tr>
<tr>
<td>F, July 3</td>
<td>Field Observation Activity 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M, July 7</td>
<td>2.3, 2.4</td>
<td>Discussion 2.3, Review 2.4</td>
<td><strong>Field Activity 1 (35)</strong></td>
</tr>
<tr>
<td>T, July 8</td>
<td>2.5a, 2.5b, 2.5c, 2.5d</td>
<td>Review 2.5</td>
<td><strong>Test 1 (30)</strong></td>
</tr>
<tr>
<td>W, July 9</td>
<td><strong>Unit 3: 3.1a, 3.1b</strong></td>
<td>Review 3.1</td>
<td></td>
</tr>
<tr>
<td>R, July 10</td>
<td>3.2a, 3.2b</td>
<td>Review 3.2</td>
<td></td>
</tr>
<tr>
<td>F, July 11</td>
<td>Field Observation Activity 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M, July 14</td>
<td>3.3, 3.4</td>
<td>Reviews 3.3, 3.4</td>
<td><strong>Field Activity 2 (35)</strong></td>
</tr>
<tr>
<td>T, July 15</td>
<td>3.5</td>
<td>Discussion 3.5</td>
<td><strong>Test 2 (40)</strong></td>
</tr>
<tr>
<td>W, July 16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R, July 17</td>
<td><strong>Unit 4: 4.1, 4.2</strong></td>
<td>Review 4.2</td>
<td><strong>Field Activity 3 (35)</strong></td>
</tr>
<tr>
<td>F, July 18</td>
<td>4.3</td>
<td>Review 4.3</td>
<td><strong>Research Participation (bonus 10)</strong></td>
</tr>
<tr>
<td>M, July 21</td>
<td>4.4</td>
<td>Review 4.4</td>
<td></td>
</tr>
<tr>
<td>T, July 22</td>
<td>4.5, 4.6</td>
<td>Review 4.5</td>
<td><strong>Field Activity 4 (35)</strong></td>
</tr>
<tr>
<td>W, July 23</td>
<td>Field Observation Activity 4</td>
<td></td>
<td><strong>Field Timesheet (5)</strong></td>
</tr>
<tr>
<td>R, July 24</td>
<td>Field Timesheet (5)</td>
<td>Reflective Summary Paper (35)</td>
<td></td>
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<tr>
<td>F, July 25</td>
<td></td>
<td>Test 3 (30)</td>
<td></td>
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**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 with your group. 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 NewTimes Roman font. Each edge of the page should have a one-inch margin. Assignments should be submitted electronically through CourseDen, as indicated 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 through CourseDen; assignments submitted as email attachments will not be accepted unless given prior approval. Variations in the class schedule may require changes in exam or assignment dates, but any changes will be clearly communicated to students. Opportunities for extra credit will not be provided for this class. Work completed for another class, including field observation hours, is not acceptable for this class.

**ACADEMIC HONESTY**

All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student uses ideas or information obtained from another 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. 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 email. 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 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.
CLASS OUTLINE

Unit 1: Understanding Educational Psychology
- Purpose of educational psychology (Lesson 1.1a)
- Teacher problems and concerns (Lesson 1.1b)
- Reflecting on educational experiences (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)