

**George Mason University  
Graduate School of Education  
Advanced Studies in Teaching and Learning**

**EDUC 613  
HOW STUDENTS LEARN (FAIRFAX COHORT)  
*Summer/Fall 2011***

**Professors:**

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**Office Hours:** Before or after class and by appointment

**COURSE DATES/TIMES/LOCATIONS:**

Tuesday and Thursday: July 7, 12, 14, 19, 21, 26, 28 --- 2:00-6:00 p.m.

***Lake Braddock H110 and H111***

Tuesdays— August 30, September 13, 20, 27, October 4, 18 (Case Study due October 18th)

5:00-8:30 p.m.

***Lake Braddock H110 and H111***

**I. COURSE DESCRIPTION**

Advanced course in study of learning based on research and theory from different disciplines. Focuses on increasing students' learning through study of different learning systems, and understanding each learner in context of learning process itself.

An advanced course in the study of learning that is based in research and theory from different disciplines. Practicing educators will learn how to use this research to help increase students' learning through the study of the intellectual, affective, personal/social, developmental, and individual difference factors that impact learners and learning. EDUC 613 focuses on knowing, understanding, and monitoring student learning in the context of a deep understanding of the learning process itself.

Prerequisites: Admission to Graduate School and ASTL Course EDUC 612

**II. COURSE GOALS AND PROCESS**

The focus of EDUC 613 is to extend teachers' ability to recognize individual differences, understand student development and learning, treat students equitably in all domains of learning, and analyze how he or she is managing and monitoring student learning.

**STUDENT LEARNING OUTCOMES – By the completion of EDUC 613, participants will be able to:**

- define learning and learner-centered teaching;
- develop the ability to link observational data of learners to individualizing learning in the classroom;
- examine a teacher's role as a facilitator and scaffolder of learning;
- identify and apply learning theories ;
- read, analyze, and reflect on course readings to examine influences on the processes of learning; and
- develop an in-depth case study of one student.

The **performance-based assessment and major course product for EDUC 613** is to create an integrative case study of one learner. **This performance-based assessment (PBA) MUST be uploaded and submitted to Taskstream for evaluation when the assignment is due. ONLY PBAs posted to Taskstream will be graded. This means NO final grades will be posted until all materials are on Taskstream.**

### **III. RELATIONSHIP TO PROGRAM GOALS & PROFESSIONAL ORGANIZATION**

EDUC 613 is the second of five courses in the ASTL CORE. It is aligned with the following GSE Priorities: Diversity and Equity, Children, Families, and Communities, and High Standards and Research-Based Practices.

EDUC 613 is aligned with the National Board for Professional Teaching Standards' (NBPTS) propositions, specifically with

- Proposition 1 – Teachers are committed to students and their learning.
- Proposition 3 – Teachers are responsible for managing and monitoring student learning
- Proposition 4 – Teachers think systematically about their practice and learn from experience.

EDUC 613 is aligned with the additional three learning outcomes that guide the ASTL core:

- Teachers account for the needs of culturally, linguistically, and cognitively diverse learners
- Teachers are change agents, teacher leaders, and partners with colleagues
- Teachers use technology to facilitate student learning and their own professional development.

EDIC 613 embodies the five Core Values of the College of Education and Human Development

- Collaboration
- Ethical Leadership

- Innovation
- Research-based Practices
- Social Justice

#### **IV. REQUIRED TEXTS**

Jensen, E. (2005). *Teaching with the brain in mind* (2<sup>nd</sup> Ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

Silver, N. F., Strong, R. W., & Perini, M. J. (2000). *So each may learn: Integrating learning styles and multiple intelligences*. Alexandria, VA: Association for Supervision and Curriculum Development.

#### **V. RELATED RESOURCES**

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> Ed.). Washington, DC: American Psychological Association.

#### **VI. REFERENCES FOR ASSIGNED ARTICLES AND BOOK CHAPTERS – Online at E-Reserves (scroll to EDUC 613 section 6P1, scroll to Shanon Hardy for Instructor, and type in *classroom* for the password)**

Alexander, P. A. (2006). Shared learning and shared instruction. In P. A. Alexander (Ed.) *Psychology in learning and instruction* (pp. 239-2670). Upper Saddle River, NJ: Pearson Education.

Beland, K. (2007). Boosting social and emotional competence. *Educational Leadership*, 64(7), 68-71.

Cobb, C., & Mayer, J. D. (2000). Emotional intelligence. *Educational Leadership* 58(3), 72-75.

D’Arcangelo, M. (2000). The scientist in the crib. *Educational Leadership* 58(3), 8-13. (handout)

Denig, S. J. (2004). Multiple intelligences and learning styles: Two complementary dimensions. *Teachers College Record* 106,(1) 96-111/

Shaywitz, W. E., & Shaywitz, B. (2007). What neuroscience really tells us about reading instruction. *Educational Leadership*, 64(5), 74-76.

White, C. S., & Coleman, M. (2000). Cognitive and Language Development. In C. S. White & M. Coleman (Eds). *Early childhood education* (pp.114-145). Upper Saddle River, NJ: Prentice Hall.

Willis, J. (2007). The gully in the “brain glitch”theory. *Educational Leadership*, 64(5), 68 -73.

## **SUPPLEMENTAL READINGS—*Online at Electronic Reserves:***

### *Articles Incorporating Multiple Learning Factors*

- Brandt, R. (2000). On teaching brains to think: A conversation with Robert Sylwester. *Educational Leadership* 57(7), 72-75.
- D’Arcangelo, M. (1998). The brains behind the brain. *Educational Leadership* 56(3), 20-25.
- Fisher, K., & Rose, L. T. (2001). Webs of skill: How students learn. *Educational Leadership* 59(3), 6-12.
- Friedrichs, J. (2001). Brain-friendly techniques for improving memory. *Educational Leadership* 59(3), 76-69.
- Galley, M. (Jan. 23, 2002). Boys to men. *Education Week*, 26-28.
- Gibbons, M. (2004). Pardon me, didn’t I hear a paradigm shift? *Phi Delta Kappan* 85(6), 461-467.
- Jensen, E. (2000). Moving with the brain in mind. *Educational Leadership* 58(3), 34-37.
- Jensen, E. (2001). Fragile brains. *Educational Leadership* 59(3), 32-36.
- Levine, M. (2003). Celebrating diverse minds. *Educational Leadership*, 61(2). 12-18.
- Shelton, C. (2000). Portraits in emotional awareness. *Educational Leadership* 58(1), 30-32.
- Thousand, J. & Villa, R. (2003). Making inclusive education work. *Educational Leadership*, 61(2). 19-23.
- Tomlinson, C. (2003). Deciding to teach them all. *Educational Leadership*, 61(2). 7-11.
- Urban, V. (1999). Eugene’s story: A case for caring. *Educational Leadership* 56(6), 69-70.
- Willard-Holt, C. (2003). Raising education for the gifted. *Educational Leadership*, 61(2). 72-96.

## **VII. MODE OF COURSE DELIVERY**

Course delivery will be through mini-lectures, cooperative learning groups based on learning theorists, and case study groups linking student learning to national standards and program/student outcomes. To meet course objectives, the delivery of EDUC 613 is accomplished through a combination of experiential learning activities, in-class collaborative work groups, and mini-lectures designed to help meet the needs of all learners and learning styles. These include:

- *Presentations* (i.e., mini-lectures, often assisted by Power Point and other visuals);

- *Discussions* (i.e., active involvement of students in learning by asking questions that provoke critical thinking and verbal interaction);
- *Cooperative learning* (i.e., small group structure emphasizing learning from and with others);
- *Collaborative learning* (i.e., heterogeneous groups in an interdisciplinary context);
- *Student sharing and mini-presentations*;
- *Videos*;
- *Blackboard Learning System* web-based course management and portal system.

## VIII. COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

### *Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

### *Campus Resources*

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

NOTE: To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to [www.gmu.edu](http://www.gmu.edu).

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## IX. GENERAL REQUIREMENTS:

A. Class attendance is both important and assumed. If, due to illness or an emergency, you will not be in class, you must contact the instructor via email or phone. Students with more than two absences may drop a letter grade.

B. It is expected that assignments will be turned in on time (the beginning of the class in which they are due). It is recognized that students occasionally have exceptional circumstances that prevent work completion. If such a dilemma arises, please speak to the instructor in a timely fashion (i.e., before the due date).

C. As stated in the ASTL core handbook students must become familiar with APA (American Psychological Association) writing/formatting style. All written assignments prepared outside of class will be evaluated for content and presentation as graduate-level writing. The American Psychological Association, Sixth Edition (APA) style will be followed. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If you are not confident of your own ability to catch errors, have another person proofread your work. When in doubt, check the APA manual: <http://www.apastyle.org/pubmanual.html> Portions of the APA manual also appear at the Style Manuals link on the GMU web guide at <http://library.gmu.edu/resources/edu/>. Note that the APA manual is also listed as a related resource.

D. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, it is critical for you to keep up with readings and to participate in class.

F. According to university policy, all beepers and cell phones should be turned off before class begins.

## X. COURSE REQUIREMENTS, ASSIGNMENTS, AND EVALUATION CRITERIA

All students must obtain and use their GMU email account.

### 1. CRITICAL JOURNAL WRITING (20%)

Each student will prepare **three critical journal responses (CJR)** that are due at different times throughout the course (#1 – July 19, #2 – July 28, #3 – Sept. 13). Articles are available on the library E-Reserves. See the appropriate section of the syllabus for additional instructions and the rubric containing criteria for evaluation. (Outcomes A, B, and C)

## 2. COOPERATIVE LEARNING GROUP PROJECTS (15%)

Learning Theory Group (15%). Each student will be part of a cooperative learning theory group that applies a theoretical perspective to learning and discusses its implications for teaching. Each discussant should: 1) address the salient principles and assumptions about learning, 2) reference current articles that address learning from that theoretical perspective, and 3) relate that theory to the teacher's role in facilitating learning. The discussant should provide the other class members a one-page, reflective summary of the salient ideas and make clear where he or she stands on that theory and why. Each group will prepare a presentation that highlights the major points and concepts of the theorist. The discussant may consider a variety of ways to share the information and salient points to class members, including technology (e.g., powerpoint slide show, youtube video, podcast, or a website). The use of Web 2.0 (i.e. web applications that facilitate interactive collaborating, designing, and sharing of information on the World Wide Web) provides further options for preparing a presentation including the following: a) nonlinear presentation using prezzi at <http://prezi.com>, b) a photo story using Photo Story 3 for Windows, c) an online poster using <http://edu.glogster.com>, or d) a collaborative presentation using Google Docs. *The form used must be accessible to other students in the class.* See page 17 for the rubric that will be used to evaluate cooperative learning/learning theorist contributions and participation.

## 3. INTEGRATIVE CASE STUDY OF A LEARNER (50%)

Each student will identify one learner and follow that learner over a 6-week period. Knowing a learner deeply enables the professional educator to make appropriate instructional decisions. The purpose of this case study is to help you create a full and varied picture of an individual learner. The data you collect, including descriptive narratives, anecdotal records, artifacts, and interview results will comprise the core of your case study essay. You will then make some recommendations for working with your case study student based on insights from your work. Finally you will evaluate what you yourself have learned from following one student over time. (See pp. 16-20 for specific guidelines for form and content. Rubrics containing **Criteria for Evaluation** are included on pp. 19-20). \*(Please note that **15 of the total case study points** are associated with the three draft sections due to Instructor. (Outcomes B, C, D, E, and F)

**This performance-based assessment (PBA) MUST be uploaded and submitted to Taskstream for evaluation when the assignment is due. ONLY PBAs posted to Taskstream will be graded. This means NO final grades will be posted until all materials are on Taskstream.**

## 4. CLASS PARTICIPATION (10%)

Active participation in article discussions (both oral and written), being a responsive audience participant for each panel discussion, and participation in electronic responses about your readings, cooperative group project, and developing case study are essential to each student's learning. **Criteria for evaluation:** regular and thoughtful evidence preparation for article discussions and asking of higher order questions related to the readings and regular and thoughtful participation in in-class discussions and experiential learning. See end of syllabus (page 23) for rubric containing criteria for evaluation. (Outcomes A-F)

## 5. JOURNAL ENTRIES AND BLACKBOARD POSTINGS (5%)

Periodically in EDUC 613 you will be asked to hand in journal entries or post a reflection on Blackboard. Journal entries for July 12<sup>th</sup> and July 21<sup>st</sup> need to be turned in to your instructor and can be handwritten. Blackboard submissions (reflections) from July 14<sup>th</sup> and September 13<sup>th</sup> need to be posted within one week. You will also be asked to hand in Reflection Point #1 (the first reflection required for the ASTL program portfolio – see below) at the conclusion of EDUC 613. **Reflection Point One is Due October 25<sup>th</sup>**. The content of the different entries and postings will be discussed in class. The criteria for evaluating the entries and postings is as follows:

**Adequate (2 points):** Assignment is thorough, thoughtful, correctly done, and submitted on time.

**Marginal (1 point):** Assignment is carelessly prepared, not thoughtful, or incomplete.

**Inadequate (0 points):** Assignment has little or no value, or is not submitted on time.

### **Grading Scale:**

A = 94-100

A- = 90-93

B+ = 85-89

B = 80-84

C = 70-79

F = Did not meet course requirements

### **Reflection Point 1:**

**In this section, you will focus on how coursework, related readings, and products in EDUC 612 and 613 have led you to think more deeply about the learning process and your own students, as well as your own learning. Please reflect on your own learning and your growth and change at this point in the Core. In your reflection, please address any of the applicable eight program learning outcomes and the ways in which the performance assessments included thus far in the Core provide evidence of this knowledge.**

#### **Suggested course products to be used as evidence of knowledge:**

1. Multigenre Paper (EDUC 612)
2. Case Study of Learner (EDUC 613)
3. Handout from Learning Theory Group Presentation (EDUC 613)
4. Other item(s), as selected by individual (such as excerpts from reflective journal)

## **PROPOSED CLASS SCHEDULE**

Date	Topic/Learning Experiences	Readings and Assignments for This Class
July 7	<ul style="list-style-type: none"> <li>• Introduction to the Course</li> <li>• Define learning, learner-centered experiences, cycle of learning</li> <li>• Getting Students Ready to Learn</li> <li>• Learning Styles: Who are we as learners?</li> </ul> Multiple Intelligences and The Learning Brain	<b>Read</b> Silver: Ch 1, 2, 3 & complete Appendices A & B  Jensen, Ch 1, 2 & 3  HANDOUT: Scientist in the Crib  Reflect in Personal Journal and hand in on July 12th
July 12	<ul style="list-style-type: none"> <li>• Review Learning Styles and MI</li> </ul> <i>Connecting MI &amp; Learning Styles</i>  Video – MI  <i>Affective Learning Factors</i> Emotions and Learning – Part I -- Getting the brain's attention --Threats, stress, and learning  Go over Critical Journal Response format (Reminder: first CJR due on July 16, second CJR due July 23, third CJR due on Sept. 8)  Example (Scientist in the Crib)	<b>Read</b> Denig, Multiple intelligences and learning styles: Two complementary dimensions  D'Arcangelo, The scientist in the crib.  Rosiek article Emotional scaffolding: An exploration of the teacher knowledge at the intersection of student emotion and the subject matter  Jensen Ch. 5, 6 <b>Personal Journal Reflection from 7/7 is due.</b> <b>BB:</b> How do you see yourself using LS and MI Theory in your classroom next year? (Due by July 14th)
July 14	<i>Affective Learning Factors</i> Emotions and Learning Part II -- Motivation & Rewards -- Learning climate Video: Emotional Intelligence—Goleman  <i>Personal &amp; Social Learning Factors</i> --Coop Learning <b>Form</b> cooperative learning discussion groups of learning theorists: Reinforcement Theory: Skinner Self-Efficacy and Social Learning: Bandura Socio-cultural Theory: Vygotsky Constructivist Theory: Piaget	<b>Read</b> Jensen, Ch. 7, & 8  Cobb & Mayer, Emotional intelligence: What the research says  Alexander, Ch 11 pp. 240-251  Reflect in Personal Journal  <b>Blackboard posting is due today</b>
July 19	<i>Personal &amp; Social Learning Factors</i> --Collaboration	<b>Read</b> Alexander, Ch 11 pp. 251-267

	<p>--Cooperative/Shared Teaching  --Peer Tutoring  --Equity, caring, and respect</p> <p><i>Developmental Learning Factors</i>  --Movement and Learning</p>	<p>Beland, Boosting social and emotional competence.</p> <p>Jensen, Ch. 5 (Reread)</p> <p>White &amp; Coleman, Ch. 5</p> <p>Reflect in Personal Journal and hand in on July 21st</p> <p><b>FIRST Critical Journal Response Due – Affective Factor OR Personal &amp; Social Learning Factors (select only one factor)</b></p>
July 21	<p><i>Developmental Learning Factors</i>  -- Critical Periods of Development</p> <p><i>Intellectual Learning Factors</i>  --Brain as Meaning Maker  --Revisiting MI</p> <p>Demonstrations - Websites</p>	<p><b>Read</b>  Bailey, Are critical periods critical for early childhood education? The role of timing in early childhood pedagogy.</p> <p>Jensen, Ch. 9, 10  Willis, The Gully in the “Brain Glitch Theory”  Shaywitz &amp; Shaywitz, What Neuroscience Really Tells Us About Reading Instruction</p> <p><b>Personal Reflection from 7/19 is Due</b>  Work in teams to plan and conduct research on your identified theorist; meet in groups to share information and prepare presentation for <b>August 30th</b></p>
July 26	<p><i>Intellectual Learning Factors</i>  --Memory and Recall</p> <p>Cooperative Learning Theory Groups – work group time</p>	<p><b>Read</b>  Jensen, Ch. 11  Alexander, Ch. 5, Learning and teaching in academic domains</p> <p>Each Learning Theory Group works on a short handout for class members about your Learning Theorist Group Presentations <b>on August 30th</b></p> <p>Reflect in Personal Journal</p>
July 28	<p><i>Review of Learning Factors and Brain Based Teaching and Learning</i></p> <p>Introduction to Individual Learning Factor:  Video: Eric Jensen</p>	<p>Jensen, Ch. 11, 12  <b>SECOND Critical Journal Response Due –Developmental and Intellectual Learning Factors</b></p>

	<p>Cooperative Learning Theory Groups – work group time</p> <p>Overview/Preview of Case Study Assignment Requirements</p>	<p>Each Learning Theory Group works on developing the short handout and sharing the information using technology for the Learning Theorist Group Presentations <b>on August 30th</b></p>
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**At school opening**, focus strategically on your case study learner. Begin on-site observation, target your journaling, begin to formulate your data collection plan. Share this with your case study learning group. Begin the school year by targeted, regular journal keeping.

<p>August 30</p>	<p><i>Cooperative Learning Theory Groups Presentations</i></p> <p><i>Review and Synthesis of Learning Factors</i></p> <p><i>Integrative Case Study Discussion – Choosing a student to study</i> Beginning to collect data</p>	<p><b>Presentation using technology and handout DUE</b></p> <p>Print out Case Study Handouts posted on BB</p> <p>Maintain journal writing now focused on your case study learner</p> <p><b>BB:</b> Reflect on the learning factors. What learning factors might you focus on in your case study? (Due by Sept. 13th)</p>
<p>Sept. 13</p>	<p><i>Individual Learning Factors</i></p> <p><i>Integrative Case Study: Setting and Description; Learning Factors and Data Sources</i></p> <p>Case Study Groups</p>	<p><b>Read</b> Supplemental Readings related to learning factors for your case study</p> <p>Sternberg, Grigorenko, &amp; Kidd, Intelligence, race, and genetics</p> <p><b>Blackboard posting is due today</b> <b>Critical Journal Response Due-- Individual Learning Factors</b></p>
<p>Sept. 20</p>	<p><i>Individual Learning Factors, cont'd</i> Levine Video</p> <p>Case Study Groups – Peer Review of Drafts</p> <p><i>Integrative Case Study: Setting and Description; Learning Factors and Data Sources; Hypothesis and Making Recommendations</i></p>	<p><b>Read</b> Supplemental Readings related to learning factors for your case study</p> <p><b>Draft of Setting and Description; Learning Factors and Data Sources Due for Peer Review (CS, Part I)</b></p> <p>On site observation, data collection, and interviewing for case study</p>
<p>Sept. 27</p>	<p>Case Study Groups – Peer Review of Drafts</p> <p>Continue Levine Video</p>	<p><b>Read</b> Supplemental Readings related to learning factors for your case study</p> <p><b>Draft of Hypothesis and Making</b></p>

	<i>Integrative Case Study</i> : Hypothesis and Making Recommendations; Self Analysis and Reflection	<b>Recommendations for Peer Review</b> (CS, Part II)  <b>Draft of Setting and Description; Learning Factors and Data Sources Due for Instructor Review (5 POINTS)</b> (CS, Part I) On site observation, data collection, and interviewing for case study
Oct. 4	Case Study Groups – Peer Review of Drafts  <i>Integrative Case Study</i> : Self Analysis and Reflection	<b>Read</b> Supplemental Readings related to learning factors for your case study  <b>Draft of Hypothesis and Making Recommendations Due for Instructor Review (5 POINTS)</b> (CS, Part II) <b>Draft of Self Analysis and Reflection for Peer and Instructor Review (5 POINTS)</b> (CS, Part III)  On site observation, data collection, and interviewing for case study
Oct. 18	Synthesizing Class: Autobiographical Discussion: How Does This New Information About Learning Apply To Me in My Professional Role? Where Do I Go From Here?  Course Evaluation Share Reflections from Case Study Process	<b>Final Case Study Version Due by email to Instructor Upload to Taskstream</b>
Oct. 25	EDUC 614 Begins	<b>Reflection Point One Due</b>

## GUIDELINES FOR DISCUSSING ARTICLES IN CLASS

Article discussions provide opportunities to engage learners thoughtfully and meaningfully with current writings in the field of learning research and theory. These opportunities can help you consider different perspectives and think systematically when you reflect and make professional decisions. It is important to become critical consumers of the research literature on how students learn, as well as the general literature on teaching and learning. Article discussions can help you apply theory and research to your own practice as well as the practice of your colleagues.

Follow these five steps to guide your thinking and analysis of articles:

1. *Describe* in your own words the “key” ideas in the article.
2. *Identify* one or more significant learning issues. Tell why you selected this/these issue(s).
3. *Choose* a theory or a set of principles from other readings that best relates to this issue.
4. *Cite* evidence that supports the connections that you are making.
5. *Relate* the key ideas to incidences you have experienced in your own teaching. To help students learn, what might you do similarly or differently and why?

## EDUC 613 Critical Journal Responses

**Objective:** To engage learners thoughtfully and meaningfully with current learning research and theory, and to apply their emergent analyses and reflections to classroom practices and application. The purpose of the critical journal response assignment is to engage students in a thoughtful process that will help them become critical consumers of the research literature on how students learn, and will bring current course readings and additional research in the field together with classroom practice. The critical journal responses will require that you formulate thoughts on paper and connect those thoughts to current research.

Each student needs to write a two to three page Critical Journal Response (CJR) on 3 articles (from the list of articles that correspond to the different learning factors – CJR one is on an article from the affective and personal/social learning factor lists; CJR two is on an article from the developmental and intellectual learning factor lists and CJR three is on an article from the individual learning factor list). The CJR should include the following parts: description; analysis, application and interpretation; and reflection on the content and its meaning to you in your current/future professional role. Your article summary needs to include the article reference in APA style (**at the beginning of the CJR**). Each CJR needs to include a clear description or summary of the article content, what the reading *mean to you* as an educator, *how you relate to the ideas of the author*, and how and why you *can or cannot apply* these ideas into your current or future practice.

*Details to guide you in your analysis:*

**Description:** **Describes** and summarizes the main points of the article. This tells briefly **what** the article is about. One to two paragraphs in length only.

**Analysis, Application, and Interpretation:** This section is where you, the critic/analyzer, apply your knowledge to comment on the theory(ies), core ideas, or research described and discussed in the article. This section focuses on your interpretation of the material based on related course readings. This section tells **how or why**. In this section, you need to compare and contrast the author's (or authors') points to other readings by using at least *three supporting sources* from related readings. Cite references within the text and include a references page at the end of your journal critique (*using correct APA style*). These citations may be taken from your text, other supporting articles read for class, or articles you may have read on your own.

**Reflection:** In this section you need to connect the article you are analyzing/critiquing to yourself and your own classroom practice. You need to address the question: What does this article mean to you? Your reflection on the reading should include a synthesis of the material personally and an evaluation of your description and analysis (which includes what this means to you as an educator). Think about what you would/might do **similarly** or **differently**, and **why**, to help students learn. Or, you may want to talk about what you learned through the article that will help you in the future in your particular teaching context. This section should personalize the description, analysis, and interpretation to your individual situation.

## **ARTICLES TO CHOOSE FROM FOR CRITICAL JOURNAL RESPONSES**

**For CJR One (Choose one article to critique from affective and personal/social learning factors)**

### *Affective Learning Factors*

Rosiek, J. (November/December 2003). Emotional scaffolding. *Journal of Teacher Education*, 54(5), 399-411.

Vespo, J. E., Capece, D., & Behforooz, B. (2006). Effects of the nurturing curriculum on social, emotional, and academic behaviors in kindergarten classrooms. *Journal of Research in Childhood Education*, 20(4), 275-285.

### *Personal and Social Learning Factors*

Leonard, J., & McElroy, K. (2000). What one middle school teacher learned about cooperative learning. *Journal of Research in Childhood Education*, 14(2), 239-245.

Magnesio, S., & Davis, B. H. (2010). A novice teacher fosters social competence with cooperative learning. *Childhood Education*, 86(4), 216-223.

Parsons, E. C. (2003). A teacher's use of the environment to facilitate the social development of children. *Journal of Research in Childhood Education*, 18(1), 57-70.

**For CJR Two (Choose one article to critique from developmental and intellectual learning factors)**

### *Developmental Learning Factors*

Bailey, D. B. Jr., (2002). Are critical periods critical for early childhood education? The role of timing in early childhood pedagogy. *Early Childhood Research Quarterly*, 17, 281-294.

Hardiman, M. M. (2001). Connecting brain research with dimensions of learning. *Educational Leadership*, 59(3), 52-55.

### *Intellectual Learning Factors*

Brand, S. T. (2006). Facilitating emergent literacy skills: A literature-based, multiple intelligence approach. *Journal of Research in Childhood Education*, 21(2), 133-148.

Kazemi, E., & Stipek, D. (2001). Promoting conceptual thinking in four upper-elementary mathematics classrooms. *The Elementary School Journal*, 102(1), 60-80.

Hoerr, T. (2004). How MI informs teaching at New City School. *Teachers College Record*, 106(1), 40-48.

Levine, M. (2007). The essential cognitive backpack. *Educational Leadership*, 64(7), 16-22.

**For CJR Three (Choose one article to critique from individual learning factors)**

*Individual Learning Factors*

Hickey, M. G. (2004). "Can I pick more than one project?" Case studies of five teachers who used MI-based instructional planning. *Teachers College Record*, 106(1), 77-86.

Sternberg, R. J., Grigorenko, E. L., & Kidd, K. K. (2005). Intelligence, race, and genetics. *American Psychologist*, 60(1), 46-59.

**EDUC 613: How Students Learn  
Cooperative Learning Theory Groups Rubric**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

	<b>No Evidence</b> 1	<b>Beginning</b> (Limited evidence) 2	<b>Developing</b> (Clear evidence) 3	<b>Accomplished</b> (Clear, convincing, substantial evidence) 4	<b>SCORE</b>
<b>Research &amp; Information Gathering</b>	Does not collect any useful information	Collects very little useful information	Collects some information related to topic	Collects a great deal of useful information	
<b>Attendance &amp; Punctuality</b>	Does not attend meetings or have work ready as promised	Sometimes attends meetings and has work ready as promised	Usually attends meetings and has work ready when promised	Always attends meetings and has work ready as promised	
<b>Sharing Tasks &amp; Preparing the Project Handout</b>	Relies on others to do the work; does not help prepare the handout	Rarely does his/her share; makes some contributions to prepare the handout	Makes many useful contributions in the creation of the handout	Always does his/her share; plays an integral role in the creation of the handout	
<b>Communicating</b>	Dominates OR does not participate in the conversation and decision making	Often dominates discussion and decision making OR makes few contributions	Makes some useful contributions based on group conversations	Listens carefully, makes useful comments, facilitates decision making	
<b>Cooperation</b>	Consistently hard to get along with	Sometimes makes getting along difficult	Is a good team player; follows others' leads	Helps the team work together for success	
<b>Content</b>	Provides no information about the learning theorist	Provides very little information about the learning theorist	Provides and organizes some information about the learning theorist	Provides and organizes a great deal of information about the learning theorist	
				<b>TOTAL Out of 24</b>	

Comments:

A+ = 24; A = 22-23; B+ = 20-21; B = 17-19; B-14-16; C = 11-13; F = < 11

Adapted from Freeman & Brown's Collaboration Rubric

## GUIDELINES FOR INTEGRATIVE CASE STUDY

The goal of this case study is to create a rich, meaningful picture of *one learner* by synthesizing all of the information you have collected on that learner. By describing one student as fully and in as balanced a way as possible, you begin to gain access to that student's modes of thinking and learning. You can see the world from the student's point of view; what catches his or her attention; what arouses curiosity; and what sustains interest. The case study will include a descriptive and analytic discussion of the learner, and a reflective evaluation of you as a learner.

**Part One: Descriptive Discussion:** Here you will include the following:

- Introduction: Overview of case study
- Physical description of the student: Age, race, exceptionality, languages, general appearance. Why did you select this particular student?
- Background: Relevant facts about parents, siblings, extended family, and what they say about the student (if available). Describe socioeconomic, ethnic/linguistic background, including home language. Note preferences and interests.
- Other significant information reported *without interpretation*: May include divorce, death, illness, substance abuse, geographic upheaval, the student's previous school experience (if available)
- Setting: A brief description of the classroom and school philosophy, curricular emphasis, and attendance. Discuss relevant characteristics of the instructional context in which learning is occurring.
- Describe the major aspects of at least three learning factors (i.e., intellectual, affective, personal and social, developmental, and individual needs) that characterize your learner. This may include relationships in school and out of school, in small or large groups, and with or without adults.
- Summary paragraph

**Part Two: Analytic Discussion:** Here you will analyze your descriptive data in a thoughtful discussion of the following:

- Introductory paragraph
- Make some hypotheses about *why* this child learns in this way, based securely on the information you have. Here you will rely on theoretical perspectives to support your assertions about learning (e.g., Gardner, Bloom, Vygotsky, Bandura).
- Using your data, discuss and analyze the student's ways of learning, learning challenges, and learning strengths. Show how the different learning factors affect one another and influence that student's learning.
- Make research-based recommendations. Given your understanding of this learner, write about the specific ways in which you, the teacher, could best support this student's strengths and provide help for areas of difficulty. What kinds of learning experiences would be important for this student to have in school? Tell why. The answer to this may involve such things as the learning environment, the curricular approach, kinds of teaching styles, the materials to be used, the kind of relationships needed, and more.
- Summary paragraph

**Part Three. Reflective Self-Evaluation.** Here you will rethink your understanding of how students learn. In your reflection, tell whether or not you are pleased with having selected this student.

- In your reflection, tell whether or not you are pleased with having selected this student. What particular lessons did this student teach you about you, about human beings, about learning, or anything else? Have your ideas and feelings about this student and your relationship with him or her changed during this study? Your comments following your observations will be helpful to you here.
- What did you learn about other students in the class or about the group as a whole as a result of your study? Did you find anything about the *hidden curricular* aspect of the classroom (i.e., unplanned influences from the physical environment, scheduling, interaction patterns) as a result of your study?
- How has this process changed the way you teach, think about, or relate to students as learners?

**Part Four. References.** Use APA (6<sup>th</sup> edition) guidelines for the reference list

**Part Five. Appendix.** This is where you put all the observational data and evidence that you have collected as noted above. Use APA (6<sup>th</sup> edition) guidelines for organizing and citing your appendixes (Ex.: Appendix A).

**Case Study Timeline** (August 30 – October 18).

<u>Week</u>	<u>Tasks to be Accomplished</u>
1-3	Choose your student as soon as you can. Write description (draft copy) of your setting and your student (Part One). Bring draft to class for peer review on September 20th.
2-4	Collect data/evidence of learning factors and begin analysis of learning factors (Part Two). Write hypothesis and making recommendations. Bring draft of learning factors and data sources to class on September 20th for peer review.
4-5	Continue analysis and data collection; Bring draft of hypothesis and making recommendations for peer review on September 27th. <b><i>Email to instructor draft of setting and description; learning factors and data sources for instructor review and feedback on September 27th</i></b>
5-6	Write reflective discussion (Part Three); complete final draft of case study to hand in. <b><i>Email to instructor draft of hypothesis and making recommendations for instructor review on October 4th.</i></b> Bring draft of self analysis and reflection for peer and instructor review on October 4th. Turn in final version of case study on October 18th.

**EDUC 613: INTEGRATIVE CASE STUDY RUBRIC**

	<b>No Evidence</b>  F	<b><i>Beginning</i></b> (Limited evidence)  C	<b><i>Developing</i></b> (Clear evidence)  B	<b><i>Accomplished</i></b> (Clear, convincing and substantial evidence)  A
<p><b>Descriptive Discussion</b> 15 points</p> <p>NBPTS – Learning Outcome 1 ASTL – Learning Outcome 1</p>	<p>Case study includes two or fewer descriptive elements listed under Accomplished</p>	<p>Case study includes three of the six descriptive elements listed under Accomplished</p>	<p>Case study includes Three or four of the five descriptive elements listed under Accomplished</p>	<p>Case study includes:</p> <ul style="list-style-type: none"> <li>*Introduction</li> <li>*SES, ethnic, linguistic background (5 pts.)</li> <li>*Physical description</li> <li>*Background</li> <li>*Setting</li> <li>*Other significant information (5 pts.)</li> <li>*At least three learning factors that characterize your learner (5 pts.)</li> </ul>
<p><b>Analytic Discussion</b> 35 points</p> <p>NBPTS – Learning Outcome 3 ASTL – Learning Outcome 3</p>	<p>No analysis included</p>	<p>Case study includes three of the five elements <b>OR</b> Discussion includes only one learning factor</p>	<p>Case study includes cursory discussion of hypotheses, theoretical perspectives, learning factors, student’s ways of learning, and recommendations <b>OR</b> Case includes only four of the five elements <b>OR</b> Discussion includes only two learning Factors</p>	<p>Case study includes thoughtful, thorough, and reflective discussion of:</p> <ul style="list-style-type: none"> <li>*Introduction</li> <li>*Hypotheses about <i>why</i> the child learns this way</li> <li>*Theoretical perspectives about student learning</li> <li>*How the three learning factors affect one another and influence the student’s learning (15 pts.)</li> <li>*Student’s ways of learning, learning challenges, learning strengths (5 pts.)</li> <li>*Research-based recommendations based on your understanding of this learner (15 pts.)</li> </ul>

<b>Reflective Self-Evaluation</b> 20 points  NBPTS – Learning Outcome 4 ASTL – Learning Outcome 4	No reflection included	Very limited discussion  <i>OR</i> One of the four elements is missing	Cursory discussion of: *Your choice of this student *Lessons you learned *Your ideas and feelings *Changes in the way you teach, think about or relate to students as learners	Rich, thorough discussion of: *Your choice of this student *Lessons you learned about learning and yourself as a learner *Your ideas and feelings about learning (15 pts.) *Changes in the way you teach, think about, or relate to students as learners (Insights about yourself) (5 pts.)
<b>Appendix</b> 5 points  NBPTS – Learning Outcome 3 ASTL – Learning Outcome 3	No appendixes included	*Appendixes are included, but they do not relate to the descriptive, analytic, and reflective discussion *Appendixes do not include observational data and/or evidence that support your hypotheses and recommendations	*Appendixes show a weak relation to the descriptive, analytic, and reflective discussion *Appendixes are missing observational data or evidence that supports your hypotheses and recommendations	*Appendixes relate strongly to the descriptive, analytic, and reflective discussions *Appendixes include observational data and evidence that support your hypotheses and recommendations
<b>Draft Sections Submitted by Due Date</b>  15 points	No drafts submitted.	One draft submitted to instructor by due date.	Two drafts submitted to instructor by due dates.	All three drafts submitted to instructor by due dates.

<p><b>Referencing</b> 5 points</p> <p>NBPTS – Learning Outcome 4 ASTL – Learning Outcome 4</p>	<p>No evidence of references OR References are not in APA style.</p>	<p>*Limited use of course readings and other current readings *References contain errors</p>	<p>*Course readings and other current readings are referenced. *References contain minor errors.</p>	<p>*The paper integrates course readings and other current, authoritative relevant readings that are properly referenced. *References are in APA style.</p>
<p><b>Overall Style</b> 5 points</p> <p>NBPTS – Learning Outcome 4 ASTL – Learning Outcome 4</p>	<p>Contains many grammatical errors or error patterns</p>	<p>Lacks in grammatical or stylistic form OR contains many errors or error patterns</p>	<p>Grammatically and stylistically well written, but contains some errors or error patterns.</p>	<p>Grammatically and stylistically well written with few errors or error patterns.</p>

EDUC 613 -- Critical Journal Response  
**Rubric for First Submission**

	<b>No Evidence</b>	<b><i>Beginning</i></b> (Limited evidence)	<b><i>Developing</i></b> (Clear evidence)	<b><i>Accomplished</i></b> (Clear, convincing and substantial evidence)
<b>APA References</b>	No evidence of references OR References are not in APA style. (0 points)	References lack some compliance with correct APA style (0 points)	References are in APA styled, but contain some minor errors (.5 point)	References are done in APA style (5 <sup>th</sup> edition) (1 point)
<b>Description</b>	Description is unclear with no inclusion of key points (0)	Describes different points included in the article (.5)	Describes the article accurately (1)	Describes and synthesizes the key points accurately and concisely (2)
<b>Analysis, Application and Interpretation</b>	Section does not address strengths and weaknesses of article; does not include supporting sources (0)	Section includes interpretation by addressing only strengths of the article, does not compare and contrast points from articles to related readings; includes one supporting sources from related readings (.5)	Section includes interpretation by addressing strengths and weaknesses of the article, compares and contrasts points from articles to related readings; includes two supporting sources from related readings (1)	Includes analysis, application, an interpretation by addressing strengths and weaknesses of the article, tells why points are strengths or weaknesses; compares and contrasts points from articles to related readings; includes three or more supporting sources from related readings (2)
<b>Reflection</b>	Describes general thoughts about article (0)	Includes only a short reflective statement or does not make personal connections to the article (.5)	Includes reflective statement with connections to classroom practice; needs to delve more deeply into the application to the classroom or personal connections to the article (1)	Includes a strong reflective statement that connects journal article to classroom practice and clear statement of personal connections to the article (2)
<b>Clarity of Writing (Mechanics)</b>	Contains many grammatical errors or error patterns (0)	Lacks in grammatical or stylistic form OR contains many errors or error patterns (0)	Grammatically and stylistically well written, but contains some errors or error patterns. (.5)	Grammatically and stylistically well written with few errors or error patterns. (1)

**EDUC 613 --Critical Journal Response  
Rubric for Second and Third Submission**

	<b>No Evidence</b>	<i>Beginning</i> (Limited evidence)	<i>Developing</i> (Clear evidence)	<i>Accomplished</i> (Clear, convincing and substantial evidence)
<b>APA References</b>	No evidence of references OR References are not in APA style. (0 points)	References lack some compliance with correct APA style (0 points)	References are in APA styled, but contain some minor errors (1 point)	References are done in APA style (5 <sup>th</sup> edition) (2 points)
<b>Description</b>	Description is unclear with no inclusion of key points (0)	Describes different points included in the article (1)	Describes the article accurately (2)	Describes and synthesizes the key points accurately and concisely (3)
<b>Analysis, Application and Interpretation</b>	Section does not address strengths and weaknesses of article; does not include supporting sources (0)	Section includes interpretation by addressing only strengths of the article, does not compare and contrast points from articles to related readings; includes one supporting sources from related readings (.5)	Section includes interpretation by addressing strengths and weaknesses of the article, compares and contrasts points from articles to related readings; includes two supporting sources from related readings (2)	Includes analysis, application, an interpretation by addressing strengths and weaknesses of the article, tells why points are strengths or weaknesses; compares and contrasts points from articles to related readings; includes three or more supporting sources from related readings (3)
<b>Reflection</b>	Describes general thoughts about article (1)	Includes only a short reflective statement or does not make personal connections to the article (2)	Includes reflective statement with connections to classroom practice; needs to delve more deeply into the application to the classroom or personal connections to the article (3)	Includes a strong reflective statement that connects journal article to classroom practice and clear statement of personal connections to the article (4)
<b>Clarity of Writing (Mechanics)</b>	Contains many grammatical errors or error patterns (0)	Lacks in grammatical or stylistic form OR contains many errors or error patterns (0)	Grammatically and stylistically well written, but contains some errors or error patterns. (1)	Grammatically and stylistically well written with few errors or error patterns. (2)

**EDUC 613 -- RUBRIC FOR PARTICIPATION AND ATTENDANCE**

		<b>LEVEL OF PERFORMANCE</b>		
<b>ELEMENT</b>	<b>Unsatisfactory (6 or less pts.)</b>	<b>Basic (7 pts.)</b>	<b>Proficient (8 pts.)</b>	<b>Distinguished (9-10 points)</b>
<b>Attendance &amp; Participation</b>	The student is late for class. Absences are not documented by following the procedures outlined in this section of the syllabus. The student is not prepared for class and does not actively participate in discussions.	The student is on time, prepared for class, and participates in group and class discussions. The student attends all classes and if an absence occurs, the procedure outlined in this section of the syllabus is followed.	The student attends all classes, is on time, is prepared and follows outlined procedures in case of absence; the student makes active contributions to the learning group and class.	The student attends all classes, is on time, is prepared and follows outlined procedures in case of absence, the student actively participates and supports the members of the learning group and the members of the class.