

EDUC 2130-E05: Exploring Learning & Teaching, Spring/2017

Class Meeting Time/Location	100% Online	Online Hours	None
Instructor	Mrs. Jennifer Heidorn	Telephone	678-839-6182 (office) 678-839-6530 (departmental line)
Office Location	Coliseum #2042	Email	jheidorn@westga.edu
Office Hours	Tuesday 9-10am & 12-4pm Wednesday 10-11 & 4-5pm Thursday 9-10am & 12-2pm Friday by Appointment	Skype or Google+ username	None

Support for Courses

Course Den D2L Home Page https://westga.view.usg.edu/	Student Services http://uwgonline.westga.edu/online-student-guide.php
D2L UWG Online Help (M-F:8 AM – 5 PM) http://uwgonline.westga.edu/students.php Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu	Center for Academic Success http://www.westga.edu/cas/ 678-839-6280
24/7/365 D2L Help Center Call 1-855-772-0423 or search: https://d2lhelp.view.usg.edu/	Distance Learning Library Services http://libguides.westga.edu/content.php?pid=194430
University Bookstore http://www.bookstore.westga.edu/	Ingram Library Services http://www.westga.edu/library/

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.

The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National (CAEP) and state standards (PSC) are incorporated as

criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

COURSE INFORMATION

Course Description

Explore the key aspects of learning and teaching through examination of your own learning processes and those of others, with the goal of applying your knowledge to enhance learning all students in a variety of educational settings and contexts.

Prerequisites or Required Text: None

Suggested Text(s): Woolfork, A. H., (2016). *Educational Psychology* (23rd). Boston: MA, Pearson.

Course References:

Alexander, P.A. (2006). *Psychology in learning and instruction*. Upper Saddle River, NJ: Pearson.

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

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.

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.

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

Approaches to Instruction

This course uses a combination of direct and constructivist pedagogical approaches.

This course will be delivered approximately 100% online. This requires the online equivalent of **2250** minutes of instruction (seat-time) and an additional **4500** minutes of supporting activities.

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

Activity	Instructional Equivalent
Discussion posts	450
Audio/video instruction	750
Online assignments	1050

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

Course Objectives and Learning Outcomes

Students will:

1. Develop the capacity to be self-reflective on how they, themselves, learned in schools, and how this may be different from other students they will teach in the future;(Alexander, P.A., 2006; Eggen, P. & Kauchak, D., 2007) (Reflective, Knowledgeable, Lifelong Learners; INTASC 1, 2);
2. Understand how student factors (e.g., motivation, family and cultural background, temperament and learning preferences, prior knowledge and experiences) have an impact on student learning in educational settings; (Eggen, P. & Kauchak, D., 2007; Pintrich, P.R. & Schunk, D.H., 2002); (Reflective, Knowledgeable, Adaptive, Cultural Sensitivity; INTASC 1, 2);
3. Understand how teaching practices and instructional structures have an impact on students and affect them differently, depending on their background and experiences; (Alexander, P.A., 2006, Eggen, P. & Kauchak, D., 2007;) (Reflective, Knowledgeable; INTASC 1, 2);
4. Understand how factors in a learning environment have an impact on student learning in educational settings; (Eggen, P. & Kauchak, D., 2007; McDevitt, T.M. & Ormrod, J.E., 2007); (Knowledgeable, Adaptive; INTASC 1, 2);
5. Develop the capacity to be self-reflective on how they, themselves can use this knowledge as a future educational professional to inform one’s own professional planning and decision-making so as to maximize learning of all types in all students; (Alexander, P.A., 2006; Eggen, P. & Kauchak, D., 2007); (Reflective, Knowledgeable, Collaborative; INTASC 1, 2)

Assignments and Evaluation Procedures

Place To Submit Work for Credit: Dropbox

In this class, you will submit your work in through the **drop-box** only (except for session 0 – discussion board). Remember, if you want points for your work, you have to submit it there. No other forms of work will be accepted through email, hard-copy or discussion boards.

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 observations 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 even if you are invited to observe there. You may **not** count observations that are part of a job (including teaching Sunday School or coaching). On each field activity report, you must indicate where and when you observed and the amount of time you observed. Rather than using a timesheet, this information will serve as documentation that you completed the field observation requirement. [Since field observation is a certification requirement rather than a course assignment, failure to provide documentation for the 10 hours have been completed will result in a grade of F for the course.](#)

Course Objectives 1-5

2. **Field Observation Activities (245 points)**

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 will 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 Course Den in the Content Outline with their related lessons.

Course Objectives 1-5

The Reflective Writing Component (RWC) Beginning in fall 2014, at least 40% of your grade is based on reflective writing, also called the “Reflective Writing Component,” or RWC for short. The reason for this is intentional: it will help you be successful both in completing your professional program, and it will help you to become proficient in using the *academic language* pertaining to your professional domain (e.g., early childhood teaching, special education, speech language pathology, etc.).

Why is it important to speak in *academic language*? It’s kind of like each field is a different country (or maybe family) with its own culture, language, and ways of viewing the world. Professional fields need to have specialized language so that people can get the work of the field done more clearly and efficiently. In order to participate fully in the work of your field, you have to understand and be able to use specific terms and expressions. For example, the special education teacher may need to work with the classroom teacher to discuss appropriate *self-directed learning strategies* to help a particular student take control of her learning. The history teacher may lead a discussion among her colleagues about teaching students the *central focus* of a unit on the American Revolution. It may seem awkward or clunky at first, but mastering the academic language of your field gives you power.

In this and your other EDUC courses, we will be asking you to use some of the academic language of your field through the Reflective Writing Component (RWC). We will begin introducing the kinds of writing, reflecting, and vocabulary that will help you to engage fully in the culture of your chosen field. Later in your professional courses, you will have the opportunity to build your skills further in this area.

Some of you may not like writing. You may feel like you’re bad at it. I have been bad at writing myself, and I know what it’s like to face a writing task (usually assigned by a teacher or professor) and not know where to begin. I will try to support you by being really clear with what is expected in the writing. Remember, writing DOES things, or has a function. In our Reflective Writing assignments, I will tell you exactly what I want your writing to DO. In a nutshell, here is how Reflective Writing assignments will function:

Given an event you have observed or participated in, through your writing you will DO the following:

1. Describe of Event →
2. Describe your Reactions to the Event (through Feelings and Evaluation) →
3. Analyze the Event →
4. Conclude and link back to things learned about in course or beyond

In EDUC 2130, the following three assignments will allow you to practice reflective writing using academic language.

- Focused Field Observations (4 @ 35 points each)
 - *Toy Box Analysis*
 - *Exploring Reinforcement*
 - *Analyzing Classroom Space*
 - *Observe an Educator or Interview an Educator*
 - *Reflective Summary (worth 50 points)*
- The final Reflective Summary (50 points) is a 2-3 page, single spaced paper. No cover sheet is needed; simply type your paper, using Arial 11 pt. font, save it as a Word document, and upload into Course Den. 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 for this paper in Unit 6 for additional guidelines on how to write an effective reflective essay.

Course Objectives 1, 2, 3, 4, 5

Class-Based Assignments

Lesson Reviews

This course is delivered through face to face meetings, voice narrated PowerPoints and supplemental readings and resources. Each lesson begins with WELCOME TO SESSION ____ webpage which tells you what to do. Each lesson is developed around focus questions or objectives, which are the basis for the review assignments. These assignments are found in the “Quizzes” tab in Course Den and are true/false, matching, short answer, or completion items. Some reviews are discussion questions which are found in the “Discussions” tab. These assignments are worth 5-20 points.

You should complete each review when you complete the lesson; check the course plan for the exact due dates for each review. Links to all reviews and materials necessary to complete the lessons are within the bi-monthly modules.

Course Objectives 1-5

Assignment	Course Work	Pts	Location
Review Assignments (Quizzes)	1.1	20	Quizzes
	2.1	5	
	2.2	10	
	3.1	10	
	3.2	10	
	4.1	10	
	4.2	10	
	5.1	10	
	5.2	5	
	6.1	10	
	6.2	10	
	7.1	10	
	7.2	10	
	7.3	5	
Field Experience Assignments	#1 Toy Box Assignment	35	Course Den Dropbox
	#2 Exploring Reinforcement	35	
	#3 Analyzing Classroom Space	35	
	#4 Observe or Interview an Educator	35	
	Reflective Summary	50	
	Total	325	

Grading

- 293-325 = 90-100% A
- 260-292 = 80-89% B
- 228-259 = 70-79% C
- 195-227 = 60-69% D
- 194 and below F

Grading Rubrics: Rubrics are available in Course Den and located under the “Grades” tab. Each rubric is specific for the assignment, so please check it prior to submission of your assignment.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in

the **Common Language for Course Syllabi** documentation

at http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf. Additions and updates are made as institution, state, and federal standards change, so please review it each semester. In addition to the above information the following policies apply to this course.

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 utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Student Handbook* and the *Graduate Catalog*.

Attendance: In a fully online class, online attendance counts. I believe that regular logging in is one of the single most important behaviors you can adopt that will impact your performance. Regular logging in keeps you in touch with the class, both in terms of the learning going on and relevant course announcements that occur daily.

Students who do not login regularly in the online environment can experience frustration, anxiety, guilt, fear, alienation, etc. (varying by student). These are not ideal learning conditions. The online attendance policy encourages your regular online attendance and participation so that you have a better learning experience.

I strongly recommend that you login 4 or more days per week. I can only help you if you are attending to the course.



If a computer crash/explosion/catastrophe occurs, you must use your back-up computer (see *Required Materials* section above). I do not want to hear “I won’t be able to login to the course for 2 weeks till my laptop comes back.....” You must go to your local library, Aunt Jill’s house, or someplace to ensure that you are regularly logging in to the course. Period.

Extra Credit: Extra credit will only be awarded if all course assignments have been completed. The instructor will post extra credit opportunities as they become available on the “NEWS/ANNOUNCEMENTS” section in Course Den as they are available. At the conclusion of the semester, if you attended any of the extra credit opportunities, you will be awarded extra credit. If you attended and did not complete all course assignments, you will not be awarded extra credit.

Late Work: I understand that life happens, and you may occasionally need some flexibility related to assignment deadlines. The late policy is intended to both encourage timely submission yet support you during those rare times of need. Tasks that involve group or class interaction have more strict requirements in terms of timely submission than do those tasks that are more independent in nature. *If your tardiness is preventing other students from getting their work done, the late penalty is higher. If you’re only making me wait on you so I can grade, the penalty is lower. For this class, we will have independent tasks only.*

Independent Tasks Late Policy

For field assignments (where only I, your instructor, am waiting to grade), you may take **2 days past the assignment deadline** to submit with no penalty and no guilt. That’s right: you have 2 days past the deadline to submit your field experience assignments only. **This policy does not apply to review assignments/quizzes or the final reflective summary/paper.** See the Course Plan for deadlines. The spring 2017 course plan is located in the Session 0: Orientation module.

Expected Response Times

I will make every attempt to return major assignments within 7-10 days, but the amount of feedback required may extend that time. I will also respond to your email, phone call or question on Course Den within 24 hours, with the exception of weekends. I try to spend as much time with my 3 children and husband on weekends, and prefer not to bring my work home with me. I will respond Monday – Friday. I hope you understand.

The Online Week

This course consists of 16 weeks with no final exam. Plus, there is one curious week in the middle of the semester known as Spring Break. Enjoy!

In this course, the academic week begins on Monday (sessions 1-8) or Wednesday (session 0) at 12:01am and ends on Sunday at 11:59pm.

Each module has its own welcome page and checklist. You will want to access the module and work through everything on the checklist to ensure you are completing your work. See *Course Den* to access the learning modules.

Time on Task Each Week

You might want to know what kind of time commitment it will take to succeed in this course. I would suggest allowing 9 to 15 hours per week (although this will vary by person).

A good exercise would be to look at your calendar right now and pencil in at least 9 hours (with room to add more, as needed) per week for this class.

If you look at your calendar and you realize you don't have the time for this class, then you might consider

- A. Freeing up your calendar to make time, or
- B. Postponing taking of this class until a later semester.

Tips for Success

Navigating the Course

Remember, for online attendance in this class, you are urged to login at least 4 days per week.

Each time you login to *Course Den*, check the following:

1. Through the **News** feed (on the homepage of the course), announcements and updates are regularly made by the instructor.
2. Review the **Course Plan** for a global view of course goings-on.
3. Check out **Content** (which is an abbreviated way to say “learning modules or sessions.”) This area will contain details about what you need to work on each week.
4. Review and follow the **Checklist that is provided for each session** module to know what you need to do in that module to succeed.

Tips for Meeting Deadlines

- Don't procrastinate. *Instead, get ahead.*

- Submit all work by Saturday, so that if you have any technical difficulties, you still have 24 hours to try and submit on another computer (say, at the local library).
- Read all submission instructions very, very carefully.
- Take the time to learn how to use the *Course Den* tools.
- If you have to submit something late, just do it. Get it in that drop-box. You don't have to apologize either. That 2 day wiggle room is there for you. 😊

Pet the SHARKS for Online Success

Sign into *Course Den* at least 4 days per week.

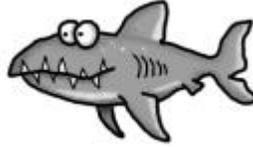
Help one another.

Ask questions.

Read carefully.

Keep your sense of humor handy.

Set personal learning goals beyond the goals your instructor sets for you.



Professional Conduct: Students are expected to conduct themselves professionally. This is an essential quality for all professionals who will be working in the schools. Professionalism includes but is not limited to the following:

- Participating in interactions and class activities in a face-to-face or online environment in a positive manner, observing standard rules of netiquette
- Collaborating and working equitably with students in the class
- Actively participating in class each week
- Creating products and projects which are appropriate for use in K-12 schools
- Turning in assignments on time
- Treating class members and colleagues with respect in and out of the classroom
- Not using cell phones during class



Students who display a lack of professionalism will be contacted by the instructor and informed of the consequences. If there is a second violation the student will meet with a department committee and may be dismissed from the program for at least one year.

Student Email Policy

University of West Georgia students are provided a *MyUWG* email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information. Be sure that you keep your inbox cleaned out. If you are "over quota," this means that you have reached the limit for the amount of messages you can receive. When you are over quota, others cannot email you.

Discontinuation Policy

There are circumstances that warrant discontinuing the candidate's admission to teacher education program and/or field experience placement. The termination of the admission to teacher education program status and/or the field experience placement may be immediate when the actions of the teacher candidate presents a negative impact on the learning environment or on the safety of the students, or when the actions of the teacher candidate do not conform to responsible professional conduct as outlined:

- In the *Code of Ethics adopted by the Professional Standards Commission*, or

- In the knowledge, skills, and dispositions as outlined in the *Conceptual Framework of the College of Education*, or as determined by university faculty, site administration, Department Chair, or the administrator who coordinates field experiences.

In such circumstances, the following actions may be taken:

1. The university supervisor and/or course instructor(s) and the Department Chair confer immediately with the teacher candidate to be sure that he or she is aware of the seriousness of the situation and to provide the teacher candidate with an opportunity to present additional information.
2. The university supervisor and/or course instructor(s) and the Department Chair review the data and make a decision to either allow the candidate to continue in the teacher education program or be removed from the teacher education program.
3. The teacher candidate is informed of the decision, in writing and in conference by the Department Chair and/or the administrator who coordinates field experiences.
4. The Department Chair, advisor, and/or appropriate faculty member discuss with the candidate other career alternatives, available campus support resources, and/or options for a second opportunity in the teacher education program. The teacher candidate is informed of the appropriate procedures for appeal.

NOTE: Unprofessional acts and/or acts which pose a safety risk may result in immediate termination of the admission to teacher education status, application for admission to teacher education, and/or field experience placements.

EDUC Policies

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.

Because field observation is a certification requirement rather than a course assignment, failure to complete the reflective summary will result in a grade of “F” for the course since the documentation and evidence of the 10 hours cannot be shown.

Additional Support Information

Center for Academic Success

The [Center for Academic Success](#) (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops through the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. The Center for Academic Success is located in UCC 200, and can be reached at [678-839-6280](tel:678-839-6280) or the email address is cas@westga.edu.

Student Services

Click on the following link [Student Services](#) for a listing of all services available to students at UWG.