

EDUC 2130

Exploring Learning and Teaching

Summary Syllabus

Everyone knows learning must be serious and difficult and you must remain seated at all times. No fun allowed.



Semester and Year: Spring Semester, 2010

Credit Hours: 3 semester hours

Class Meeting Time: T. and Th. 12:45pm-2:00pm

Location: G-131

Name of College: Arts and Sciences

Instructor: Mari Ann Roberts

E-mail Address: mariroberts@clayton.edu

Telephone: 678/466-4720

Location: A&S Rm. G-121

Office Hours: Tuesday & Thursday 10:00am-12:00pm
(Mon. & Wed by appointment)

Textbooks:

Eggen, P & Kauchak, D. (2010). *Educational Psychology: Windows on Classrooms*. Columbus, Ohio: Merrill Publications.

Catalog Course Description:

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 setting and contexts.

Course Attendance Policy:

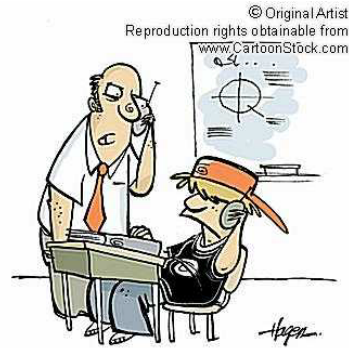
Let me be *extremely* clear here. Timely and consistent arrival to class is important to me and essential to your grade in this course. You are expected to attend all class sessions and be punctual. Students who miss 5 or more of the class meeting sessions due to **unexcused** absences will receive a WF (Withdraw Failing) grade. This policy will be applied uniformly to all students regardless of course average. Excessive tardy arrivals to class (four or more) will result in a reduction of one letter grade. Remember, *Early is on time and on time - is late*.

A sign-in sheet will be located near the front door of the classroom at the beginning of each class. If the sheet is removed when you enter, *you are tardy and you must see me to sign in after class*. This is your responsibility. If you “forget,” as far as I am concerned, **YOU WERE NOT PRESENT ON THAT DAY.**

Make-up work will not be allowed for an unexcused absence or tardy arrival. You will be allowed to make-up any class work within one week of the date missed if absent with a legitimate written excuse from a physician or other professional or, if I excuse you *prior* to the absence.

In-class Use of Student Notebook Computer or Computerized Devices:

Unless required for disability services, you are NOT allowed to utilize notebook computers or computerized devices during class. In other words, do not have them or on your desk. Students who have to be reminded of rule more than once will be asked to leave the classroom the day and will not be allowed to make up work missed. (*Please don't make me embarrass you.*) There times when you will be expected to use notebook computers in class but ONLY when requested. Cell phones are not to be used during class period.



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TURN TO PAGE TWENTY ONE.

Course Objectives:

Upon completion of this course, you should be able to do the following:

Objective	Supporting Chapter
<ol style="list-style-type: none"> 1. Describe the principles of development, and identify examples of the principles in children's behaviors. 2. Use concepts from Piaget's theory of intellectual development to explain both classroom and everyday events. 3. Use Vygotsky's sociocultural theory to explain how language, culture, and instructional support can influence learner development. 4. Describe the components of the bioecological model and explain how they influence development. 5. Describe characteristics that indicate advancing social development, and explain how teachers can promote social development in the classroom. 6. Use descriptions of psychosocial, identity, and self-concept development to explain learners' behaviors. 7. Use theories of moral development to explain differences in people's responses to ethical issues. 8. Describe culture and ethnicity and explain how they can influence learning. 9. Explain why so much linguistic diversity exists in the US and describe ways teachers can accommodate it. 10. Explain how gender can influence learning and describe steps for eliminating gender bias in classrooms. 11. Define socioeconomic status and explain how it can affect learning. 12. Identify examples of classical conditioning concepts in events in and outside of classrooms. 13. Identify examples of operant conditioning concepts in classroom activities. 	<p>Chapter 2 - The Development of Cognition and Language</p> <p>Chapter 3 - Personal, Social, and Moral Development</p> <p>Chapter 4 - Learner Diversity</p> <p>Chapter 6 - Behaviorism and Social Cognitive</p>

<ol style="list-style-type: none"> 14. Use social cognitive theory concepts, such as the nonoccurrence of expected consequences, reciprocal causation, and vicarious learning, to explain examples of people's behaviors. 15. Identify examples of social cognitive theory concepts, such as types of modeling, modeling outcomes, effectiveness of models, and self-regulation, in people's behaviors. 16. Describe the primary difference between cognitive and social constructivism, and identify examples of each in descriptions of learning activities. 17. Identify characteristics and applications of constructivism in events in and outside of classrooms. 18. Describe misconceptions, how they occur, and how teachers can eliminate them. 19. Describe suggestions from constructivist learning theory for your teaching 20. Identify examples of ill-defined and well-defined problems, and describe the role of deliberate practice in solving them. 21. Explain differences between effective and ineffective strategies in studying behaviors. 22. Define critical thinking, and identify its characteristics in classroom activities. 23. Identify factors that influence transfer in classroom learning activities. 24. Identify differences between extrinsic motivation, intrinsic motivation, and motivation to learn in classroom activities. 25. Describe criticisms of behavioral views of motivation, and explain how rewards can be used to increase motivation to learn. 26. Explain the basic premise of humanistic views of motivation, and identify applications of humanistic motivation theory in classrooms. 27. Describe the basic assumption on which cognitive motivation theories are based, and analyze applications of these theories in events in and outside of classrooms. 28. Analyze applications of self-determination theory in classroom learning activities. 29. Use self-worth theory and studies of arousal and anxiety to explain learner behavior. 30. Explain the differences between a mastery-focused and a performance-focused classroom. 31. Describe strategies that teachers can use to develop learner self-regulation, and explain different levels of student self-regulation. 32. Identify the personal characteristics of teachers who increase students' motivation to learn, 33. Describe motivational strategies that increase student motivation to learn. 34. Describe the relationships between classroom management, the complexities of classrooms, and motivation and learning. 35. Analyze the planning components for creating productive learning environments in examples of classroom activities. 36. Explain how effective communication with parents helps meet classroom management goals and why communication with parents who are members of cultural minorities is particularly important. 37. Describe effective interventions in cases of learner misbehavior. 38. Describe teachers' legal responsibilities and the steps involved in responding to acts of violence and aggression. 39. Describe the steps involved in planning for instruction, and identify an additional step when planning in a standards-based environment. 40. Identify examples of essential teaching skills in learning experiences, 	<p>Theory</p> <p>Chapter 8 - Constructing Knowledge</p> <p>Chapter 9 - Complex Cognitive Processes</p> <p>Chapter 10 - Theories of Motivation</p> <p>Chapter 11 - Motivation in the Classroom</p> <p>Chapter 12 - Creating Productive Learning Environments: Classroom Management</p> <p>Chapter 13: Creating</p>
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<p>and analyze the role of feedback in promoting learning.</p> <p>41. Explain the relationships between essential teaching skills and models of instruction, and analyze the components of different models.</p> <p>42. Identify the characteristics of effective assessments, and explain the relationships between effective assessments and essential teaching skills.</p> <p>43. Identify examples of basic assessment concepts, such as formal and informal assessments, validity, and reliability in classroom activities.</p> <p>44. Analyze assessment items based on criteria used to create effective assessments, and explain how rubrics can increase the validity and reliability of essay items.</p> <p>45. Describe applications of different forms of alternative assessments.</p> <p>46. Describe and explain applications of effective assessment practices.</p> <p>47. Identify functions and types of standardized tests and the forms of validity associated with the tests.</p> <p>48. Describe the relationships between standards-based education, accountability, and high-stakes testing.</p> <p>49. Describe potential types of testing bias and strategies teachers can use to minimize bias in the use of standardized tests with their students.</p>	<p>Productive Learning Environments: Principles and Models of Instruction</p> <p>Chapter 14: Assessing Classroom Learning</p> <p>Chapter 15: Assessment Through Standardized Testing</p>
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Evaluations:

In order to help you do the things above, and in order to evaluate whether you can do the things above, you will do the following:

1. **Classwork and Homework** - Assignments will be given to complete in- and outside of class. *Unless otherwise instructed all assignments are to be TYPED and double spaced in Times New Roman 12-point font.* All submitted work is to be STAPLED (not paper clipped, not ripped and folded). Written assignments will be graded for correct grammar and punctuation as well as accuracy of contents. Number your pages. Work will be collected at the beginning of class. All work not in by the beginning of class is considered late and will be penalized as such. Points will be deducted for late work as determined by my discretion. Unless otherwise directed, I will not accept ANY work that does not have the following information on the FIRST page.
 - a. Your name
 - b. The Course #
 - c. Title of the assignment
 - d. The date
2. **Course Readings and Discussion-** You are required to read all assigned chapters/articles prior to class and be prepared to discuss such during class time. Students absent or tardy without PRIOR permission will not be able to make-up a missed quiz grade.
3. **Class Participation-** You are expected to enthusiastically participate in class discussions and group work. A lack of participation will have a very negative effect on your final course grade. Let me be honest here, this grade is completely subjective, and I reserve my right to have it be such. If you are worried about this grade, the solution is simple. Read, come to class on time, participate often, participate enthusiastically, say deep things, and talk until I know your name.
4. **Field Experience Activities-** You will be expected to participate in 10 hours of field experiences, which should provide some insight into teaching and learning. The field

experience must be completed in order to pass the course. Specific information about field experiences can be found in Appendix B of this syllabus.

- a. **Teaching/Learning Reflection Forms** – You will take notes during your observation. These notes will be evaluated for your insight as to issues covered in our class. Three forms must be completed. Form one is attached to the syllabus (see Appendix C). You will receive form 2 and 3 in your e-mail. Take notes by hand during the observation and transcribe your thoughts on the form.
5. **Questions From Reading** – In an effort not to bore you by regurgitating information that you just read the previous evening, I will not be doing a great deal of lecture. However, I do want to make sure that your educational needs are very well met. Thus, *you* will be responsible for *telling me* what you need to know. As you read through the chapter, take notes with a particular effort toward identifying any concepts, or ideas that need more explanation. (Things you do not completely understand.) These questions that you come up with, should be typed, brought with you to class, and left on your desk throughout each class. You should take notes on your work as we discuss the answers to your questions and I will collect your questions at the end of each topic. (For example, if we talk about Cognition on the 27, 29th, and 30th, I will collect your cognition questions at the end of class on the 30th.) There is no minimum number of questions, and no limit to the amount of questions you may ask. I cannot promise we will always get to all of your questions, but, what is not covered well-enough for you in class, you can feel free to see me about during office hours.
- You can do this in one of two ways:
- a. One – You can wait until the night/hour before class, say “Crap! I need to have questions!”, then, just type something up real quickly so I will give you a grade. (Honestly, I probably won’t know if you do this.)
 - b. Two – You could use this as a tool to help you learn and ask insightful questions that will help you to better understand the reading. (This method will probably be better for passing tests, quizzes, et. Cetera.).
6. **Midterm - Photostory Presentation of Major Theorists and Theories** – The first half of this class will introduce you to a number of theorists and theories in Educational Psychology in order to keep them straight, and think about them in a slightly different way, you will be required to construct a Photostory presentation where you will utilize relevant graphics/pictures, sound/animations, and voiceover to synthesize and connect the theoretical ideas in the course to your own educational experience. For those of us unfamiliar with Photostory, or uncomfortable with technology, I will hold a special tutorial.
7. **Personal Hierarchy of Needs** – In Chapter 10, we will talk about Maslow’s Hierarchy of Needs. You will construct your own personal hierarchy of needs and posit how teachers could address these needs in the classroom.
8. **Classroom Management & Parental Involvement Plan** – Classroom Management is one of the most challenging tasks teachers face. However, it is also one of the foundational keys to being sane in your classroom. In an effort to jumpstart your thinking about classroom management issues, you will construct and submit a detailed classroom management plan. This plan will include a separate section for parental involvement. Parental involvement is a key factor in student academic success. In this section, you will reflect on the importance of parental involvement, keeping in mind the influence of cultural and language diversity, by constructing your own plan to involve parents in the life of your classroom.

9. **Rubric Creation** – A rubric is a tool teachers create in order to help them streamline their grading and keep it consistent. You will construct a rubric for me to evaluate one of your classroom assignments – assignment TBA (I haven't decided yet).
10. **Co-Constructed Exam Questions/Final Exam** – Your final exam will consist of a comprehensive examination of information covered throughout the semester. However, the great part about it is that, the questions won't come from just some random information I pull out of my – head. It will instead be constructed by *you*. To write your exam, you will work in teams who will design questions utilizing the knowledge of assessment we will gain in this course. Whether you have an exam review, will be completely up to you as a group. If you choose to do so, you will also lead the review in the same groups. You will receive a grade for your question design as well as a final exam grade based on your achievement on the co-constructed test.

Course Grades:


If you do the above assignments and activities, your resulting grades will be as follows:

Assignments	Total Points
Questions From Reading • 12 Sets @ 10 pts each	120
Field Experience Reflection Forms • Form I – 20 points • Form II - 90 points • Form III - 90 points	200
Class Participation • Pre-Mid Term – 50 points • Post-Mid Term – 50 points	100
Midterm – Photostory Presentation	150
Personal Hierarchy of Needs	40
Classroom Management/Parental Involvement Plan	150
Rubric Creation	40
Co-Constructed Exam Questions	100
Final Exam	100
(A 900-1000 pts; B 800-899; C 700-799; D 600-699; F below 600 pts)	Total – 1000pts

Mid Term - The mid-term grade in this course is worth at least 370 points and will be given on March 3rd. Based on this grade, students may choose to withdraw from the course and receive a grade of “W.” Students pursuing this option must fill out an official withdrawal form, available in the Office of the Registrar, by mid-term, which occurs on March 3. The last day to withdraw without academic accountability is March 5, 2009.

Class Schedule:

What is the Date?	What is the Main Topic?	What Should I Have Read?	What are We Going to Do?	What's Due?
Jan 12	Course Intro		ξ Group Work Syllabus Challenge	
Jan 14	The Development of Cognition and Language	• EdPsych 28-49	ξ	✓ Note Card ✓ Question Set I
Jan 19			ξ	✓ FE Form I
Jan 21	Personal, Social, and Moral Development	• EdPsych 60-89	ξ	✓ Question Set II
Jan 26			ξ	
Jan 28			ξ Moral Dilemmas	
Feb 2	Learner Diversity	• Ed.Psych 95- 121	ξ	✓ Question Set III
Feb 4			ξ	
Feb 9	Behaviorism and Social Cognitive Theory	• EdPsych 163-191	ξ	✓ Question Set IV
Feb 11			ξ	✓ FE Form II
Feb 16	Constructing Knowledge	• EdPsych 225-248	ξ	✓ Question Set V
Feb 18			ξ	
Feb 23	Complex Cognitive Processes	• EdPsych 253-280	ξ	✓ Question Set VI
Feb 25	Photostory Tutorial Class			✓ Photostory Presentation Plan
Mar 2	Cognitive Processes Cont.			✓ Midterm Due
Mar 4	;O)			
Mar 9&11		Spring Break!!		
Mar 16	Theories of Motivation	• EdPsych 283-314	ξ	✓ Question Set VII

Mar 18			ξ	
Mar 23	Motivation in the Classroom	<ul style="list-style-type: none"> EdPsych 319-343 	ξ	✓ Question Set VIII
Mar 25			ξ	✓ Personal Hierarchy of Needs
Mar 30	Creating Productive Learning Environments: Classroom Management	<ul style="list-style-type: none"> EdPsych 351-385 	ξ	✓ Question Set IX
April 1			ξ	✓ FE Form III
April 6	Creating Productive Learning Environments: Principals and Models of Instruction	<ul style="list-style-type: none"> EdPsych 389-426 	ξ	✓ Question Set X
April 8			ξ	✓ Classroom Management & Parental Involvement Plan
April 13	Assessing Classroom Learning	<ul style="list-style-type: none"> EdPsych 431-466 	ξ Quiz XI	✓ Question Set XI
April 15			ξ	
April 20	Assessment Through Standardized Testing	<ul style="list-style-type: none"> EdPsych 471-490 	ξ	✓ Question Set XII ✓ Rubric
April 22			ξ Co-Constructing Exam Questions	
April 27			ξ Co-Constructing Exam Questions	
April 29	Last Day of Class :O(	ξ Co-Constructing Exam Questions	✓ Letter to Me
May 6 8am				✓ Final Exam



Academic Integrity:

Academic integrity is of paramount importance in this class. Cheating will not be necessary or tolerated. Students are expected to abide by the Student Code of Conduct as outlined in the [Clayton State University Student Handbook](#) and the [Basic Undergraduate Student Responsibilities](#). All instances of academic dishonesty will be reported to the Office of Student Life/Judicial Affairs. Judicial procedures are described at http://adminservices.clayton.edu/studentlife/judicial_affairs.htm.

Disability Services:

For information about Disability Services or to obtain this document in an alternative format, contact: The Director of Disability Services (Office of Disability Services, Student Center) at 678-466-5449.

**The content of this course syllabus correlates to education standards established by national and state education governing agencies, accrediting agencies and learned society/ professional education associations. Please refer to the course correlation matrices located at the following web site:

<http://a-s.clayton.edu/teachered/Standards%20and%20Outcomes.htm>

Communication:

I will be communicating with you regularly and sending you class readings through e-mail. Please check your e-mail daily. "I didn't get the e-mail will not be accepted as an excuse for – well – anything.

Appendix A The Field Experience

1. Your field experience must be in two different locations. The first may include any of the following:
 - a. after-school tutoring
 - b. homeless shelters
 - c. cultural or community centers with youth programs
 - d. religious or church related facilities with youth programs
 - e. day treatment youth programs
2. The second observation must take place in a public school setting. *If you do not have personal contacts to arrange this in-school observation, please contact Dr. Mary Hollowell in A&S 214 as quickly as possible for assistance.*
3. Whenever possible, you should also engage with students in the classroom. During each field experience, take notes on your observations and reflections as they relate to the questions on the reflection form.

It is up to YOU to make arrangements for scheduling and observations. You will need to obtain the signature and contact information of an authority validating time spent in each observation. If the place you wish to observe needs a letter from CSU, you can print the attached letter (Appendix D) and bring it to me so I can sign it.

4. Reflection Forms - Written notes will be evaluated based on each field-experience. Three forms must be completed.
 - a. Form I – Planning - Will provide information about how you have planned to do the observations
 - b. Form II – Outside School - Will provide your reflections about teaching and learning based on your observation in a non-school setting and will include the signature of an authority, thus, validating your first experience.
 - c. Form III – In School - Will provide your reflections about teaching and learning based on your observation in a public school classroom and will include the signature of the classroom teacher, thus, validating your second, experience.
5. When you complete the form you will turn in to me, remember the following.
 - a. As you answer the questions and reflect on what you saw, I will be looking for you to make connections with topics covered in class. (ex. *“I noticed a boy who seemed unmotivated. He said it was because the class was boring – and it was. This reminds me of our discussion on motivation in class because . . .”*).
 - b. I will expect you to provide specific examples of your points, (ex. *Don’t just say, “the boys and girls seemed to get along” instead say, “the boys and girls seemed to get along. I could tell this because when Mrs. X asked them to play a game both boys and girls took leadership roles without any disagreements.”*).

Appendix B

Field Experience Reflection Form I – Planning - Due Jan 19th

This form should provide information about when/where you intend to do your observations. This form may be handwritten. Please answer the following questions:

- List below four places where you might be able to do an observation
- List the name and contact information of a decision maker in each setting. (In other words, name the person you have to get permission from to observe in each setting.)
- Provide the dates and times you think you will observe. Please remember you have to have a total of 10 observation hours, 5 in each setting.

Place	Decision-Maker Name/Contact Information	Possible Dates & Times of Observations
Out-of School Observation Location #1		
Out-of-School Observation Location #2.		
In-School Observation Location #1		
In School Observation Location #2		



January, 20, 2010

To Whom It May Concern:

Students enrolled in the *Exploring Socio-cultural Perspectives on Diversity in Educational Contexts* course at Clayton State University are required to observe a total of 10 hours in classrooms and cultural settings. Please consider allowing this student to observe at your school or place of cultural interest. The student will make observation arrangements with the teacher or designated person in charge.

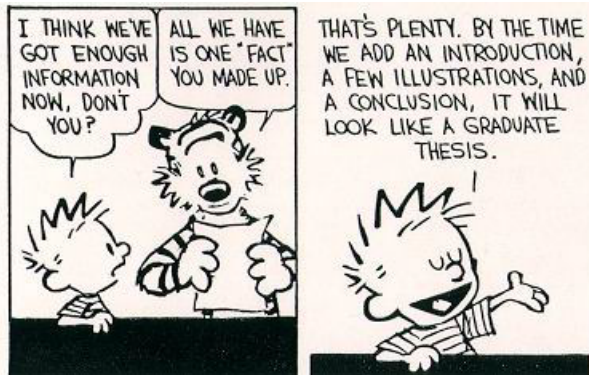
Thank you for your support with this matter, and feel free to contact me if you have any questions.

Sincerely,

Mari Ann Roberts, Professor
mariroberts@clayton.edu
678.466.4720

Classroom Management & Parental Involvement Plan

Classroom Management is one of the most challenging tasks teachers face. However, it is also one of the foundational keys to being sane in your classroom. In an effort to jumpstart your thinking about classroom management issues, you will construct and submit a detailed classroom management plan. This plan will include a separate section for parental involvement. Parental involvement is a key factor in student academic success. In this section, you will reflect on the importance of parental involvement, keeping in mind the influence of cultural and language diversity, by constructing your own plan to involve parents in the life of your classroom.



Co-Constructed Final Exam

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