College of Education and Human Development
Elementary Education

Introduction to Education: Teaching, Learning and Schools
Spring 2021
EDUC 200 Section DL1
3 credits
Location: Distance Education/Blackboard
Workweek: Tuesday 12:00am – Monday 11:59pm

Instructor	**Professor:** Dr. Mandy Bean **Office Hours:** By appointment via internet/phone **Office:** Thompson 1406 **Email:** abean5@gmu.edu
Course Description	Introduces educational issues related to learning, schooling and teaching. Examines roles of teachers and nature of American schools and learners. **Requires 10 hours of field experience during the course** *(via professional videos provided by the professor).* ***This course fulfills the Mason Core Social and Behavioral Sciences* requirement.**
Course Methodology And Technical Requirements	This course will be delivered online (76% or more) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on January 21, 2021. **Under no circumstances, may candidates/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. To get a list of Blackboard's supported browsers see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers To get 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 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: [Add or delete options, as desire.]
    - Adobe Acrobat Reader: https://get.adobe.com/reader/
    - Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player
    - 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 at 12:00am and finish on Monday at 11:59pm EST**. In other words, a new class will post on Tuesday at midnight and all weekly assignments are due by the following Monday night by 11:59pm.
- 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 5 times per week.
- 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 boards.
- 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. You 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. • Please note: This course requires 10 hours of field observation, via professional videos provided by the professor in Spring 2021.
Learner Objectives	Upon completion of the course, students will be able to: 1. Explain how individuals, groups, and institutions are impacted by the educational system. 2. Demonstrate awareness of changes in social and cultural constructs related to teaching and learning. 3. Describe U.S. schools and some of the issues, challenges, and rewards of teaching and learning, and the roles that teachers play within them 4. Identify the qualities and dispositions of effective teachers. 5. Use appropriate methods and resources to apply social and behavioral science concepts, principles, terminology, and theories to analyze from multiple perspectives the role of the teacher, goals of education and schools, and teacher effectiveness. 6. Discuss and critically reflect on the role of student ideas and learning needs in relationship to standards and curricula. 7. Reflect on professionalism, intellectualism, personal and professional growth, and potential to make meaningful contributions to the field of education. ***This course fulfills the Mason Core Social and Behavioral Sciences requirement and addresses the following learning outcomes:*** 1. Explain how individuals, groups or institutions are influenced by contextual factors; 2. Demonstrate awareness of changes in social and cultural constructs; 3. Use appropriate methods and resources to apply social and behavioral science concepts, terminology, principles and theories in the analysis of significant human issues, past or present.
Required textbook(s) and/or materials	Johnston, P. H. (2012). *Opening minds: Using language to change lives.* Portland, ME: Stenhouse Publishers. Nieto, S. (2015). *Why we teach now.* New York: Teachers College Press.
Field Hours Requirement	This course requires 10 hours of school-based field experience, via professional videos provided by the professor.
Course Website	Blackboard will be used for this course. You can access the site at EDUC 200, Section DL1. NOTE: Username and passwords are the same as your Mason email account. You must have consistent access to an internet connection in order to complete the assignments in this course through Blackboard (http://mymason.gmu.edu). Note the technology requirements for School of Education is in your Blackboard course menu—it contains details of minimum technology requirements.
Participation	Learning can only happen when you are playing an active role. It is important to place more emphasis on *developing your insights and skills,* rather than transmitting information. **Knowledge is more important than facts and definitions. It is a way of looking at the world, an ability to interpret and organize future information.** An active learning approach will more likely result in

	long-term retention and better understanding because you make the content of what you are learning concrete and real in your mind.
	Although an active role can look differently for various individuals, it is expected in this class that you will work to explore issues and ideas under the guidance of the professor and your peers. You can do this by reflecting on the content and activities of this course, asking questions, striving for answers, interpreting observations, and discussing issues with your peers.

Rules and Expectations	In correspondence/communication students will be expected to:
	  a) Be professional and respectful in correspondence
	  b) Make reasonable requests of the instructor. We will be happy to clarify course material and answer legitimate questions; however, please exhaust other information sources (e.g., syllabus, Blackboard) for answering your question before contacting me and remember, "Poor planning on your part does not constitute an emergency on my part".
	In regard to honesty in work students will be expected to:
	  a) Review the University integrity and honesty policies in the student handbook for guidelines regarding plagiarism and cheating (summarized below). I will gladly clarify my stance on any questionable or "grey area" issues you may have.
	  b) Refrain from dishonest work as it will receive a minimum penalty of zero on the assignment and a maximum penalty of a zero for the course with a report to the Honor committee. The GMU Honor Code requires that faculty submit any suspected Honor Code violations to the Honor Committee. Therefore, any suspected offense will be submitted for adjudication.

Individuals with Disabilities	Students with documented disabilities should contact the Office of Disability Services (703) 993-2474) to learn more about accommodations that may be available to them.
Academic Integrity and Inclusivity	This course embodies the perspective that we all have differing perspectives and ideas and we each deserve the opportunity to share our thoughts. Therefore, we will conduct our discussions with respect for those differences. That means, we each have the freedom to express our ideas, but we should also do so keeping in mind that our colleagues deserve to hear differing thoughts in a respectful manner, i.e. we may disagree without being disagreeable. http://oai.gmu.edu/
Student Privacy Policy	George Mason University strives to fully comply with FERPA by protecting the privacy of student records and judiciously evaluating requests for release of information from those records. Please see George Mason University's student privacy policy: https://registrar.gmu.edu/students/privacy/
E-Mail Policy	Mason uses electronic mail to provide official information to students. Examples include notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly.
Course Grading & Evaluation	Students are expected to submit all assignments on time in the manner outlined by the instructor. Blackboard will be used for uploading assignments. **Late assignments will automatically lose 1/2 of the total points. For example, if it is worth 10 points, the grade will be 5 points *prior* to grading for content.** Please be aware of the due dates on Mondays by 11:59pm. This includes larger assignments, weekly assignments, and the discussion board responses and replies. Grades will be assigned as follows: A: 93.00-100% A-: 89.5 – 92.49%

	B+:87.00-89.49% B:83.00-86.99% B-:80.00-82.99% C+:77.00-79.99% C:73.00-76.99% C-:70.00-72.99% D:60.00-69.99% F:0-59.99%
Assignment Due Dates	Unless otherwise stated, all assignments are due by the end of the work week in which they are assigned. For the purposes of this course, a week is defined as **beginning at 12:00 am each Tuesday EST**, and **ending at 11:59 pm on the following Monday EST.**
Discussion Board Assignment (1 per lesson/2 pts each): 28% of final grade	Your challenge is to immerse yourself in the topics and perspectives presented in the course. You will want to be able to comment on the discussion topics with authority. You are encouraged to make notes on your own thoughts about the various concepts and issues, and consider possible issues/outcomes. Your posts should be to the point and include sufficient technical detail for others to respond. You should present your opinions, but justify them with facts and proper sources. What did you agree/disagree with and why? There will be 3 student groups: Group A, Group B and Group C. You will be placed in a group in the second week of class. You may use written words or videos to post. Some weeks, you will be required to do a video post. You will take turns being LEADERS and RESPONDERS. There will be a rotation each week. PLEASE PAY CLOSE ATTENTION TO THE DAYS/TIMES. It is vital for the community that each person adheres to the schedule. This allows for productive conversation to occur on the discussion board. *Exception: There are two weeks where EVERYONE posts by Thursday night: Week 1 and 11. More information will be available those weeks.* **LEADERS: Write an original post with own thread by <u>Thursday night at 11:59 pm.</u> (Ergo, you have from Tuesday 12am – Thursday 11:59pm to make this post.)** Please post an appropriate response to the prompts. This post should be 250-300 words in either written or video format. Please provide response with a clear, well-formulated thesis; sentence structure, grammar, punctuation, and spelling count. Support **ALL** posts with appropriate rationale and citations from readings and/or videos. Also please write in a way that encourages others to respond to your post. Although not necessary every week, I encourage you to ask prompting questions to motivate peers to respond to your post. **RESPONDERS: Write a response to at least TWO leader threads by <u>Sunday at 11:59pm</u> (Ergo, you have from Thursday 12am – Sunday 11:59 to respond to a post.)** Responses to *at least* two classmates' postings should be approximately 50-200 words and should be thoughtful, substantial, polite and more extensive than a simple "well done" phrase or "I agree." " Refer to the **Discussion Board ideas: Effectively responding to a Peer's Post**

	document located on Blackboard. Consider points of agreement, disagreement, assumptions, and value judgments. **LEADERS: Respond to posts from peers on your thread with 25-200 words <u>by Monday 11:59PM.</u>** **DUE:** Leaders will make at least one original post by **Thursday 11:59 PM, EST**. Responders will post by **Sunday 11:59 PM, EST**. Leaders will close out thread by **Monday 11:59 PM EST**.
Weekly Blackboard Assignment (1 per lesson/2 pts each): 28% of final grade	Weekly Blackboard assignments are required to be uploaded to Blackboard. Each week presents a new assignment. Refer to the course schedule and weekly lessons for details. **DUE:** Assignments are due **by Monday, 11:59 PM, EST**
Read-Reflect-Write Assignment: (3 reflections/3 pts each) 9% of final grade	You will have done the READing in preparation for class. You will have THREE opportunities to REFLECT and WRITE using prompts provided in class. Post your reflections on Blackboard. These journal entries should demonstrate critical reflection on readings, class discussions/activities, and the development of ideas regarding self and developing philosophy in relation to teaching. Include at least one reference to field hours videos in each reflection. They should be 1 page in length, double spaced, in an appropriate font. Rubric for reflections: <table><tr><td>Written entries demonstrate critical reflection on material, self, and/or teaching philosophy. Length is appropriate to express content of reflection.</td><td>___/2</td></tr><tr><td>Mechanics (i.e capitalization, punctuation and spelling)</td><td>___/1</td></tr><tr><td>Total</td><td>___/3</td></tr></table> **DUE:** Reflection 1: Monday, Feb 15th by 11:59pm EST Reflection 2: Monday, Mar 22nd by 11:59pm EST Reflection 3: Monday, Apr 26th by 11:59pm EST Refer to the course schedule and weekly lessons for details.
Assignment: *Education in the Movies* 10% of final grade	There are many great movies that deal with issues of teaching, learning, and schools. Pick one and write a 3-4 page essay that highlights how the movie presents presents teachers/teaching, students, schools and learning. How does this compare to course material and what you are learning? Highlight critical issues. For example, you could watch the movie *Dead Poet Society* and discuss how Mr. Keating encouraged his students to think and live differently, and the consequences of these actions on both students and teacher.

Your essay should include discussion of important ideas as well as what you think about these issues - don't neglect to say how the ideas help you think differently about teaching, learning, and schooling. In other words, discuss some ideas from the movie but then discuss how these ideas affect you and your notions of teaching.

Use at least 1 citation, either from class readings, books, or your own research.

Consider one of these movies or many others out there:
◊ Dead Poet Society (1989)
◊ Freedom Writers (2007)
◊ Mr. Holland's Opus (1995)
◊ To Sir, With Love (1967)
◊ The Breakfast Club (1985)
◊ Dangerous Minds (1995)
◊ Lean on Me (1989)
◊ Stand and Deliver (1988)
◊ Music of the Heart (1999)
◊ October Sky (1999)
◊ Front of the Class (2008)
◊ Up The Down Staircase (1967)
◊ Akeelah and the Bee (2006)

If your movie is not on this list, please get approval from the professor prior to beginning your paper.

Rubric:

Element	Points Allotted
Thoroughness: portrays multiple perspectives on teaching and education. Use one or more citations.	_/7
Thoughtfulness: Includes an element of personal reflection/synthesis as well as communicating the implications for future practice.	_/2
Mechanics (i.e capitalization, punctuation and spelling)	___/1
Total	_/10

DUE: Week 7 on Monday by 11:59 p.m.

Assignment: Interview Teachers and/or Learners 10% of final grade

Interview two people (teachers and/or learners) and write a 2 to 3-page review of what you learned about your selected topic. It could be two teachers, two learners, or one of each.

Develop a list of 6-8 open-ended questions around a certain educational topic; for example, K-12 curriculum. A sample question could be asking the teacher: "How do you decide what to teach in your class?" This will encourage an answer while you take detailed notes. It is highly recommended to record the interview.

Ask follow-up questions that delve farther into the essential issue – and you might learn about a topic that wasn't your original focus. Avoid asking a series of disconnected questions that don't lead anywhere or fail to give you important insight.

When you are done, write a 2 to 3-page analysis about what you learned about the processes of teaching, learning, and schooling in general. Don't write what the teachers/learners said... tell what *you learned about the topic*. That's what matters... ***your learning***.

Your paper should make clear connections between what was learned in the interviews and what you are learning in class.

Use at least 1 citation, either from class readings, books, or your own research. Include an appendix of your interview questions at the end of the paper.

Rubric:

Element	Points Allotted
Thoroughness: portrays multiple perspectives on teaching and learning. Use one or more citations. Includes addendum of questions.	___/7
Thoughtfulness: Includes an element of personal reflection/synthesis communicating the implications for future practice.	___/2
Mechanics (i.e capitalization, punctuation and spelling)	___/1
Total	___/10

DUE: Week 12 on Monday by 11:59 p.m.

Assignment: *Letter to my Future Self in Education* 5% of final grade	You will write a letter to yourself, 10 years in the future. You can include any details you'd like, but it must include the following: - What is your current role in education? You could be in involved in education in a variety of ways. As a: - Teacher - Parent - Administrator - Volunteer - School Board Member - Politician - What do you hope for yourself in whatever role you have become? What would you tell yourself are the most important things to remember about education? - What article or video from this class would you have yourself go back and read/watch? And why? - What will you hope has changed by then? - What advice will you give your future self? Feel free to include any other information. There is no page requirement for this assignment. Rubric: |	
Letter demonstrates thoughtful reflection and makes connections to topics learned in class	___/4
Mechanics (i.e capitalization, punctuation and spelling)	___/1	

	Total	__/5	

DUE: Week 14 on Monday by 11:59 p.m.

Field Observations Requirement **10% of final grade**	You are required to observe 10 hours of professional teaching for this class. Normally, you are placed in a local school with a teacher. Due to COVID-19 restrictions, you will not be placed in classrooms. Rather, there will be four videos (each are typically 15 minutes in length) that will be included with the weekly lessons each week. You will choose **THREE** to watch and keep track on the Field Hours Log (located under Field Hours tab on Blackboard). Final grade will come from the tracking sheet as well as references to field observations in discussion posts, assignments, and reflections. Post tracking sheet to Blackboard by May 3rd by 11:59pm. **DUE: Week 14 on Monday by 11:59 p.m.**
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 **Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:** As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek

	assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu. **For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/ .**
Professional Dispositions	Students are expected to exhibit professional behaviors and dispositions at all times. See https://cehd.gmu.edu/students/polices-procedures/
Mason Honor Code	**The complete Honor Code is as follows:** *To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code:* **Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.** (*catalog.gmu.edu*)
Cheating Policy	Any form of cheating on an activity, project, or exam will result in zero points earned. "Cheating" includes, but is not limited to, the following: reviewing others' exam papers, having ANY resources utilized when not allowed, collaborating with another student during an individual assignment. If you have questions about when the contributions of others to your work must be acknowledged and appropriate ways to cite those contributions, please talk with the professor or utilize the GMU writing center.
Plagiarism and the Internet	Copyright rules also apply to users of the Internet who cite from Internet sources. Information and graphics accessed electronically must also be cited, giving credit to the sources. This material includes but is not limited to e-mail (don't cite or forward someone else's e-mail without permission), newsgroup material, information from Web sites, including graphics. Even if you give credit, you must get permission from the original source to put any graphic that you did not create on your web page. Shareware graphics are not free. Freeware clipart is available for you to freely use. If the material does not say "free," assume it is not. Putting someone else's Internet material on your web page is stealing intellectual property. Making links to a site is, at this time, okay, but getting permission is strongly advised, since many Web sites have their own requirements for linking to their material. Review the Honor Code here.

Unless otherwise stated, all assignments are due by the end of the week in which they are assigned. For the purposes of this course, a week is defined as **beginning at 12:00 am each Tuesday EST**, and **ending at 11:59 pm on the following Monday EST.**

To help you manage your schedule and time to complete the assignments in this course, please follow the recommended timeline below. If you have a question or concern or encounter a problem about an assignment, please contact Dr. Bean **immediately** so we can discuss and work out a resolution.

All assignments and lessons are subject to change due to Covid-19 changes and restrictions.

Weeks	Lessons	Readings
Week 1	**Lesson 1: Course Overview**	• Read Syllabus carefully • Watch VIDEO: Taylor Mali on What Teachers Make: https://www.youtube.com/watch?v=RxsOVK4syxU

Jan 26-Feb 1		
Week 2 *Feb 2-8*	**Lesson 2:** ***Unit 1: What is Effective Teaching?***	• Read TEXT: Nieto (2015), Part I (Chap 1) • Read ARTICLE: Ripley (2010) • Watch VIDEO: What makes great teachers great: https://www.youtube.com/watch?v=FXaLGt460e4&t=627s
Week 3 *Feb 9-15*	**Lesson 3:** **Learning Environments: Building trust and community**	• Read TEXT: Nieto (2015), Part II (Pick 1 chapter of your choice) • Watch VIDEO: Elementary students on good teaching: https://www.youtube.com/watch?v=D25mzs47EZs DUE: Reflection #1 by Feb 15
Week 4 *Feb 16-22*	**Lesson 4:** **Identifying as a Teacher**	• Read TEXT: Nieto (2015), Part III (Pick 1 chapter of your choice)
Week 5 *Feb 23-Mar 1*	**Lesson 5:** ***Unit 2: What is being taught?*** **InTASC standards for teachers**	• Read TEXT: Nieto (2015), Part IV (Pick 2 chapters of your choice) • Watch VIDEO: What makes good teaching? A short film by Harvard Education Students: https://www.youtube.com/watch?v=l1-zTiVl-BM • Review PDF: InTASC Summary of Standards
Week 6 *Mar 2- 8*	**Lesson 6:** **Standards Based Instruction**	• Read TEXT: Nieto (2015), Part V (Pick 2 chapters of your choice) • Read ARTICLE: Girod & Girod (2012): Standards-based schools • Review WEBSITE: http://www.corestandards.org/ • Review WEBSITE: http://www.doe.virginia.gov/testing/index.shtml
Week 7 *Mar 9-15*	**Lesson 7:** **NCLB & ESSA: Federal Legislation Acronyms to know**	• Read TEXT: Nieto (2015), Part VI (pick 2 chapters) • Read ARTICLE: Dennis (2017) • Read WEBSITE: https://www2.ed.gov/nclb/overview/intro/parents/parentfacts.html • Read WEBSITE: https://www.ed.gov/essa?src=rn DUE: Education in the Movies Assignment by March 15
Week 8 *Mar 16-22*	**Lesson 8:** ***Unit 3: Teaching learners*** **Educating All Students**	• Read WEBSITE: MLK Jr (1948). The purpose of education http://old.seattletimes.com/special/mlk/king/education.html • Read ARTICLE: Talebi (2015): *begin on page 4 (Education and Teacher Education); read through page 12* • Read PDF: Purposes of School DUE: Reflection #2 by March 22

| Week 9

Mar 23-29	Lesson 9: Classroom Climates and Needs of our students	• Read ARTICLE: Ladson-Billings, G. (2011) • Read ARTICLE: Everett, C. (2019) • Read ARTICLE: Battle, C. (2019)
Week 10

Mar 30-Apr 5 | Lesson 10: Assessment | • Read ARTICLE: Badger & Quely (2017) https://www.nytimes.com/interactive/2017/12/05/upshot/a-better-way-to-compare-public-schools.html
• Watch VIDEO: https://www.youtube.com/watch?v=-OecsmgeJoM
• Read WEBSITE: https://www.edutopia.org/article/what-does-research-say-about-testing |
| Week 11

Apr 6-12 | Lesson 11: Motivating Learners | • Read TEXT: Johnston (2012) Chapters 1-3
• Read ARTICLE: Parsons et al (2014) |
| Week 12

Apr 13-19 | Lesson 12: Teacher language | • Read TEXT: Johnston (2012) Chapter 4
• Read ARTICLE: Kohn (2001)
• Read ARTICLE: DeWitt (2012)

DUE: Interview Teachers and/or Learners by April 19 |
| Week 13

Apr 20-26 | Lesson 13: Constructive classroom conversations | • Read TEXT: Johnston (2012) Chapter 5 -7

DUE: Reflection #3 by April 26 |
| Week 14

Apr 27-May 3 (includes exam week) | Lesson 14: Ongoing Reflection and Professional Development | • Read TEXT: Nieto (2015): Part VII (Pick one plus read Ch 24)
• Read TEXT: Johnston (2012) Chapter 8-9

DUE: Letter to my Future Self in Education by May 3 |

SAFE RETURN TO CAMPUS AND REMOTE LEARNING GUIDANCE FOR STUDENTS ENROLLED IN CEHD COURSES

Both a Safe Return to Campus and Successful Remote Learning Depend on YOU.

All students are required to take Safe Return to Campus Training prior to visiting campus: it is, however, recommended for all Mason students. Training is available in Blackboard.

Students are required to follow the university's public health and safety precautions and procedures outlined on the university Safe Return to Campus webpage.

All students in face to face and hybrid courses must also complete the Mason COVID Health Check daily, seven days a week.

- You may not come to class if you receive a Yellow or Red email response to the Mason COVID Health Check.
- You may only come to class if you receive a Green email response to the Mason COVID Health Check.
- If you suspect that you are sick or have been directed to self-isolate, quarantine, or get testing do not go to class.
- Faculty are allowed to ask you to show them that you have received a Green email and are thereby permitted to be in class.

Disability Services: Students unable to participate in a course in the manner presented, either due to existing disability or COVID comorbidity risk, should seek accommodations through the Office of Disability Services.

Campus Closure: If the campus closes or class is canceled due to weather or other concerns, students should check Blackboard, Mason email, or the Mason website for updates on how to continue learning and information about any changes to events or assignments.

Participation and Make-up Work: CEHD instructors will work with students to find reasonable opportunities to make up class work or assignments missed due to documented illness. Begin by contacting your instructor for guidance. For further assistance, students may contact their program and the CEHD Office of Student and Academic Affairs (cehdsaa@gmu.edu).

Technology Requirements:
- Activities and assignments in CEHD courses regularly use the Blackboard learning system. Students are required to have regular, reliable access to a computer with an updated operating system (recommended: Windows 10 or Mac OSX 10.13 or higher) and a stable broadband Internet connection (cable modem, DSL, satellite broadband, etc., with a consistent 1.5 Mbps [megabits per second] download speed or higher.
- Additionally, CEHD course activities and assignments may regularly use web-conferencing software (Blackboard Collaborate / Zoom). In addition to the requirements above, students are required to have a device with a functional webcam and microphone. In an emergency, students can connect through a telephone call, but video connection is the expected norm.

Course Materials and Student Privacy:
- All course materials posted to Blackboard or other course site are private; by federal law, any materials that identify specific students (via their name, voice, or image) must not be shared with anyone not enrolled in this class.
- Video recordings of class meetings that include audio or visual information from other students are private and must not be shared.
- Live Video Conference Meetings (e.g. Collaborate or Zoom) that include audio or visual information from other students must be viewed privately and not shared with others in your household.
- Some/All of your CEHD synchronous class meetings may be recorded by your instructor to provide necessary information for students in this class. Recordings will be stored on Blackboard [or another secure site] and will only be accessible to students taking this course during this semester.