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

EDUC 613.DL1 CRN 73598 – How Students Learn
EDUC 613.DL2 CRN 73599 – How Students Learn
EDUC 613.6H2 CRN 83158 – How Students Learn
3 credits, Fall 2017
August 28 – December20, 2017

FACULTY

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PREREQUISITES
Admission to ASTL Program and ASTL Course EDUC 612

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.

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 begin.

**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 a standard up-to-date browser, either Internet Explorer or
  Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).

- 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 for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- 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://windows.microsoft.com/en-us/windows/downloads/windows-media-player/
  - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- 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 [#] 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 three learning outcomes that guide the ASTL core:
- Teachers account for the needs of culturally, linguistically, and cognitively diverse learners
- Teachers are change agents, teacher leaders, and partners with colleagues

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 TEXTS

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

Related Resources

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

References for Assigned Articles and Book Excerpts

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.

Brown, P.C., Roediger, H.L., McDaniel, M.A. (2014). *Make it stick: The science of successful learning.* Cambridge, Massachusetts: Belknap Press.

Cochran-Smith, M. (2011). Does learning to teach ever end?. *Kappa Delta Pi Record*, *47*(1), 22-24.

Dana, N. F., & Yendol-Hoppey, D. (2014). *The reflective educator's guide to classroom research: Learning to teach and teaching to learn through practitioner inquiry*. Corwin Press.

Dweck, C.S. (2006). *Mindset: The new psychology of success.* New York: Ballantine Books.

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

Joseph, N. (2010). Metacognition needed: Teaching middle and high school students to develop strategic learning skills. *Preventing School Failure, 54,* 99-103.

Koshy, V. (2005). *Action research for improving practice: A practical guide*. Sage.

Powell, W., & Kusuma-Powell, O. (2011). *How to teach now: Five keys to personalized learning in the global classroom*. ASCD. Retrieved from http://www.ascd.org/publications/books/111011/chapters/Knowing-Our-Students-as-Learners.asp

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.

Pine, G. J. (2008). *Teacher action research: Building knowledge democracies*. Sage Publications.

Sharan, Y. (2010). Cooperative learning for academic and social gains: Valued pedagogy, problematic practice. *European Journal of Education, 45*, 300-313.

Stribling, S. M. (2013). A view of quality and ethics of teacher research in public schools. *Voices of Practitioners*, *8*(1).

COURSE PERFORMANCE EVALUATION
Students are expected to submit all assignments on time in the manner outline below by the instructor.

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 pages 16-21 of the syllabus for additional instructions and the rubric containing criteria for evaluation.

The Integrative Case Study of a Learner is your performance-based assessment (PBA) for EDUC 613. It MUST be submitted to Blackboard for evaluation when the assignment is due. NO final grades will be posted until all materials are on Blackboard.

Assignments:
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 7-10 minute digital presentation, a 1-2 page handout and a brief (5 question) multiple-choice quiz, all of which will be incorporated into our online modules. Each group should also review the readings assigned during the week linked to their learning theory project (see Course Schedule) and prepare at least three discussion board questions that are relevant to the learning theory and readings for that week.
- 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.
- Quiz: **Identify the 5 most critical points about the theory that teachers need to know** and develop multiple-choice questions from those points that your classmates will use to assess their understanding of the learning theory.. Submit the 5 questions AND an answer key to your instructor; the instructor will create a Blackboard quiz from the questions you ask and your peers will take the quiz during the week of your project.
- 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.

Your grade on the learning theory group project will include a peer-collaboration assessment (see rubric on page 11) and a content assessment completed by your instructor (see rubric on page 12).

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 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.

Each group will prepare a digital presentation that relays the above elements. The group will plan engaging ways to teach class members while utilizing technology (some technology *ideas* include: Emaze, Prezi, photo story, an online poster (e.g., using Glogster), video, podcast, or a website). The presentation/teaching event must include multimedia. The group should provide the class a one-page handout. *Course Outcomes D & E*
- NOTE: 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).

Critical Article Review (10%)
Each student will prepare **one critical article review (CAR)**. Articles are available through the library website & additional guidelines will be provided with the assignment. See pages 13-14 of the syllabus for additional instructions and the rubric containing criteria for evaluation.

Portfolio Reflection Point: EDUC 613 (5 points)
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 Core Cohorts 2016-17 Organization site. You will submit Reflection Point 2 to the ASTL Core Cohorts 2016-17 Org site and also upload it to your Professional Portfolio.

> **Prompt for Reflection Point: EDUC 613**
> 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)

Other Requirements:

Class Participation and Professionalism (30%)

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. To do this, it is expected that you will regularly contribute to and engage in discussion forums, as well as to genuinely 'listen' to peers as they do the same. While agreement is not mandatory, consideration and respect for others are. Thus, you must be "present" throughout all discussions and activities. It is expected that you actively build upon your prior knowledge developed in EDUC 612 to connect, question, and extend the discussion with all new posts by citing readings, material in the weekly modules content, and augment these with your personal and educational experiences. In addition to quality participation in discussion forums, each week will include tasks to be completed which are related to each week's content.

We will use Blackboard to communicate regularly in this class. You will be asked to post assignments and responses, read classmates' postings, and actively participate in discussions. Blackboard will be an important vehicle for discussing ongoing work on your major project with group members. In addition to being present in each class, this part of your grade also includes quality participation in class discussions and professionalism in all communication with your professor and your peers. See the rubric in this syllabus for criteria of evaluation.

Technical Requirements

To participate in this course, students will need the following resources:
- A **web camera** on your computer (built-in OR separate) **and a headset microphone** for use with the Blackboard Collaborate web conferencing tool. *Note that some school districts disable built-in cameras or microphones; you may need to purchase an external web camera and/or microphone.*

- **High-speed Internet access** with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- 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 the course requirements.
- Additional software will be required. Adobe Acrobat Reader can be downloaded from: http://get.adobe.com/reader/. Collaborate is a Blackboard-based web conferencing tools that you will need to install upon your first use.

Expectations
- **Course Week:** Our online course is mainly asynchronous, with weeks running from Tuesday-Monday. We will hold approximately 3 synchronous class meetings via Blackboard Collaborate, on Tuesday or Thursday evenings.
- **Log-in Frequency**: Students must actively check the course Blackboard site and their GMU email for communications from the instructor. Plan to check GMU email daily and to log into Blackboard a minimum of 3 times per week. 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 include viewing of 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 and to seek assistance if they are struggling with technical components of the course.
- **Technical Issues**: Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload**: Expect to log in to this course **at least 3 times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, and you are unable to come to the Mason campus, we can meet via telephone or web conference. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.
- **Netiquette:** Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor. *Your professionalism in online communication (email and on Blackboard) is part of your course grade.*

Blackboard Requirements

Every student registered for any ASTL course with a required performance-based assessment (PBA) is required to submit this assessment to Blackboard (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). The PBA for EDUC 613, Case Study of a Learner, must be submitted to Blackboard, and evaluation of the performance-based assessment by the course instructor will also be completed in Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester.

Grading

	Points
Class Participation & Professionalism	30
Cooperative Learning Theory Group Project	15
Critical Article Review	10
Integrative Case Study of a Learner	40
Portfolio Reflection Point 2	5
Total Points	**100**

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

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CLASS SCHEDULE

Required Collaborate sessions & conferences are highlighted in blue, Assignments due highlighted in yellow

Wk	Date	*Readings & Assignments Due*
1 & 2	August 29-Sept. 4 & Sept. 5-11	**Topic: Introduction to How Students Learn** **Read:** Hattie & Yates, Introduction + chapters 1 & 2 Collaborate Session
3	Sept. 12-18	**Topic: Case Study & Learning Theory Group Work** **Read:** Falk & Blumenreich *The Power of Questions* chapter 1 AND Stribling Learning Theory Group Work-time (meet f2f or via Bb Collaborate)
4	Sept. 19-25	**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 9/25*
5	Sept. 26-Oct. 2	**Topic: Individual Differences Learning Factors** **Read:** Hattie & Yates, chapter 19 AND *choose ONE article from selection of readings on Blackboard* Collaborate Session

6	**Oct. 3-9**	**Topic: Motivation & Affective Learning Factors** **Read:** Hattie & Yates, chapters 3 & 4 AND Rosiek: Emotional scaffolding ==*Learning Theory Group Projects due to Bb by Friday 10/6*==
7	**Oct. 10-16**	**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. 17-23**	**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. 24-30**	**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 10/30*==
10	**Oct. 31-Nov. 6**	**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. 7-13**	**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, 11/10**== ==**Feedback to your CFG due by Monday 11/13**==
12	**Nov. 14-20**	**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, 11/17,**== ==**Feedback to your CFG due by Monday 11/20**==
13	**Nov. 21-27 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, 11/27*

14	Nov. 28-Dec. 4	**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. 5-11	**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, 12/9** **Feedback to your CFG due by Monday, 12/11**
16	Dec. 12-15	**Final Work Week: No online module** *Schedule Individual Conferences with instructor if needed* **PBA: Case Study of a Learner due to Bb by THURSDAY 12/14** **Portfolio Reflection 2 due to Bb Org site by Friday 12/15**

CORE VALUES COMMITMENT

The College of Education & 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 http://oai.gmu.edu/the-mason-honor-code/).

- 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 http://ods.gmu.edu/).

- Students must follow the university policy stating that all sound emitting devices shall be silenced 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/ .

***All group members should complete & submit this rubric for each other group member.
The course instructor will use the rubric on the following page.

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	
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 Components	Relies on others to do the work; does not help prepare the project components	Rarely does his/her share; makes some contributions to prepare the project components	Makes many useful contributions in the creation of the project components	Always does his/her share; plays an integral role in the creation of the project components	
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	
				Total (out of 15)	

Comments:

Adapted from Freeman & Brown's Collaboration Rubric

Cooperative learning theory groups:
Assessment of group project content
To be completed by the course instructor

GROUP MEMBERS:							
	No Evidence 0	**Beginning** 1	**Developing** 2	**Proficient** 3	**Skilled** 4	**Exceptional** 5	**SCORE**
Describe & evaluate the learning theory	Provides *no* information about the learning theory	Presents *very limited* information about the learning theory and/or fails to provide relevant project components.	Presents *limited* information about the learning theory and/or fails to provide relevant project components	Presents & organizes an *adequate* amount of information about the learning theory, but presentation of the information may be scattered, project components may lack relevance.	*Adequately* presents & organizes *a great deal of* information about the learning theory's salient principles and assumptions, provides project components	*Clearly, concisely and thoroughly* presents & organizes *a great deal* of information about the learning theory's salient principles and assumptions & provides relevant project components	
Connect the learning theory to literature	Provides *no* references to connect theory to current literature	Provides only *1* reference to current, relevant literature and *does not adequately connect* the theory & 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 *2* references to current, relevant literature AND *adequately* connects the learning theory to 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	
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 *very limited* explanation of the connection between the learning theory & 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.	Either the presentation OR the handout *thoroughly, clearly and convincingly* 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.	
						Total of Above: Project Content Rubric (out of 15)	
						Peer evaluation rubric mean total (out of 15)	
						TOTAL SCORE (out of 30)	

Comments:

EDUC 613
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 needs to write a two to three page Critical Article Review (CAR) (from the 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 style reference for the article at the beginning of your CAR. You should *also* include the article in the reference page.

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.

Critical Article Review Rubric--EDUC 613

	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 RUBRIC EDUC 613

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 *< 20 pts.*	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 *20 pts.*	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 *25 pts.*	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 *30 pts.*

ASTL Portfolio Reflection Point 2 Rubric

ASTL Portfolio Reflection Point 2	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 *0 pts.*			Completely and thoroughly responds to the reflection prompt; Completed on time; submitted to Core Organization site on Blackboard *5 pts.*

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GUIDELINES FOR CASE STUDY OF A LEARNER

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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.

Part I: Learner Profile *(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 students' learning strengths AND needs may be explained by learning theories discussed 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.*

Part II: Goals for the Learner and Recommendations *(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.
  - 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** supports 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**
    - 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 the teacher will reflect on their 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 sought (i.e. what are you hoping to learn from that data source), and what learning factors the data address.

Data source	Information sought	Learning factors addressed

Appendix B: Sample 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.

General Recommendations:
  o 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 complete 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 (in your journal entries.)
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 13/14** 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 Blackboard by December 14th.**

Case Study of a Learner Rubric-- EDUC 613

	Pts	Does not meet standard (Little or no evidence)	Approaches standard (Some evidence)	Meets standard (Clear evidence)	Exceeds standard *(Clear convincing and substantial evidence)*
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 is includes few of the required elements. Relevant data is not used or used ineffectively in description of learner strengths & needs. Learning theories are not connected or not addressed.	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 is not used or used ineffectively in description of learner strengths & needs. Learning theories are not connected or not addressed.	Relevant data is 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 and data. OR Fewer than 3 specific goals for learner are identified, but not clearly connected to learning factors, strengths, needs and data.	Only 3 specific goals for learner are identified and goals connect to all 4 learning factor categories, strengths, needs & data. OR Fewer than 4 specific goals for learner are identified, but not clearly connected to learning factors, strengths, needs 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 *ASTL – Learning Outcome 5*	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 incorporated, as appropriate.	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.
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.