GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
ADVANCED STUDIES IN TEACHING AND LEARNING PROGRAM

EDUC 613: DL1 & 6H1– How Students Learn
3 credits, fall 2019
August 26 – December 18, 2019

Meeting Days/Times
Online: Our week runs Tuesday-Monday starting the Week of August 26 through December 18

Faculty:
Emily K. Christopher Ph.D.
Office Hours: By appointment f2f or online via Skype or Collaborate
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Prerequisite
    EDUC 612

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

Course Overview
    Not Applicable

Course Delivery Method
    This course will be delivered 100% online using both synchronous & asynchronous formats
    via the Blackboard learning management system (LMS) housed in the MyMason portal. You
    will log in to the Blackboard course site using your Mason email name (everything before
    "@" and email password. The course site will be available at least one week before the
    beginning of the Fall semester.

**Under no circumstances, may students participate in online class sessions (either by phone
or Internet) while operating motor vehicles. Further, as expected in a face-to-face class
meeting, such online participation requires undivided attention to course content and
communication.**

Technical Requirements
To participate in this course, students will need to satisfy the following technical requirements:
    • High-speed Internet access with standard up-to-date browsers.

- o For a list of Blackboard's supported browsers, see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
  - o For a list of supported operation systems on different devices, see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a **headset microphone and web camera** for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - o Adobe Acrobat Reader: https://get.adobe.com/reader/
  - o Windows Media Player:
    https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/
  - o Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

    Course Week: Because asynchronous courses do not have a "fixed" meeting day, our week will start on Tuesday and finish on Monday.
    We will have regularly scheduled synchronous Collaborate sessions throughout our semester. Attendance is required. You will be informed of the dates for synchronous meetings.

- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:

Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:
  Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes/Objectives
  This course is designed to enable students to do the following:
  A. define learning and learner-centered teaching (*ASTL Outcomes 1 & 4*) (*IB Adv Cert Domains 1.2 & 2.1*),
  B. develop the ability to link observational data of learners to individualizing learning in the classroom (*ASTL Outcome 3*) (*IB Adv Cert Domains 2.2, 2.3, & 2.4*),
  C. examine a teacher's role as a facilitator and scaffolder of learning (*ASTL Outcomes 2 & 4*) (*IB Adv Cert Domains 1.2 & 2.1*),
  D. identify and apply learning theories (*ASTL Outcomes 1 & 5*) (*IB Adv Cert Domains 3.1, 3.2, 3.3, & 3.4*),
  E. read, analyze, and reflect on course readings to examine influences on the processes of learning (*ASTL Outcomes 2, 4 & 6*) (*IB Adv Cert Domains 3.2 & 3.3*),
  F. develop an in-depth case study of one student (*ASTL Outcomes 1, 3, 4, & 7*) (*IB Adv Cert Domains 4.1, 4.2, 4.3, & 4.4*).

Professional Standards
  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 also aligned with the National Board for Professional Teaching Standards' (NBPTS) five core propositions, which provide the guiding principles for *what teachers should know and be able to do.*
  - National Board for Professional Teaching Standards I – Teachers are committed to students and their learning.

- National Board for Professional Teaching Standards III – Teachers are responsible for managing and monitoring student learning
- National Board for Professional Teaching Standards IV – Teachers think systematically about their practice and learn from experience.

EDUC 613 is aligned with the 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

The content of EDUC 613 also aligns with aspects of the International Baccalaureate Certificate in Teaching and Learning Research, with a particular focus on the following Domains of Knowledge, specifically:

- Domains 2.2, 2.3, & 2.4: Research practice – Collection, analysis, interpreting and reporting of evidence, and Evaluation of research activity, and Reflection on and dissemination of findings and implications for practice
- Domains 3.2 & 3.4: Linking theory to practice in an IB context -- Critical reading and reflection and Synthesizing research and experiential evidence
- Domains 4.2, 4.3, and 4.4: Building capacity for practitioner inquiry – Modes of research and methods of data collection, and Research design, and Analysing, interpreting and reporting research findings

Required Text
Hattie, J., & Yates, G. (2014). *Visible learning and the science of how we learn.* New York, NY: Routledge.

Recommended Resources
American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

The OWL at Purdue is an excellent resource for APA style:
https://owl.english.purdue.edu/owl/resource/560/01/

Additional selected readings to be available via Blackboard and/or through Mason Libraries (http://library.gmu.edu/)

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

To access the course, go to the MyMason portal login page at https://mymasonportal.gmu.edu. Your GMU email user name is also your MyMason Portal ID and your GMU email password is also your MyMason Portal password. After logging in, click on the COURSES tab at the top of the page to see your list of courses, then select EDUC 613.

- **Assignments**

Course Outcome Alignment	Assignment	Points
A, C, D, E	Class Participation & Professionalism	30
D, E	Cooperative Learning Theory Group Project	15
E	Critical Article Review	10
B, C, D, E, F	Integrative Case Study of a Learner (PBA)	40
C	Portfolio Reflection Point: EDUC 613	5
	Total Points	**100**

1. **Class Participation and Professionalism (30%)**
   Class participation and professionalism include multiple aspects of engagement in our course content, including: in-class experiences, article discussions, participation in the cooperative group project, in and out of class work to advance the developing case study, reflective journaling, and peer evaluation and support in critical friends groups. In addition to being present in each class (physically and mentally), this part of your grade also includes quality participation in class discussions and professionalism in all communication with your professor and your peers. Please note: EDUC 613 operates under the assumption that knowledge is socially constructed and the most meaningful learning opportunities include those where learners have the opportunity to offer and explore diverse perspectives with peers. It is expected that you actively build upon your prior knowledge developed in EDUC 612, as well as your personal and educational experiences to connect, question, and extend class discussions. The rubric can be found in this syllabus.

2. **Cooperative Learning Theory Group Project (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 cooperative learning theory group should prepare a 5-8 minute digital presentation, a 1-2 page handout and a list of discussion board questions, all of which will be incorporated into our online modules. Group members will also be responsible for moderating a small group discussion board related to the learning theory in the week linked to their learning theory project (see syllabus).

   Each student will be part of a cooperative learning theory group that applies a theoretical perspective to learning and discusses its implications for teaching.
   In the presentation and handout each group should:
   1) **Describe the learning theory:** address the key principles and assumptions about learning,
   2) **Connect the theory to relevant, current literature:** reference current articles that address learning from that theoretical perspective,
   3) **Critically analyze the theory:** what does the theory offer our understanding of learning and what doesn't it offer?, and
   4) **Connect the theory to practice:** relate the theory to the teacher's role in facilitating learning.

The required elements of the Cooperative Learning Theory Group Project are:

- Presentation: The digital presentation should highlight the major points and concepts of the learning theory. Groups should determine the ideal format to use to share the information and salient points to class members, including technology (e.g., a narrated Prezi with embedded media (using a Screencast tool), a photo story, an online poster (e.g. using Glogster), Youtube video, podcast, or an interactive website). *(Note that a Powerpoint presentation is NOT an acceptable format for this project.)*
- Handout: Your group handout should be a 1-2 pages long and include images & text that summarize the learning theory, connect it to literature and connect it to classroom practice. Your handout will supplement the presentation & may be referenced by your classmates in the Case Study of a Learner.
- Relationship to weekly readings: Examine the readings assigned for the week tied to your learning theory (see course schedule). Submit three potential questions that could be used for the Discussion Board in that week. These questions should provide other students an opportunity to comment on connections between the weekly readings and the relevant learning theory project.
- Discussion Moderation: The learning theory projects will be incorporated into our online modules during weeks 7, 8, 9, 10, & 11 (see syllabus). During the week corresponding to each learning theory project, students will be assigned to small groups for discussion. The small groups will include students from all learning theory groups. Each student will take a turn moderating the discussion, during the week in which their learning theory is discussed.

Your grade on the learning theory group project will include a peer-collaboration assessment (see rubric) and a content assessment completed by your instructor (see rubric).

3. **Critical Article Review (10%)**
   Each student will prepare **one critical article review (CAR)**. Articles choices are available on Blackboard. See the syllabus for additional instructions and the rubric containing criteria for evaluation.

4. **Integrative Case Study of a Learner (40%)** *(Performance-Based Assessment)*
   Each student will identify one learner and follow that learner over the course of 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 case study provides an opportunity to apply the course content on how students learn to a learner in your classroom. The data you collect, including descriptive narratives, anecdotal records, artifacts, and interview results will provide the evidence for the statements you make about the learner. You will identify goals for the learner and make some recommendations for working with your case study student based on insights from your data collection and the course content. You will reflect on your learning about the student and the course. See the syllabus for additional instructions and the rubric containing criteria for evaluation.

The performance-based assessment (*Integrative Case Study of a Learner*) MUST be uploaded and submitted to Tk20 via Blackboard for evaluation when the assignment is due. Only PBAs posted to Tk20 via Blackboard will be graded. Failure to submit the assignment to Tk20 via Blackboard by its due date will result in the instructor recording a zero (0) for the assignment.

5. **Portfolio Reflection Point: EDUC 613 (5%)**
   As a part of the ASTL Core, participants will continue to build their Professional Portfolio and will add Reflection Point: EDUC 613 at the conclusion of EDUC 613. For additional detailed information about this Reflection Point, as well as the remainder of the Portfolio, please refer to the Portfolio Guidelines posted in the ASTL Program Organization site. You will submit your Reflection Point to the ASTL Program Org site and also upload it to your Professional Portfolio. See this syllabus for the rubric.

Prompt for Reflection Point: EDUC 613
Teacher as Knowing & Understanding Learning & Learners
In this reflective narrative, you will focus on how coursework, related readings, and products in EDUC 613 have led you to think more deeply about the learning process, the factors that influence an individual's learning, and your own students.

First, reflect on your learning and your perceived growth and change at this point in the Core.
Then, construct a written reflection that captures the following:

> I used to think…
> Now I think…
> What this means for me

In your reflection, connect to any of the applicable eight program learning outcomes and the ways in which the performance assessments in this course provide evidence of your knowledge. Also, within your reflection identify program experiences that have most impacted your thinking and your teaching practices (including selected PBAs, course readings, activities, and other learning experiences).

Required course products to be used as evidence of knowledge:
- Case Study of a Learner (EDUC 613)
- Learning Theory Group product (EDUC 613)

Other suggested products for inclusion:
- Other, as selected by individual (be specific)

Guidelines and suggested format for each of the Reflection Points
Length: Aim to limit your response to two well written single-spaced pages
Focus: Each Reflection Point should include a short description, but will focus on
  interpretation and *analysis* of learning by synthesizing knowledge attained from that
  learning component of the Core coursework.
Format: Each reflection point *describes*, *interprets*, and *examines* why and how the course
  product(s) provide evidence of the ASTL principles addressed in that learning module.
  Here you should also discuss the impact of this course/learning module on your teaching
  practice *and* its impact on P-12 student learning.

- **Other General Requirements**
  A. Class "attendance" is both important and **required**. If, due to an emergency, you will not be in class, you must contact your instructor prior to class time.
  B. All assignments are due no later than **11:59 PM EST** of the date indicated in each week's assignments published in the **COURSE SCHEDULE AND TOPICS** section of this Syllabus. Due dates are also posted on our Bb course site.
     a. **Grades for assignments date-stamped in Blackboard after the due date will be reduced by 10%, unless prior approval from instructor has been granted. No late submissions will be accepted after the course end date.**

     b. Assignments earning less than a passing grade may be rewritten and resubmitted so that the assignment is satisfactorily completed. In fact, because learning is the goal, I may *require* you to redo an assignment that is far below expectations.

C. Please adhere to the assignment submission instructions listed in this syllabus**.** Only assignments submitted as indicated will be graded; incorrect submissions will result in a grade of zero for those assignments.

     a. All assignments submitted should have the filename format LASTNAME-ASSIGNMENT TITLE. Please do not upload written assignments in PDF format. Other editable formats are acceptable (i.e., .doc, .docx, .rtf, .ppt, .pptx, .xlsx, .xlsx). Supporting documents for assignments can be in PDF format.

D. *All written work* should be carefully edited for standard grammar and punctuation, as well as clarity of thought. All submitted work should be prepared through word processing and reflect **APA style (6ᵗʰ edition), as well as double-spaced, with 1" margins, and 12-point font** (Times New Roman, Calibri, or Arial)**.**

- **Grading**

| 95-100 =A | 90-94 =A- | 86-89=B+ | 83-85=B | 80-82= B- | 70-79=C | Below 70=F |

Professional Dispositions

   See https://cehd.gmu.edu/students/policies-procedures/

CLASS SCHEDULE EDUC 613: Fall 2019

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Required Collaborate sessions & conferences are highlighted in ==green==*, Assignments due highlighted in* ==yellow==

Wk	Date	Readings & Assignments Due
1 & 2	**August 27-Sept. 2 & Sept. 3-9**	**Topic: Introduction to How Students Learn** **Read:** Hattie & Yates, Introduction + chapters 1 & 2
3	**Sept. 10-16**	**Topic: Case Study & Learning Theory Group Work** **Read:** Falk & Blumenreich *The Power of Questions* chapter 1 ==**Learning Theory Group Work-time (meet f2f or via Bb Collaborate)**==
4	**Sept. 17-23**	**Topic: Research Planning & Learning Theory Group Work** **Read:** Pine *Teacher Action Research* chapter 11 ==*Select student for case study by this week: Journal entry 1 due by Monday 9/23*==
5	**Sept. 24-30**	**Topic: Individual Differences Learning Factors** **Read:** Hattie & Yates, chapter 19 AND *choose ONE article from selection of readings on Blackboard* ==**Collaborate Session**==
6	**Oct. 1-7**	**Topic: Motivation & Affective Learning Factors** **Read:** Hattie & Yates, chapters 3 & 4 AND Rosiek: Emotional scaffolding ==*Learning Theory Group Projects due to Bb by Friday 10/4*==
7	**Oct. 8-14**	**Topic: Motivation & Affective Learning Factors** *Socio-Emotional Learning Theory Projects embedded in module content* **Read:** Hattie & Yates, chapters 8, 27, & 31 AND Dweck, excerpt from *Mindset* ==*Submit Journal 2: Research Planning Graphic Organizer*==
8	**Oct. 15-21**	**Topic: Cognitive & Metacognitive Learning Factors** *Behaviorist Learning Theory Projects embedded in module content* **Read:** Hattie & Yates, chapters 6, 7, & 11 AND Brown excerpt from *Make it Stick* **Optional Reading:** Koshy *Action Research,* chapter 5 ==*Submit Journal 3: Data Collection Planning*== ==**Collaborate Session**==
9	**Oct. 22-28**	**Topic: Cognitive & Metacognitive Learning Factors** *Cognitivist Learning Theory Projects embedded in module content* **Read:** Hattie & Yates, chapters 13 & 16 AND Joseph, Metacognition Needed ==*Critical Article Review due to Bb by 10/28*==

10	Oct. 29-Nov. 4	**Topic: Developmental & Social Learning Factors** *Social Learning Theory Projects embedded in module content* **Read:** Hattie & Yates, chapter 9 & 15 AND Sharan, Cooperative learning **Individual conference in week 10, 11 or 12**
11	Nov. 5-11	**Topic: Developmental & Social Learning Factors** *Constructivist Learning Theory Projects embedded in module content* **Read:** Hattie & Yates, chapters 24, 25, & 26 AND Bailey, Are critical periods critical? **Individual conference in week 10, 11 or 12** **Draft of Case Study of a Learner Part I due to CFG for peer review by Friday, 11/8** **Feedback to your CFG due by Monday 11/11**
12	Nov. 12-18	**Topic: Individual Differences Learning Factors** **Read:** Jensen, ch. 4: Movement and learning AND Hawley & Nieto: Another inconvenient truth **Individual conference in week 10, 11 or 12** **Draft of Case Study of a Learner Part II due to CFG for peer review by Friday, 11/15,** **Feedback to your CFG due by Monday 11/18**
13	Nov. 19-25 Thanksgiving Break	**Thanksgiving Break: No online module** *Draft of Case Study of a Learner Parts I & II will be due to Instructor after break by MONDAY, 11/25*
14	Nov. 26-Dec. 2	**Topic: Bringing it all Together** **Read:** Hattie & Yates, chapter 29 & 30 AND Teacher Research chapter on Bb *Work on Case Study Part III, due to CFG next week*
15	Dec. 3-9	**Topic: Sharing our findings, Finalizing Feedback & Looking Forward** **Read:** Cochran-Smith, *Does learning to teach ever end*? **Draft of Case Study of a Learner Part III due to CFG for peer review by Friday, 12/6** **Feedback to your CFG due by Monday, 12/9**
16	Dec. 10-13	**Final Work Week: No online module** *Schedule Individual Conferences with instructor if needed* **PBA: Case Study of a Learner due to Bb by THURSDAY 12/12** **Portfolio Reflection Point: EDUC 613 due to Bb Org site by Friday 12/13**

Core Values Commitment
The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/.

GMU Policies and Resources for Students
Policies
- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see https://ds.gmu.edu/).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources
- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/ .

Cooperative Learning Theory Groups
Peer evaluation rubric
*****All group members should complete & submit this rubric for each other group member.*****

Name of Student Completing Rubric	
Name of Group Member Being Evaluated	

	No Evidence 0	**Beginning** (Limited evidence) 1	**Proficient** (Clear evidence) 2	**Exceptional** (Clear, convincing, substantial evidence) 3	**SCORE**
Research & Information Gathering	Does not collect any useful information	Collects very little useful information	Collects some information related to topic	Collects a great deal of useful information for the group	
Attendance & Punctuality	Does not attend meetings or have work ready as assigned within group	Sometimes attends meetings and has work ready as assigned within group	Usually attends meetings and has work ready when assigned within group	Always attends meetings and has work ready as assigned within group	
Sharing Tasks (Preparing the Presentation, Handout, Discussion)	Relies on others to do the work; does not help with the presentation, handout, or discussion in any way	Rarely does their share; makes some contributions to presentation, handout, and discussion	Usually does their share of work; Makes many useful contributions to the presentation, handout, and discussion	Always does their share; completes all tasks as assigned; plays an integral role in the presentation, handout, and discussion (may include providing substantial feedback)	
Communicating	Dominates OR does not participate in the conversation & 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; leads *and* follows as appropriate	
				Adapted from Freeman & Brown's Collaboration Rubric **Total (out of 15)**	

Explanation of scores (this is required):

Cooperative Learning Theory Groups
Project content rubric
*****To be completed by the course instructor*****

GROUP MEMBERS:					
	No Evidence 0	**Beginning** 1	**Proficient** 2	**Exceptional** 3	**SCORE**
Describe the learning theory	Provides *no* information about the learning theory	Presents *limited* information about the learning theory	*Adequately* presents & organizes *a great deal of* accurate information about the learning theory's key principles and assumptions	*Clearly, concisely, and thoroughly* presents & organizes *a great deal* of accurate information about the learning theory's key principles and assumptions	
Connect the learning theory to literature	Provides *no* references to connect theory to current literature	Provides *2* references to current, relevant literature but *does not connect* theory & literature OR Provides only *1* reference and *clearly connects* the theory & the literature	Provides *at least 3* references to current relevant literature AND *adequately* connects the learning theory to the literature	Provides *at least 3* references to current, relevant literature AND *thoroughly, clearly and convincingly* connects the learning theory to the literature	
Critically analyze the learning theory	*Does not* analyze the learning theory	Analysis is *limited*, mainly descriptive	*Adequately* presents thoughts about the learning theory, although there may not be a strong rationale; examination of theory is cursory but present	*Clearly, convincingly, and thoroughly* provides a critical analysis of the theory with attention paid to what the theory offers our understanding of learning and what it doesn't	
Connect the learning theory to practice	Neither the presentation nor the handout explain how the learning theory connects to teacher's role in facilitating learning.	Both the presentation AND the handout provide *limited* explanation of the connection between the learning theory & teacher's role in facilitating learning	Both the presentation AND the handout *adequately* explain how the learning theory explains/ describes the teacher's role in facilitating learning.	Both the presentation AND the handout *thoroughly, clearly, and convincingly* explain how the learning theory explains/ describes the teacher's role in facilitating learning.	
Presentation and discussion quality	No presentation and/or discussion	Quality is *limited*; discussion may not connect learning theory to weekly readings; presentation may not be engaging and/or it is not focused; Time guidelines may not be followed	Adequately presents information on the learning theory; Discussion somewhat connects learning theory with weekly readings; technology is utilized; Presentation is focused; Time guidelines are followed	Presentation *teaches* the class about the theory; Discussion connects learning theory with weekly readings; Technology is utilized well; Presentation and discussion are engaging and focused; Time guidelines are followed	
				Total of above: Project content rubric (out of 15)	
				Peer evaluation rubric mean total (out of 15)	
				TOTAL SCORE (out of 30)	

Critical Article Review (CAR)

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 article review 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 article review will require that you formulate thoughts on paper and connect those thoughts to current research.

Each student will write a two to three page Critical Article Review (CAR) (the article you review will be from a list of articles that correspond to the different learning factors). The CAR 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 CAR). Each CAR needs to include a clear description or summary of the article content, what the reading *means 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:

> **Article Reference:** Provide an APA 6th edition style reference for the article at the beginning of your CAR. You should *also* include this reference in the reference page.

> **Description: Describes** and summarizes the main points of the article. This section 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, 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.

Critical Article Review Rubric

	No Evidence	Beginning (Limited evidence)	Developing (Clear evidence)	Accomplished (Clear, convincing and substantial evidence)
Description	Description is unclear with no inclusion of key points (0 points)	Reference for article may be missing from beginning of article. Describes the article briefly (0.5 points)	Reference for article is provided at beginning of article. Describes the article accurately with little synthesis (1 point)	Reference for article provided in APA style at beginning of article. Describes and synthesizes the key points accurately and concisely (2 points)
Analysis, Application and Interpretation	Section does not address strengths and weaknesses of article; does not include supporting sources (0 points)	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 (1 point)	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 points)	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 points)
Reflection	Describes general thoughts about article (0 points)	Includes only a short reflective statement or does not make personal connections to the article (1 points)	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 points)	Includes a strong reflective statement that connects journal article to classroom practice and clear statement of personal connections to the article (3 points)
APA References & Clarity of Writing (Mechanics)	Contains many grammatical errors or error patterns. No evidence of APA style references. (0 points)	Lacks in grammatical or stylistic form OR contains many errors or error patterns. References lack some compliance with correct APA 6th style (0.5 points)	Grammatically and stylistically well written, but contains some errors or error patterns. References are in APA style but contain some minor errors. (1 point)	Grammatically and stylistically well written with few errors or error patterns. Reference list & in-text citations are in APA style (6th edition). (2 points)

Participation and Professionalism Rubric

30 points total	Unsatisfactory	Basic	Proficient	Distinguished
Participation and Professionalism	The student is chronically late for class; absences are not documented by following the procedures outlined in the syllabus; The student is often unprepared for class; Student does not actively participate in discussions; The student's communications with professor and peers is usually unprofessional	The student may be late or miss class more than once; follows outlined procedures in case of absence; Student may be unprepared for class more than once; Student participates at least peripherally in group and class discussions; The student is somewhat engaged in all classes and sometimes or rarely pushes their own and their peers' thinking; Student may occasionally demonstrate unprofessionalism in communications with professor and peers	The student is engaged in all classes; is on time; is prepared; follows outlined procedures in case of absence; the student makes active contributions to the learning group and class; The student may usually, but not always, critically consider content and/or pose questions; demonstrates professionalism in all communications with professor and peers	The student is engaged in all classes- is on time to every class; is prepared for every class; follows outlined procedures in case of absence; The student actively participates in small and/or whole group class meetings by meaningfully contributing to each class session; Student critically considers class content and poses questions to push their own thinking and that of their peers; demonstrates professionalism in all communications with professor and peers
	< 20 pts.	*20 pts.*	*25 pts.*	*30 pts.*

ASTL Portfolio Reflection Point: EDUC 613 Rubric

ASTL Portfolio Reflection Point: EDUC 613	May not completely or thoroughly respond to the prompt; May not have been completed on time or at all; may not have been submitted to Core Organization site on Blackboard			Completely and thoroughly responds to the reflection prompt; Completed on time; submitted to Core Organization site on Blackboard
	0 pts.			*5 pts.*

Guidelines for Case Study of a Learner (PBA)

The goal of this case study is to create a rich, meaningful picture of *one learner* by synthesizing the information you collect 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 will identify strengths and needs of the learner, use APA learning factors (APA, 1997) to examine the student's learning needs, and make use of learning theories discussed in class to explain the student's learning. You will identify research-based recommendations to use in the future and reflect on your learning through the case study process.

<u>**Part I: Learner Profile**</u> *(5 or more double-spaced pages)*
In part 1 of the case study, the teacher will develop a student learning profile that captures important dimensions of the learner. The profile should include a description of the learner and a statement of the educational strengths and needs of the student:

- **Introduction**
    - Introduce student and explain why the student was selected for the case study.
    - Provide a brief description of instructional setting to provide context.
- **Description of learner:**
    - Biological & other traits*: May include student's age, physical development, sex/gender, physical dis/abilities, health, motor skills, coordination, and diagnosed learning disabilities.*
    - Cultural and Societal Factors: *May include student's ethnic and racial background, cultural identity, language (include current EL status, if appropriate), religion, norms and values, gender expectations or influences, and economic status.*
    - Emotional and Social Influences: *May include family structure, family history, recent change or loss in the family, attitude, disposition, peer status, and self-esteem.*
    - Academic Performance: *Includes relevant information on current or recent student academic performance.*
- **Educational strengths & needs and connections to learning theories:**
    - Strengths: *Specific strengths of the learner, with evidence to support this (based on data collected by the teacher)*
    - Needs: *Overall educational need(s) of this student (based on data collected by the teacher).*
    - Learning Theories: *Discuss how the student's learning strengths AND needs may be explained by learning theories learned in class (e.g., behaviorism, cognitivism, constructivism, social learning theories, socio-emotional learning theories). At least two different learning theories (and thus related peer projects) should be referenced.*

<u>**Part II: Goals for the Learner and Recommendations**</u> *(5 or more double-spaced pages)*
In part 2 of the case study, the teacher will identify goals for the learner and connect these goals to the learner strengths and needs identified in part 1. Research-based recommendations for achieving these goals will be discussed.

- **Goals for the Learner– Connections to learning factors and learner strengths and needs:**
    - Identify specific goals for the individual student. A minimum of four goals should be identified, utilizing the APA learning factors (APA, 1997) as a reference.

- Strive to identify at least **one learning goal from within each category** of learning factors (I. Cognitive and Metacognitive, II. Motivational and Affective, III. Developmental and Social, IV: Individual Differences)
- Note that learning goals *may* include content-specific goals, but *must* incorporate goals that extend beyond specific course content.
  o For each learning goal:
    - Provide explicit connection to learner strengths and learning needs identified in part 1 of the case study
    - Explain how your **data** support the learning goal you have identified
    - Connect to relevant learning theories discussed in class AND to literature (including course readings)
    - Be specific when connecting the goal to a learning factor described within the learning factors document provided in class (APA, 1997).
- **Research-based Recommendations**
  o Identify one or more research-based recommendations for EACH learning goal. These recommendations may include instructional strategies or approaches, but should focus on how **YOU** (the teacher) can best support the student's strengths and meet their learning needs. Course readings (minimum of 3) and outside literature should be referenced to support the recommendations using APA style in-text citations.
    - These recommendations may be included with the discussion of the goals for the learner *or* may be a separate section with part 2 of the case study.

Part III: Reflective Discussion *(5 or more double-spaced pages)*

In part 3 of the case study, you will reflect on your own learning through the case study process, including each of the following reflection headings:

- **Reflecting on the learner:** Discuss how you now understand the individual learner. What particular lessons did this student teach you about you about learning or anything else? Have your ideas and feelings about this student and your relationship with him or her changed during this study?
- **Reflecting on self as teacher:** Discuss how you now understand yourself as a teacher. What personal biases or beliefs did you uncover throughout the case study research? How did these biases impact you throughout the study? What did you do to reduce the impact of your personal biases and beliefs on your research, especially within your interpretation of data? Did this study change your thinking or reinforce any beliefs you had at the beginning?
- **Reflecting on the classroom and teaching:** Discuss what you learned about students (in general) and about teaching. What did you learn about other students in the class or about the group as a whole as a result of your study? How has this process affected the way you teach, think about, or relate to students as learners?
- **Reflecting on future action**: What changes will you make in the classroom as a result of what you learned from the case study? How will these changes potentially impact student learning? Consider specific lessons, units, activities or assessments that you could add or change as a result of what you have learned about this individual student. Describe what you will do differently (than now) and how it will potentially impact student learning. Cite literature to support your ideas.

References: Use APA (6th edition) guidelines for the reference list and in-text citations.

Appendix A: Data collection methods used in the case study
- Create a summary table of the data sources (e.g., parent survey, student interview, student records, teacher observations), information provided (i.e., what was learned from that data source), and what learning factors the data addressed. Be sure to reference this table in your Part I.

Data source	Information provided	Learning factors addressed

Appendix B: Data collection tools
- Provide blank copies of surveys, questionnaires, interview questions, writing prompts, observation protocols, or other tools used to aid in data collection. Do not include the actual data, just samples of the tools used to collect the data.

Appendix C: Part II Overview
- Include an overview table that aligns your goals for the learner, related APA learning factors, related learning theories, research based recommendations, and related literature.

Goals for learner (minimum of 4) and how it connects to needs identified in part 1*	Related APA learning factor	Relevant learning theory	What could I do differently to help student reach goal? (Research-based recommendations)	What literature supports these recommendations (readings from class or other classes)

General Recommendations:
- Use headings and subheadings within each section to organize your writing.
- When citing literature, aim to discuss *ideas* with citation of sources rather than discussion of sources:
    - *Less of:* Jensen (2005) discusses ways to improve learning in the classroom.
    - *More of:* One way to improve learning in the classroom is to involve the student in setting their own goals (Pappano, 2013).
- Submit your <u>complete</u> drafts to your Critical Friends Group (CFG) and to your instructor *on time*. There are 6/40 points allotted for timely submission of your <u>complete</u> drafts.

Case Study Timeline

Weeks	Tasks to be Accomplished
1-5	Choose your case study student. Get to know him/her and begin collecting relevant data. Plan data collection and begin drafting Part I of your case study.
6-11	Collect data related to learning factors. Write a (draft) of Part I (Learner Profile). Get critical friend (CF) feedback on Part I. Integrate CF feedback from Part I.
12-14	Collect data (evidence) of learning factors and complete draft of Part II (Learning Objectives & Recommendations). Get critical friend (CF) feedback on Part II. Integrate CF feedback. Submit a draft of Parts I and II to BB **in week 14** for instructor feedback.
14-15	Continue analysis and data collection; Revise Parts I and II.
14-16	Write Part III (Reflective Discussion); Get CF feedback during week 15**.** Share case study findings during week 15**.** Complete final version of case study to submit.
16	**Submit FINAL version of case study to TK20 via Blackboard by December 12th.**

Case Study of a Learner (PBA) Rubric

	Pts	**Does not meet standard** (Little or no evidence)	**Approaches standard** (Some evidence)	**Meets standard** (Clear evidence)	**Exceeds standard** (Clear convincing and substantial evidence)
		0	**1**	**2**	**3**
Part I: Description of Learner *ASTL – Learning Outcome 1* *IB Adv Cert Domain 1.1, 2.1, 4.1, 4.2, & 4.3*	4	Description of learner includes few of the required elements.	Description of learner may be missing some of the required elements (instructional setting, biological traits, cultural and societal factors, emotional and social influences, & academic performance.)	Description of learner includes complete description of learner, including instructional setting, biological traits, cultural and societal factors, emotional and social influences, & academic performance.	Description of learner includes thorough and meaningful description of learner, including instructional setting, biological traits, cultural and societal factors, emotional and social influences, & academic performance.
Part I: Strengths, Needs, & Learning Theories *ASTL – Learning Outcome 2* *IB Adv Cert Domain 1.1, 2.1, 4.1, 4.2, & 4.3*	4	Relevant data are not used or used ineffectively in description of learner strengths & needs. Learning theories are not connected or not addressed.	Relevant data are rarely used as evidence to identify learner strengths, learning needs. Connections to learning theories.	Sometimes uses relevant data as evidence to identify learner strengths, learning needs. Connects student learning to learning theories.	Consistently uses relevant data as evidence to identify learner strengths, learning needs. Clearly and convincingly connects student learning to learning theories.

Part II: Learning Goals *ASTL – Learning Outcome 4* *IB Adv Cert Domain 2.2, 2.3, 3.3, 3.4, & 4.4*	6	No learning objectives are included, or what is provided is only cursory.	Only two specific goals for learners are identified, but goals clearly connect to learning factors, strengths, needs, theories, and data. OR Fewer than 3 specific goals for learner are identified, but not clearly connected to learning factors, strengths, needs, theories, and data.	Only 3 specific goals for learner are identified and goals connect to all 4 learning factor categories, strengths, needs, theories, & data. OR Fewer than 4 specific goals for learner are identified, but not clearly connected to learning factors, strengths, needs, theories, and data.	Identifies a minimum of 4 specific goals for learner. Goals connect to all 4 APA learning factor categories. Goals are explicitly connected to learner strengths & needs. Clear and convincing connections to data and to relevant learning theories are made.
Part II: Recommendations *ASTL – Learning Outcome 4* *IB Adv Cert Domain 2.2, 2.3, 3.3, 3.4, & 4.4*	6	No recommendations are included, or what is provided is only cursory.	Fewer than three distinct research based recommendations are included with some but limited connection to learner strengths & needs; sufficient literature may not be cited.	Fewer than four distinct research based recommendations are included with some but limited connection to learner strengths & needs; sufficient literature may not be cited.	Identifies a minimum of 4 distinct research-based recommendations. Recommendations address strategies or methods the teacher may use to support learner's strengths and address learning needs. Relevant literature is cited (at least 3 sources within this section) to support recommendations.

Part III: Reflective Self-Evaluation *ASTL – Learning Outcome 4* *IB Adv Cert Domain 2.4, 3.4, & 4.4*	8	No reflection included, or what is provided is only cursory.	Very limited discussion of: • Reflecting on the learner • Reflecting on self as teacher • Reflecting on the classroom and teaching • Reflecting on future action One or more of the four elements may be missing	Cursory discussion of: • Reflecting on the learner • Reflecting on self as teacher • Reflecting on the classroom and teaching • Reflecting on future action	Rich, thorough, meaningful reflective discussion of: • Reflecting on the learner • Reflecting on self as teacher • Reflecting on the classroom and teaching • Reflecting on future action
Appendices *ASTL – Learning Outcome 3* *IB Adv Cert Domain 2.2, 4.2, & 4.4*	2	No appendices are included.	Appendices are incomplete, one of the appendices may be missing.	Appendices include data collection chart connecting data sources, information sought, and learning factors. At least one sample data collection tool is included.	Appendices include thorough data collection chart connecting data sources and information sought, with clear and relevant connection to learning factors. Multiple sample data collection tools are included.
Draft Submitted by Due Dates and CFG Participation	6	No drafts submitted. No participation with CFG.	One or two drafts submitted to CFG and instructor by due date. Limited feedback given to CFG on their drafts. Very little feedback from CFG or instructor is thoughtfully considered and may not be incorporated at all.	Three of the four drafts submitted to CFG and instructor by due dates. Most feedback given to CFG on their drafts is meaningful and constructive. Most feedback from CFG and instructor is thoughtfully considered and	All complete drafts submitted to CFG and to instructor by due dates. All feedback given to CFG on their drafts is meaningful and constructive. All feedback from CFG and instructor is thoughtfully considered and

				incorporated, as appropriate.	incorporated, as appropriate.
ASTL – Learning Outcome 5					
APA Style	2	No evidence of APA style references or in-text citations.	Limited use of in-text citations. References contain errors.	Relevant course readings and other current readings are cited & appropriately referenced; References contain minor errors.	Relevant course readings and other current readings are cited & appropriately referenced throughout using APA style in-text citations and references. *A minimum of five sources are cited within the paper.*
Overall Style	2	Contains many grammatical errors or error patterns.	Case study is disorganized, lacks in grammatical or stylistic form. May contains multiple errors or error patterns	Grammatically and stylistically well written, but contains some errors or error patterns.	Case study is well organized, grammatically and stylistically well written with few errors or error patterns.