

**EDUC 2130-E04**  
***Exploring Learning and Teaching***

<b>Semester/Year</b>	Fall 2015
<b>Time/Location</b>	Course taught 100% online using D2L. Students must have internet access.
<b>Instructor</b>	Li Cao, Ph.D.
<b>Office Location</b>	Room 147 Education Annex
<b>Office Hours</b>	1:00 - 4:00 pm, Monday & Wednesday; 1:00 pm - 5:00 pm
<b>Online Hours</b>	1:00 pm - 5:00 pm; Friday (Online)
<b>Telephone</b>	Direct Line: 678-839-6118 Department Line: 678-839-5259
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<b>Online Support</b>	UWG Distance Learning: (phone: 678-839-6248) <a href="http://distance.westga.edu/">http://distance.westga.edu/</a>  D2L Home Page <a href="https://westga.view.usg.edu/">https://westga.view.usg.edu/</a>  D2L UWG Online help <a href="http://uwgonline.westga.edu/students.php">http://uwgonline.westga.edu/students.php</a>  D2L 24 hour Help <a href="https://d2lhelp.view.usg.edu/">https://d2lhelp.view.usg.edu/</a>  Distance Learning Library Services <a href="http://libguides.westga.edu/content.php?pid=194430">http://libguides.westga.edu/content.php?pid=194430</a>  Resources for Distance & Off-Campus Students <a href="http://libguides.westga.edu/content.php?pid=194459">http://libguides.westga.edu/content.php?pid=194459</a>  Ingram Library Services <a href="http://www.westga.edu/library/">http://www.westga.edu/library/</a>  University Bookstore <a href="http://www.bookstore.westga.edu/">http://www.bookstore.westga.edu/</a>

## **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.

## 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, class discussions, quiz, and research project. 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 entirely (100%) online. As such, you will be required to complete the following online activities during this course:

Activity	Instructional Equivalent
Visual/Audio/video Instruction	2250 minutes (37.5 hours)
Class Discussions	720 minutes (12 hours)
Other Activities and Assignments	3780 minutes (63 hours)

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities. **Please be reminded that this is an accelerated course of eight weeks starting from Aug. 24 and ending Oct. 14. Strong time management is required to keep pace with the class and not to fall behind the schedule.**

## 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; 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);

## TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

### Optional textbooks:

- Cruickshank, D. R., Jenkins, D.B., & Metcalf, K. K. (2012). *The act of teaching* (6<sup>th</sup>. 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 POLICY

### ASSIGNMENTS

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

#### 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. Remember, no observing in K-12 schools during regular school hours. 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. More information on these assignments is contained in the *Introduction to Reflective Writing Component* power point presentation contained in Unit 2. Be sure to view that presentation before you take action on field activities.

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 worth only 5 points, it is an EDUC requirement and must be submitted in order for you to pass the course. At the end of the semester, you need to submit your timesheet electronically preferably as a scanned document. Because of this electronic submission, you do not need signatures from supervisors. In that column, simply put the name and contact information for anyone who can confirm that you completed the activity.

The final Reflective Summary (35 points) is a 2-3 page, single spaced paper. No cover sheet is needed; simply type your paper, using Ariel 11 pt. font, save it 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?

Check the assignment sheet and power point presentation in Unit 4 for additional guidelines on how to write an effective reflective essay.

Course Objectives 1, 2, 3, 4, 5

### **Class-based Assignments:**

#### **3. Lesson Reviews (160 points)**

This course is delivered through voice-narrated power point presentations and supplemental readings. Each lesson begins with a READ ME FIRST document which tells you what to do. Each lesson is developed around focus questions or objectives, which are the basis for the unit tests. Most lessons provide power point notes and a study guide to help you focus on main points of the lesson and to take notes. At the end of each lesson, a review quiz or discussion helps ensure that you have captured the main points or objectives. Review quizzes are found in the “Quizzes” tab in CourseDen and are True/False, matching, or completion items. Some reviews are discussion questions which are found in the “Discussions” tab. These assignments are worth 5-15 points.

You should complete each review when you complete the lesson; check the course schedule for the exact due dates for each review. Links to all reviews and materials necessary to complete the lessons are within the lessons. **You must complete all lessons and assignments for this course in sequence; that is, the next lesson will not open (it is “restricted”) until all previous lessons and assignments have been completed and submitted.**

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 of 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 2010) 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 2010. 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

### ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Grades will be assigned based the percentage of total points available that you receive, as follows:

Class Activities and Assignments (165 points)	Tests and Field Activities (275 points)	Point Rang (Total = 440)	Grading Scale
Orientation Review (12)	Test 1 (30)	396-440	90 - 100% =A
Roster Profile (5)	Test 2 (35)	352-395	80 - 89% = B

Reviews 1.1a, 1.1b, 1.1c (18)	Test 3 (35)	308-351	70 - 79% = C
Review 2.1 (5)	Field Activity 1 (35)	264-307	60 - 69% = D
Review 2.2 (10)	Field Activity 2 (35)	263 or fewer	below 60% = F
Discussion 2.3 (10),	Field Activity 3 (35)		
Review 2.4 (10)	Field Activity 4 (35)		
Review 2.5 (10)	Reflective Summary Paper (35)		
Review 3.1 (10)	Research Participation (bonus 10)		
Review 3.2 (10)			
Reviews 3.3 (5)			
Reviews 3.4 (10)			
Discussion 3.5 (10)			
Review 4.2 (10)			
Review 4.3 (10)			
Review 4.4 (5)			
Review 4.5 (10)			
Field Timesheet (5)			

**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. Some instructors will want you to repeat the course with a different instructor.**

### CLASS SCHEDULE

A recommended weekly schedule appears below. Review assignments should be complete at the end of each lesson. Assignments close at midnight on the specified date. 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 Reflective Summary Paper is due at midnight on **Monday, Oct. 12**, and the final test must be completed by midnight **Wed. Oct. 14**.

Date	Lessons to Complete	Class Activities and Assignments (Subtotal: 165)	Field Activities and Tests (Subtotal: 275 points)
<b>M, Aug. 24</b>	<b>Getting Started</b>	Orientation Review (12) Roster Profile (5)	
T, Aug. 25	<b>Unit 1: Lesson 1.1a</b>		
W, Aug. 26	Unit 1: Lesson 1.1b		
R, Aug. 27	Unit 1: Lesson 1.1c		
F, Aug. 28		Reviews 1.1a, b, & c (18)	
<b>M, Aug. 31</b>	<b>Unit 2: Lesson 2.1</b>	Review 2.1 (5)	
T, Sep. 1	Unit 2: Lesson 2.2a		
	Field Observation Activity 1		
W, Sep. 2	Unit 2: Lesson 2.2b	Review 2.2 (10)	
R, Sep. 3	Unit 2: Lesson 2.3	Discussion 2.3 (10)	
F, Sep. 4	Unit 2: Lesson 2.4	Review 2.4 (10)	
<b>M, Sep. 7</b>	Labor Day	No Class	No Assignment
T, Sep. 8	Unit 2: Lesson 2.5a		<b>Field Activity 1 (35)</b>
W, Sep. 9	Unit 2: Lesson 2.5b		

R, Sep. 10	Unit 2: Lesson 2.5c		
F, Sep. 11	Unit 2: Lesson 2.5d	Review 2.5 (10)	<b>Test 1 (30)</b>
<b>M, Sep. 14</b>	<b>Unit 3: Lesson 3.1b</b>	Review 3.1 (10)	
T, Sep. 15	Unit 3: Lesson 3.2a		
	Field Observation Activity 2		
W, Sep. 16	Unit 3: Lesson 3.2b	Review 3.2 (10)	
R, Sep. 17	Unit 3: Lesson 3.3	Reviews 3.3 (5)	
F, Sep. 18	Unit 3: Lesson 3.4	Reviews 3.4 (10)	<b>Field Activity 2 (35)</b>
<b>M, Sep. 21</b>	Unit 3: Lesson 3.5	Discussion 3.5 (10)	<b>Test 2 (35)</b>
T, Sep. 22	<b>Unit 4: Lesson 4.1</b>		
	Field Observation Activity 3		
W, Sep. 23	<b>Unit 4: Lesson 4.2</b>	Review 4.2 (10)	
R, Sep. 24			
F, Sep. 25	<b>Unit 4: Lesson 4.3</b>	Review 4.3 (10)	
<b>M, Sep. 28</b>			<b>Field Activity 3 (35)</b>
T, Sep. 29	<b>Unit 4: Lesson 4.4</b>	Review 4.4 (5)	
W, Sep. 30	Field Observation Activity 4		
R, Oct. 1	<b>Unit 4: Lesson 4.5</b>	Review 4.5 (10)	
F, Oct. 2			
<b>M, Oct. 5</b>	<b>Unit 4: Lesson 4.6</b>		<b>Field Activity 4 (35)</b>
T, Oct. 6			<b>Research Participation</b>
W, Oct. 7	<b>Reflective Summary Paper</b>		
R, Oct. 8			
F, Oct. 9		<b>Field Timesheet (5)</b>	
<b>M, Oct. 12</b>			<b>Refle Summary Paper (35)</b>
T, Oct. 13	Study for Test 3		
W, Oct. 14			<b>Test 3 (35)</b>

## CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Each semester, university policies are updated as federal, state, university, and accreditation standards change. Please check the university website for most current information on university policies:

[http://www.westga.edu/assetsDept/vpaa/Common\\_Language\\_for\\_Course\\_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf)

## 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 Sunday of each week 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 11 point Arial 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 be specified in this syllabus. 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.

### **AMERICAN DISABILITY ACT AND SPECIAL NEEDS**

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 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), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given.

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 end of the second week of the term so that appropriate accommodations may be arranged.

### **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 Course Den 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!

## 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. See Online Support information above.

## 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)
- Course closure (Lesson 4.6)