



College of Education

**EDUC 2130-02D
Exploring Teaching and Learning**

Semester/Year	Fall 2015
Time/Location	Monday and Wednesday 9:30-10:50 am / Education Center Room 3 and CourseDen
Instructor	Li Cao, Ph.D.
Office Location	Room 147 Education Annex
Office Hours	1:00 - 4:00 pm, Monday & Wednesday, and By Appointment
Online Hours	1:00 pm - 5:00 pm; Friday (Online)
Telephone	Direct Line: 678-839-6118 Department Line: 678-839-5259
Email	lcao@westga.edu (Please email me through CoursDen)
Online Support	<p>CourseDen Login Page https://westga.view.usg.edu/</p> <p>CourseDen UWG Online help http://uwgonline.westga.edu/students.php</p> <p>24 Online hour Help by the University System of Georgia https://d2lhelp.view.usg.edu/</p> <p>Ingram Library: Distance Learning Library Services http://libguides.westga.edu/content.php?pid=194430</p> <p>University Bookstore http://www.bookstore.westga.edu/</p>

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.

COE Vision

The College of Education at the University of West Georgia will be recognized for *Leading a New World of Learning*, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

COE Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

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 *Preparing Exemplary Practitioners*, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. 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.

The vision, mission, and conceptual framework of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National and state standards (INTASC, NBPTS) are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards, as identified below.

COURSE, DEPARTMENT, AND UNIVERSITY POLICIES***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 not only occurs when a student uses or purchases ghostwritten papers; it also occurs when a student use 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 *UWG's Honor Code* (see below).

Americans with Disabilities Act

Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), available only from Accessibility Services. *Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given.*

Communication

All communication for this *course* should be handled through CourseDen. University of West Georgia will communicate with you, if necessary, via your MyUWG email account, which is the official means of communication between the university and students. Please check this account regularly.

University of West Georgia Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties, including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion, depending on the magnitude of the offense and/or the number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions.

UWG Cares:

If you or someone you know is in a distressing situation, support is available at <http://www.westga.edu/UWGCares/>. The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

CLASS POLICIES

Students are expected to conduct themselves professionally. This is an essential quality for all professionals who work in the schools. Professionalism includes, but is not limited to, the following:

- Participating in class activities in the online environment in a positive manner
- Collaborating and working equitably with students in the class
- Actively participating in class each week
- Turning in assignments on time – late submissions will result in a loss of points
- Completing assignments without spelling and grammatical errors – loss of points will occur
- Attending required live online sessions and arriving on time – loss of points will occur
- Treating class members and colleagues with respect
- Limiting disruptions in the online class environment
- Students who display a lack of professionalism will be contacted by the instructor and informed of the consequences

If you have a valid reason for missing assignment deadlines, please contact the instructor in advance. Missing deadlines can seriously impact the student's ability to complete the course satisfactorily.

Students must use Microsoft Office application software (Word, PowerPoint, etc.) to complete written and other assignments. The Microsoft Office software is available to UWG students free of charge (funded by technology fees). If you do not have Microsoft Office, information about acquiring it is available at <http://www.westga.edu/its/>.

Please carefully review the information at [Common Language for Course Syllabi](#). It contains important information related to your rights and responsibilities in this class. Because these statements are updated

as federal, state, university, and accreditation standards change, you should review the information each semester. In addition to the above information the following policies apply to this course.

Student e-mail Policy

All formal e-mail communication between instructor and students (outside of CourseDen) will be through campus e-mail (your my.westga.edu e-mail account through gmail). This is a University policy, so it is imperative you check your my.westga.edu e-mail account regularly.

Attendance

Participation in all online components of the course is required and will be factored into the course grade.

APPROACHES TO INSTRUCTION

Instruction in this course will take place through face to face lecture and discussion and online tools such as discussion boards, chat rooms, and posted materials within CourseDen.

This course will be delivered 51-75% online. This requires the online equivalent of at least 1125 minutes of instruction and an additional minimum 2250 minutes of supporting activities. As such you will be required to complete the following online activities during this course:

<u>Activity</u>	<u>Instructional Equivalent</u>	<u>Supporting</u>
Online Readings	At least 500 minutes	At least 1000
Discussion Posts	At least 100 minutes	At least 200
Theory to Practice Posts	At least 200 minutes	At least 400
Field Observation Reflection	At least 125 minutes	At least 400
On Campus Activities	At least 200 minutes	At least 250
Actual Field Observations	At least 10 hours	

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities. Since students work at various paces in an online environment, the total number of minutes required to complete the course will vary among students. The minutes indicated above are estimates.

COURSE OBJECTIVES

Upon completion of EDUC 2130 students are expected to be able to:

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; Schunk, Meece, & Pintrich, 2014);
(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);

COURSE EXPECTATIONS

Each student will be expected to do the following as part of this course:

- √ Participate in course activities
- √ Make substantive contributions to class discussions and activities
- √ Carefully read all assignments and listen to presentations
- √ Complete written assignments
- √ Apply concepts learned in coursework to TeachLivE sessions
- √ Advocate on behalf of your educational needs.

TEXTS, INSTRUCTIONAL RESOURCES, AND TECHNICAL REQUIREMENTS

Optional textbooks:

Cruickshank, D. R., Jenkins, D.B., & Metcalf, K. K. (2012). *The act of teaching (6th ed.)*. Boston: McGraw Hill.

O'Donnell, A. M., Reeve, J., & Smith, J. K. (2009). *Educational psychology: Reflection for action*. Hoboken, NJ: Wiley.

References:

- Alexander, P. A. (2006). *Psychology in learning and instruction*. Upper Saddle River, NJ: Pearson.
- Forman, E. A., Minick, N., & Stone, C. A. (Eds.). (1993). *Contexts for learning: Sociocultural dynamics in children's development*. New York: Oxford.
- Jensen, E. (1998). *Teaching with the brain in mind*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge, UK: Cambridge University Press.
- Mayer, R. E. (2003). *Learning and instruction*. Upper Saddle River, NJ: Pearson.
- McDevitt, T. M., & Ormrod, J. E. (2004). *Child development: Educating and working with children and adolescents (2nd ed.)*. Upper Saddle River, NJ: Pearson.
- McDevitt, T. M., & Ormrod, J. E. (2007). *Child development and education (3rd ed.)*. Upper Saddle River, NJ: Pearson.
- National Research Council. (2000). *How people learn: Brain, mind, experience, and school*. Washington: National Academy Press.
- Schunk, D. H., Meece, J. L., & Pintrich, P. R. (2014). *Motivation in education (4th ed.)*. Upper Saddle River, NJ: Pearson.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

If you have trouble accessing lessons or assignments, try changing your browser. If that doesn't work, contact Distance Learning.

1. Participation in On-Campus Sessions (300 points)

- Students must attend and participate in on-campus class sessions in order to earn these points. 50 points will be awarded for attendance at each of the 6 face-to-face sessions.
(Objectives 1, 2, 3, 4, 5; teacher observation)

2. Field Observation Activities (100 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 10 hours of focused observations.
 - 6 hours 40 minutes (of the 10 hours) will be documented through participation of face-to-face sessions including TeachLivE. These sessions cannot be made up. **If you fail to participate, you cannot pass this course.** Exceptions due to documented medical or family emergencies will be considered on an individual basis.
 - 3 hours 20 minutes (of the 10 hours) will be activities which can also be completed on campus – observations in other courses you are taking this semester.
 - Specific instructions and due dates for completing the 10 hours of observation and completing the required forms will be provided in CourseDen.
 - You must keep a log of your field time required for this course. A log will be provided through CourseDen for you. This must be submitted to CourseDen for record keeping purposes.
- **Because field observation is a certification requirement rather than just 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.**

(Objectives 1, 2, 3, 4, 5; checklist)

3. Reflective Writing Components – 40% of grade (400 total points)

Theory to Practice and Online Participation (400 points)

- Throughout the course you will have opportunities to read, reflect on, and respond to comments and ideas posted by other students.
- You will complete seven (3) Theory to Practice forms related to a variety of concepts related to Learning and Teaching.
- You will complete a midterm and final exam reflection paper.
(Objectives 1, 2, 3, 4, 5; checklist)

4. Exams (100 points)

- Mid-Term – You are required to attend a teaching session in TeachLivE
- Final – You are required to attend a teaching session in TeachLivE

EVALUATION PROCEDURES AND GRADING

Students will be assessed according to the course objectives with the following percentages:

Assignment	Points	Form of Assessment
On-Campus Class Attendance and Participation (6 sessions @ 50 points)	300	Attendance
Field Observation Activities	100	Checklist
Reflective Writing Components Online Class Participation – 100 points Discussion Posts, Responses, and Theory to Practice (50) Topic Presentation (40) Responses to Others (10) Reflection on Mid-Term – 150 points Reflection on Final – 150 points	400	Checklist and Rubric

Mid-Term Exam – Presentation in TeachLivE Lab	100	
Final Exam –Presentation in TeachLivE Lab	100	
Total Points	1000	

Grading Policy:

Students will be graded using the following scale:

A = 90-100%, B = 80-89%, C = 70-79%, D = 65-69%; F = 65% and below

IMPORTANT: It is important that you take your writing in this class very seriously. In addition to the criteria delineated above, structural, grammar, and/or mechanical errors will result in a loss of points. Papers or projects with numerous structural, grammar or mechanical errors will NOT pass. If you are not a very good writer, you will need to find a writing tutor or helper to proofread your papers. If you are concerned about your proficiency, please make use of the UWG Writing Center or a personal tutor.

COE WRITING EXPECTATION AND RUBRIC

Students will write in standard English, defined as using the rules and patterns of English associated with educated citizens. This includes writing with clarity, complexity, and good organization, using prescribed rules for syntax, grammar, usage, and punctuation, and adhering to APA formatting.

COE Writing Rubric	
1 = Unacceptable	There is confusion about the topic with absence of support for main ideas; there is little or no awareness of the intended audience; paper lacks organization; paragraph structure is weak; syntax is garbled (e.g. word choice and order often does not make sense or is confusing); paper contains multiple and serious errors of sentence structure (e.g., run-on sentences, fragments), grammar, spelling, capitalization, and/or punctuation; formatting not appropriate to the assignment.
2 = Emerging, Needs Improvement	Ideas are mostly simplistic and unfocused, there is little awareness of the intended audience; paragraphs are mostly stand-alones, with few transitions; the organization, while attempted, is still disjointed; the syntax is weak (e.g., very simplistic word choices and/or sentences that do not make sense); there are several errors in sentence structure (e.g., run-on sentences, fragments), grammar, spelling, capitalization, and/or punctuation; formatting is attempted, but poorly done.
3 = Proficient	The topic is developed with ideas supported sufficiently; paragraphs are competently structured; there is clear awareness of the intended audience; the organization is competent, without sophistication; the syntax is effective (e.g. with wording and sentences that make clear sense); there is effective and varied sentence structure; the paper contains only occasional errors in grammar, spelling, capitalization, and/or punctuation; there are few formatting errors.
4 = Exemplary	There is in-depth development of the topic with ideas well supported; there is accurate awareness of the audience; paragraphs are well-developed and have effective transitions; the organization is appropriate for the assignment; the syntax is rich (e.g., with sophisticated vocabulary); there is variety in sentence style and length, the paper is virtually free of errors in grammar, spelling, capitalization, and/or punctuation; the formatting is appropriate for the assignment.

File Naming Protocol

You will want to use a consistent file naming protocol in order to keep track of your work and to make it easy for your instructors to identify your work. Trust me, this is designed to make things easier on you when it comes to compiling all of your required assessment and portfolio materials to graduate from the program. This is important: The file name should contain NO SPACES and NO CAPITAL LETTERS. Remember to keep file names as short as possible and keep your files organized so it will be easy for you to find projects when it is time to build your portfolio. Those of you using Tk20 will be able to store projects in that space. Always double check documents attached or posted. Make sure the file extension is correct. You cannot attach or post a document while it is open on your computer. The person on the other end will not be able to open it. **For example, if your file extension is .lnk the file cannot be opened.** Word document files will have .doc or .docx as the file extension. Thank you very much for your cooperation!

IMPORTANT NOTE

I reserve the right to modify this syllabus at any time during the course of the term, particularly regarding the course schedule. If a modification is substantial, I will reissue a revised syllabus.

Remember that CourseDen will be down every other Friday night.

Do not wait until the last minute to post work.

Late submissions may be subject to a loss of points.

You can always post work early!!

Optional face-to-face sessions will be available if requested.

Ask for help if you need it!

Optional Online Chat Sessions will also be available for help!

COURSE OUTLINE

Week of:	Lessons to Complete	Required Assignments Due by midnight of the due date
<p>August 24 <i>Welcome and Course Overview</i> Closes Sunday, Aug. 30</p>	<p>Module 1</p> <ul style="list-style-type: none"> • Introductions • Syllabus review • Successfull online video 	<p>Class Intro: Due Sat, Aug 29</p>
<p>August 31 <i>Introduction to Teaching and Learning</i> Closes Sunday, Sept. 6</p>	<p>Module 2</p> <ul style="list-style-type: none"> • Why Become an Educator • Relationships 	<p>1. Complete Reflective Writing # 1 -Why Become an Educator Due Sunday, Sept. 6: AFTER Face-to-face meeting</p>
<p>September 2 <i>Introduction to Teaching and Learning</i></p>	<p>Face-to-Face Meeting #1 <i>Course Overview</i> <i>Getting to know each other</i></p>	<p>1. Attend Class Wednesday @9:30 – 10:50 am, Ed. Ctr Rm 3 2. Field Observation # 1 – Analyze the Class: Due Sept. 6</p>
<p>September 8 <i>Ed Psych and Reflective Practice</i></p>	<p>Module 3</p> <ul style="list-style-type: none"> • Introducing Educational Psychology and Reflective Practice 	<p>1. Field Observation # 2 – Analyze Classroom Space Due Sunday, Sept 13</p>

Closes Sunday, Sept. 13	<ul style="list-style-type: none"> • Complete OOPS Survey 	<ol style="list-style-type: none"> 2. Contribute to OOPS discussion post: Due Saturday, Sept. 12 3. Reply thoughtfully to a minimum of two classmates: Due Sunday, Sept. 13
<p>September 14 <i>Understanding Learners</i></p> <p>Closes Sunday, Sept. 20</p>	<p>Module 4</p> <ul style="list-style-type: none"> • Cognitive Development 	<ol style="list-style-type: none"> 1. Reflective Writing #2 – Cognitive Development Due Sunday, Sept. 20 2. Field Observation # 3 – Analyze an online game or website Due Sun, Sep 20
<p>September 21 <i>Social Development</i></p> <p>Closes Sunday, Sept. 27</p>	<p>Module 5</p> <ul style="list-style-type: none"> • Social Development • EdTPA 	<ol style="list-style-type: none"> 1. Complete Social Development Discussion – Initial Post Due Sat. Sep 26
<p>September 23 <i>Introduction to Teaching and Learning</i></p>	<p>Face-to-Face Meeting #2 <i>Check-in</i> <i>Introduction to TeachLivE</i></p>	<ol style="list-style-type: none"> 1. Attend Class Wednesday @9:30 – 10:50 am, TeachLivE Lab 2. Field Observation # 4 – Analyze the Class: Due Sept.27
<p>September 28 <i>Challenges in Education</i></p> <p>Closes Sunday, Oct. 4</p>	<p>Module 6</p> <ul style="list-style-type: none"> • Begin work on your topic presentation (Due Module 9) 	No Assignment Due – Work on your Topic Presentation
<p>September 30 <i>Using TeachLivE</i></p>	<p>Face-to-Face Meeting #3 <i>Lesson Demonstrated</i> <i>Rubrics</i> <i>Expectations</i></p>	<ol style="list-style-type: none"> 1. Attend Class Wednesday @9:30 – 10:50 am, TeachLivE Lab 2. Field Observation # 5 – Analyze the Class: Due Oct. 4
<p>October 5 <i>Behavioral Development</i></p> <p>Closes Sunday, Oct. 11</p>	<p>Module 7</p> <ul style="list-style-type: none"> • Continue work on your topic presentation • Behavioral Development 	Complete Behavioral Development Discussion - Initial Post Due Saturday, Oct 10.
<p>October 12 <i>Peer Learning</i></p> <p>Closes Sunday, Oct. 18</p>	<p>Module 8</p> <ul style="list-style-type: none"> • Continue work on Topic Presentation (Due Module 9) • Peer Learning 	Complete Field Observation # 6 Due Sunday, Oct. 18.
<p>October 14 <i>Planning for TeachLivE</i></p>	<p>Face-to-Face Meeting #4 <i>Team Planning</i></p>	<ol style="list-style-type: none"> 1. Attend Class Wednesday @9:30 – 10:50 am, Ed. Ctr Rm 3

<p>October 19 <i>Motivation</i></p> <p>Closes Sunday, Oct. 25</p>	<p>Module 9</p> <ul style="list-style-type: none"> • Motivation • Team Planning • Topic Presentation Due 	<ol style="list-style-type: none"> 1. Post topic présentation by Saturday, Oct. 24. 2. Choose five topic presentations to view and comment on Due Sun. Oct 25. 3. Complete Reflective Writing # 3 – Motivation Due Sunday, Oct. 25.
<p>October 26 <i>PRACTICE TEACHING</i></p> <p>Closes Sunday, Nov. 1</p>	<p>Module 10</p>	
<p>October 26 or 28 <i>Mid-Term Exam</i></p>	<p>Face-to-Face Meeting #5</p>	<ol style="list-style-type: none"> 1. Attend Class Monday or Wednesday @9:30 – 10:50 am, TeachLivE Lab 2. COMPLETE Mid-Term Reflection Due Sunday, Nov. 1.
<p>November 2 <i>Individual Differences</i></p> <p>Closes Sunday, Nov. 8</p>	<p>Module 11</p> <ul style="list-style-type: none"> • How do we teach? 	<p>Individual Differences Discussion Post Due Saturday, Oct. 31.</p>
<p>November 9 <i>Technology in Education</i></p> <p>Closes Sunday, Nov. 15</p>	<p>Module 12</p> <ul style="list-style-type: none"> • The digital divide • Digital Naitves 	<p>Submit Interview with an educator Due Sunday, Nov 15.</p>
<p>November 16 <i>Diversity in America’s Puiblic Schools</i></p> <p>Closes Sunday, Nov. 22</p>	<p>Module 13</p> <ul style="list-style-type: none"> • Privilege, power, and difference 	<p>Diversity Discussion Post Due Saturday, Nov. 21.</p>
<p>November 30 Closes Sunday, Dec. 6</p>	<p>Module 14</p>	
<p>November 30 or December 2 <i>Final Exam</i></p>	<p>Face-to-Face Meeting #6 <i>Final Exam</i></p>	<ol style="list-style-type: none"> 1. Participate in TeachLivE for Final Exam 2. Write Reflection Due Sunday, Dec. 6.

COURSE ASSIGNMENT OVERVIEW

Reflective Writing (400) Online Participation (100) + Theory to Practice (300)		Field Observations (100) 10 hours	On-Campus Sessions (300)
Module 1: Introduction and Response (10)			
	Module 2: RW #1 – Why Become an Educator (5)	Module 2: #1 Analyze the Class (15) 1h20 min.	Module 2: September 2, Wednesday, 9:30 – 10:50 am Education Ctr Rm 3
Module 3: OOPS Survey Discussion Post (5)		Module 3: #2 Analyze the Classroom Space (10)	
	Module 4: RW #2 – Cognitive Development (5)	Module 4: #3 Analyze a Website or Game (10)	
Module 5: Social Development Post (5)		Module 5: #4 Analyze the Class – TeachLivE (15) 1h20min	Module 5: September 23, Wednesday, 9:30 – 10:50 am TeachLivE Lab
		Module 6: #5 Analyze the Class – TeachLivE (15) 1h20min	Module 6: September 30, Wednesday, 9:30 – 10:50 am TeachLivE Lab
Module 7: Behavioral Development Post (5)			
		Module 8: #6 Analyze your Learning Style (10)	Module 8: October 14, Wednesday, 9:30 – 10:50 am Team Planning
Module 9: Topic Presentation (50)	Module 9: RW # 3 – Motivation (5)		
	Module 10: Mid-Term Exam Reflection (150)	Module 10: #7 TeachLivE Mid-Term - 1h20min (7.5 points awarded for watching other groups' lessons)	Module 10: October 26 or 28, Monday or Wednesday, 9:30 – 10:50 am, TeachLivE Lab
Module 11: Individual Differences Discussion Post (5)			
		Module 12: #8 Interview an Educator (10)	
Module 13: Module: Diversity Discussion Post (5)			
	Module 14: Final Exam Reflection (150)	Module 14: #9 TeachLivE Final 1h20min (7.5 points awarded for watching other groups' lessons)	Module 14: Nov. 30 & Dec. 2 Monday or Wednesday, 9:30 – 10:50 am, TeachLivE Lab