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

EDUC 613: HOW STUDENTS LEARN
(PRINCE WILLIAM COHORT)
Fall 2012

Professor:

Corey Sell, M.Ed.
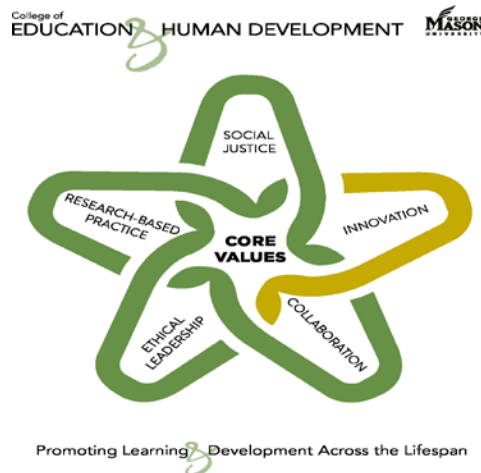Doctoral Candidate
GMU Graduate School of Education

E-mail: csell1@gmu.edu

Office Hours: Before or after class and by appointment

COURSE DATES/TIMES/LOCATIONS:

Wednesdays: 4:30 – 7:10   August 29 – December 12
Prince William Campus: Bull Run Hall, Room 130

CEHD INFORMATION: http://cehd.gmu.edu

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.

Prerequisites: Admission to Graduate School

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 an additional two 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

IV. REQUIRED TEXTS

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

V. RELATED RESOURCES

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th 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.

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.

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)

Rosiek, J. (2003). Emotional scaffolding: An exploration of the teacher knowledge at the intersection of student emotion and the subject matter. *Journal of Teacher Education,54,* 399-412.

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

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

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.

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 **two critical journal responses (CJR)** that are due at different times throughout the course (#1 – Sept. 19, #2 – Oct. 3). 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. 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 prezi 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 the semester. 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. 19-21 for specific guidelines for form and content. Rubrics containing **Criteria for Evaluation** are included on pp. 22-24). *(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. You will also be asked to hand in Reflection Point #2 (the second reflection required for the ASTL program portfolio – see below) at the conclusion of EDUC 613. **Reflection Point Two is due Dec. 12**. 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 2:

In this section, you will focus on how coursework, related readings, and products in EDUC 613 and EDUC 614 have led you to think more deeply about the learning process and your own students and to focus more carefully on the teacher as designer of curriculum and assessment. You should also consider how you are incorporating technology into your teaching practice and your Core experience. As you reflect on your own learning and your growth and change at this point in the Core, please address any of the applicable eight program learning outcomes and the ways in which the performance assessments included in this section provide evidence of your knowledge.

Suggested course products which may be provided as evidence of knowledge:
1. Case Study of a Learner (EDUC 613)
2. Learning Theory Group website (EDUC 613)
3. Video analysis of teaching practice with analysis of teaching and impact on student learning (EDUC 614)
4. Other, as selected by individual (be specific)

PROPOSED CLASS SCHEDULE

Date	Topic/Learning Experiences	Readings and Assignments for This Class
CLASS 1: August 29 4:30 - 7:10	• Introduction to the Course/Syllabus • Define learning, learner-centered experiences, cycle of learning • APA Learning Factors • Case Study Examples	**HANDOUTS**: Learner-Centeredness, Conditions for Powerful Learning, Learning Factors, What Helps Us Learn, Case Study Article Reflect in Personal Journal and email to instructor by September 12 Share Multi-Genre Projects
CLASS 2: Sept. 12	• Review APA Learner Centered Principles • Case Study Overview • Go over Critical Journal Response format (*Reminder*: first CJR due on Sept. 19, second CJR due Oct. 3) • Example Model of CJR (Scientist in the Crib) • Discussion on Case Study article • **Form** cooperative groups of learning theorists: Reinforcement Theory: Skinner Self-Efficacy and Social Learning: Bandura Personal & Social Learning: Vygotsky Constructivist/Developmental: Piaget	**Readings DUE:** D'Arcangelo, The scientist in the crib. Jensen, Chapter 1 Case Study Example (handed out previous class) **HANDOUTS:** What Influences Learning? **Personal Journal Reflection from 8/29 is due to instructor (can be emailed or handed in).** *FOR EDUC 614 COURSE FOR SEPTEMBER 19 – READ CHAPTER TWO OF DELL'OLIO AND DONK BOOK MODELS OF TEACHING*
CLASS 3: Sept. 19	• **<u>Affective Learning Factors – Part 1</u>** Emotions and Learning Getting the brain's attention Threats, stress, and learning Motivation & Rewards Learning climate • Discussion on first critical journal	**Readings DUE:** Jensen, Chapters 3 & 8 Rosiek – Emotional Scaffolding **DUE: First Critical Journal Response –**

| | | Affective Factor OR Personal & Social Learning Factors OR Developmental Learning Factor (select only one factor) (email to instructor) Share in class

BEGIN THINKING OF STUDENT FOR CASE STUDY |
|---|---|---|
| CLASS 4: Sept. 26 | • **<u>Affective Learning Factor – Part 2</u>** Social-emotional intelligence

• Video – Goleman Emotional Intelligence

• Brainstorming "Alice" case study

• Types of Data for Affective Learning Factor

• Case Study Handout 1

• Implications for Classroom

• Beginning work on learning theorist project (theorist websites on MyMason) | **Readings DUE:**

Cobb & Mayer, Emotional intelligence: What the research says
.
Jensen, Chapter 5

HANDOUT: How Emotionally Intelligent are You?

DUE: SELECTION OF STUDENT FOR CASE STUDY |
| CLASS 5: Oct. 3 | • Review expectations for Section 1 of Case Study; examples

• Discussion on second critical journal response

• In-class work on learning theorist project | **Readings DUE:**

Learning theorist information

DUE: Second Critical Response Journal – Individual OR Intellectual learning Factor (select only one factor)

Begin data collection for student case study |
| CLASS 6: Oct. 10 | • **<u>Personal & Social Learning Factors – Part I</u>** Collaboration Cooperative Learning

• Class presentations for learning theorist (Jigsaw) | **Readings DUE:**

Alexander, Chapter 11 pp. 240-251

DUE: Learning Theorist Presentations

On site observation, data collection, and interviewing for case study |

CLASS 7: Oct. 17	• **Personal and Social Learning Factors – Part II** Cooperative Shared Teaching Peer Tutoring Equity, caring, and respect • Implications for Classroom • Types of Data for Social/Personal Learning Factors • In-class critical friends sharing of Section 1 – Descriptive Discussion (peer feedback)	Readings DUE: Jensen, Chapter 7 Beland, Boosting social and emotional competence Alexander, Chapter 11 pp. 252-267 **Draft of Descriptive Discussion; Learning Factors and Data Sources Due for Peer Review (CS, Part I)** On site observation, data collection, and interviewing for case study
CLASS 8: Oct. 24	**Developmental Learning Factors** Critical Periods of Development Movement and Learning • *Leo the Late Bloomer* • Implications for classroom • Types of Data or Developmental Learning Factors	Readings DUE: Bailey, Are critical periods critical for early childhood education? The role of timing in early childhood pedagogy. White & Coleman, Chapter 5 Jensen, Chapters 2 & 6 **HANDOUTS: Milestones** On site observation, data collection, and interviewing for case study **DUE: Draft of Descriptive Discussion; Learning Factors and Data Sources Due for Instructor Review (5 POINTS) POST TO TASKSTREAM**
CLASS 9: Oct. 31	• **Intellectual Learning Factors** Brain as Meaning Maker Revisiting MI Memory and Recall • *A fish is a fish* • Types of Data for Intellectual Learning Factor • Implications for Classroom • Case Study Handouts 2 – 5	Readings DUE: Jensen, Chapters 9, 10 Willis, The Gully in the "Brain Glitch Theory" Shaywitz & Shaywitz, What Neuroscience Really Tells Us About Reading Instruction **HANDOUTS:** Academic Domains and Strategic Processing

	discussion • In-class critical friends sharing of Section 2 – Analytical Discussion (peer feedback)	**Draft of Analytical Discussion for Peer Review (CS, Part II)** On site observation, data collection, and interviewing for case study Read Supplemental Readings related to learning factors for your case study
CLASS 10: Nov. 7	• **<u>Individual Learning Factors</u>** Diversity Learning Styles • Sternberg discussion • Implications for Classroom • Types of Data for Individual Learning Factor	**Readings Due:** Jensen, Chapter 4 Sternberg. Grigorenko, & Kidd – Intelligence, race, and genetics **HANDOUT:** Observing Cognition DUE: **Draft of Analytic Discussion Due for Instructor Review (5 POINTS) POST TO TASKSTREAM** Read Supplemental Readings related to learning factors for your case study On site observation, data collection, and interviewing for case study
CLASS 11: Nov. 14	• Review of all Learning Factors and APA Learner Centered Principles • Implications for Classroom • Jensen Video	**Readings DUE:** Jensen, Chapter 11 Read Supplemental Readings related to learning factors for your case study On site observation, data collection, and interviewing for case study
CLASS 12: Nov. 21	*NO CLASS THANKSGIVING WEEK*	
CLASS 13: Nov. 28	• Individual Conferences for Case Study • In-class critical friends sharing of Section 2 and 3Case Study Groups –	Read Supplemental Readings related to learning factors for your case study **Draft of Self-Evaluative Section for Peer and Instructor Review (5 POINTS) POST TO TASKSTREAM**
CLASS 14: Dec.	• Synthesizing Class: Autobiographical Discussion: How does this new	**DUE: Case study presentations**

5	information about learning apply to me in my professional role? Where do I go from here? • Share Reflections from Case Study Process • Course Evaluations	
CLASS 15: Dec. 12		**Final Case Study Version Due to Taskstream** **Reflection Point Two Due to Instructor and Becky Fox (rfox@gmu..edu)**

GUIDLEINES 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 2 articles (from the list of articles that correspond to the different learning factors – CJR one is on an article from the affective, personal/social or developmental learning factor lists; and CJR two is on an article form either the intellectual or 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, personal/social learning factors OR developmental learning fatcors)

Affective Learning Factors

Putwain, D. W., Kearsley, R., & Symes W. (2012). Do creativity self-beliefs predict literacy achievement and motivation? *Learning and Individual Differences, 22,* 370-374.

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

Ebrahim, A. (2012). The effect of cooperative learning strategies on elementary students' science achievement and social skills in Kuwait. *International Journal of Science & Mathematics Education, 10*(2), 293-314.

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.

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.

Neild, R. C. (2009). Falling off track during the transition to high school: What we know and what can be done. *Future of Children, 19*(1), 53-76.

For CJR Two (choose one article to critique from either individual learning factor OR intellectual learning factor).

Intellectual Learning Factors

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

Haley, M. H. (2004). Learner-centered instruction and the theory of multiple intelligences with second language learners. *Teachers College Record, 106*(1), 163-180.

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

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

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

Individual Learning Factors

Armstrong, D., Armstrong, A. C., Spandagou, I. (2011). Inclusion: By choice or by chance. *International Journal of Inclusive Education, 15*(1), 29-39.

Baker, P. H., Murray, M., Murray-Slutsky, C., & Paris, B. (2010). Faces of Autism. *Educational Leadership, 68*(2), 40-45.

Fabiano, G. A., Vujnovic, R. K., Pelham, W. E., Waschbusch, D. A., Massetti, G. M., Pariseau, M. E., Naylor, J., Yu, J., Robins, M., Carnefix, T., Greiner, A. R., Volker, M. (2010). Enhancing the effectiveness of special education programming for children with attention deficit hyperactivity disorder using a daily report card. *School Psychology Review, 39*(2), 219-239.

Ramirez, G., Gunderson, E. A., Levine, S. C., & Beilock, S. L. (In press). Math anxiety, working memory and math achievement in early elementary school. *Journal of Cognition & Development*

EDUC 613: How Students Learn
Cooperative Learning Theory Groups Rubric

Name: _____

Date: _____

	No Evidence 1	**Beginning** (Limited evidence) 2	**Developing** (Clear evidence) 3	**Accomplished** (Clear, convincing, substantial evidence) 4	**SCORE**
Research & Information Gathering	Does not collect any useful information	Collects very little useful information	Collects some Information n related to topic	Collects a great deal of useful Information	
Attendance & Punctuality	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	
Sharing Tasks & Preparing the Project Handout	Relies on others to do the work; does not help prepare the project	Rarely does his/her share; makes some contributions to prepare the project	Makes many useful contributions in the creation of the project	Always does his/her share; plays an integral role in the creation of the project	
Communicating	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	
Cooperation	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	
Content	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	
				TOTAL Out of 24	

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: <u>Descriptive Discussion</u>: 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: <u>Analytic Discussion</u>: 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, Skinner, Piaget, 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. <u>Reflective Self-Evaluation</u>. 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. <u>References.</u> Use APA (6th 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 (6th edition) guidelines for organizing and citing your appendixes (Ex.: Appendix A).

Case Study Timeline (August 29 – December 12).

Week	Tasks to be Accomplished
1-5	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 October 17. Draft of section one to Taskstream October 24 for instructor feedback.
6-10	Collect data/evidence of learning factors and begin analysis of learning factors (Part Two). Write hypothesis and making recommendations. Bring draft of Section II: Analytic Discussion class on October 31 for peer review. Draft of section two to Taskstream November 7 for instructor feedback.
11-15	Continue analysis and data collection.
11-15	Write reflective discussion (Part Three). Draft of section three to Taskstream November 28. Upload final version of case study to Taskstream by December 12th.

EDUC 613: INTEGRATIVE CASE STUDY RUBRIC

	No Evidence	*Beginning* (Limited evidence)	*Developing* (Clear evidence)	*Accomplished* (Clear, convincing and substantial evidence)
	F	C	B	A
Descriptive Discussion 15 points NBPTS – Learning Outcome 1 ASTL – Learning Outcomes 1,6	Case study includes two or fewer descriptive elements listed under Accomplished	Case study includes three of the six descriptive elements listed under Accomplished	Case study includes Three or four of the five descriptive elements listed under Accomplished	Case study includes: *Introduction *SES, ethnic, linguistic background (5 pts.) *Physical description *Background *Setting *Other significant information (5 pts.) *At least three learning factors that characterize your learner (5 pts.)
Analytic Discussion 35 points NBPTS – Learning Outcome 3 ASTL – Learning Outcomes 3,7	No analysis included	Case study includes three of the five elements ***OR*** Discussion includes only one learning factor	Case study includes cursory discussion of hypotheses, theoretical perspectives, learning factors, student's ways of learning, and recommendations ***OR*** Case includes only four of the five elements ***OR*** Discussion includes only two learning Factors	Case study includes thoughtful, thorough, and reflective discussion of: *Introduction *Hypotheses about *why* the child learns this way *Theoretical perspectives about student learning *How the three learning factors affect one another and influence the student's learning (15 pts.) *Student's ways of learning, learning challenges, learning strengths (5 pts.) *Research-based recommendations based on your understanding of this learner

				(15 pts.)
Reflective Self-Evaluation 20 points NBPTS – Learning Outcome 4 ASTL – Learning Outcome 4	No reflection included	Very limited discussion ***OR*** 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.)
Appendix 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
Draft Sections Submitted by Due Date 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.
Referencing 5 points	No evidence of references OR	*Limited use of course readings and	*Course readings and other current readings are referenced.	*The paper integrates course readings and other current, authoritative relevant

NBPTS – Learning Outcome 4 ASTL – Learning Outcome 4	References are not in APA style.	other current readings *References contain errors	*References contain minor errors.	readings that are properly referenced. *References are in APA style.
Overall Style 5 points NBPTS – Learning Outcome 4 ASTL – Learning Outcome 4	Contains many grammatical errors or error patterns	Lacks in grammatical or stylistic form OR contains many errors or error patterns	Grammatically and stylistically well written, but contains some errors or error patterns.	Grammatically and stylistically well written with few errors or error patterns.

EDUC 613 -- Critical Journal Response
Rubric for First Submission

	No Evidence	*Beginning* (Limited evidence)	*Developing* (Clear evidence)	*Accomplished* (Clear, convincing and substantial evidence)
APA References	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 (5th edition) (1 point)
Description	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)
Analysis, Application and Interpretation	Section does not address strengths and weaknesses of article.(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 at least one 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 two or more supporting sources from related readings (2)
Reflection	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)
Clarity of Writing (Mechanics)	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 Submission

	No Evidence	*Beginning* (Limited evidence)	*Developing* (Clear evidence)	*Accomplished* (Clear, convincing and substantial evidence)
APA References	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 (5th edition) (2 points)
Description	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)
Analysis, Application and Interpretation	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)
Reflection	Describes general thoughts about article (1)	Includes only a short reflective statement or does not make personal connections to the article (1)	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 (2)	Includes a strong reflective statement that connects journal article to classroom practice and clear statement of personal connections to the article (3)
Clarity of Writing (Mechanics)	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 -- RUBRIC FOR PARTICIPATION AND ATTENDANCE

ELEMENT		*LEVEL OF PERFORMANCE*		
	Unsatisfactory (6 or less pts.)	**Basic (7 pts.)**	**Proficient (8 pts.)**	**Distinguished (9-10 points**
Attendance & **Participation**	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.