

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

**EDUC 613: DL1 CRN 70844;
How Students Learn
3 credits, Fall 2023
August 21 – December 13, 2023**

Meeting Days/Times

Online: Our week runs Tuesday-Monday starting August 21 through December 13

Faculty: Nancy Holincheck, Ph.D.

Email: nholinch@gmu.edu

Office Hours: By appointment online via Zoom or by phone

Office Location: Thompson Hall 2605

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 by the first day of the 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.

- For a list of Blackboard’s supported browsers, see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
- 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 Zoom 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:
 - 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: 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 Zoom 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 ensure 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 Analyzing, interpreting and reporting research findings

Required Text

*Dana, N. F., & Yendol-Hoppey, D. (2019). *The reflective educator's guide to classroom research: Learning to teach and teaching to learn through practitioner inquiry*. Corwin.

**Safir, S., & Dugan, J. (2021). *Street data: A next-generation model for equity, pedagogy, and school transformation*. Corwin.

*Dana & Yendol-Hoppey text will also be used in EDUC 606.

**Safir & Dugan text is available online at Mason's library.

Other readings will be made available on our course Blackboard site.

Recommended Resources

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). 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, VIA, hard copy).

To access the course, go to the MyMason portal login page at

<https://mymasonportal.gmu.edu>. Your GMU email username 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

<i>Course Outcome Alignment</i>	<i>Assignment</i>	<i>Points</i>
A, C, D, E	Class Participation, Discussion Groups, CFG, & Professionalism	25
D, E	Cooperative Learning Theories Group Project	20
	Reflective Journal Entries	10
B, C, D, E, F	Integrative Case Study of a Learner (PBA) Journal Entries	40
C	Portfolio Reflection Point: EDUC 613	5
	Total Points	100

1. Class Participation and Professionalism (25%)

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 Theories Group Project (20%)

During the first part of the class (each student will be part of a cooperative learning theories group that considers one element of holism (cognitive, emotional, physical, OR spiritual – as discussed in our textbook, Safir & Dugan, 2021, p. 17) and identifies relevant learning theories that have historically or are currently applied to student learning related to this element. You should consider how the learning theories can be used by teachers across grade levels and disciplines to consider student learning in their classrooms and schools. You do not need to identify all possible learning theories or their applications that are relevant – but aim to identify at least a few to help your classmates understand how they can investigate student learning related to this element of holism.

Once you address specific ways in which the learning theories and/or their applications are useful for understanding learning, you will then work with your group to *critically analyze* these learning theories to consider how the theories – or their application – may contribute to assumptions or practices that are inequitable or even damaging to students. Our week 1 Stearns (2019) reading is an example of the kind of thinking you should aim to engage in. You will need to problematize the learning theories and its applications, and highlight the ways that teachers should be careful about using these applications.

Each cooperative learning theories group should (a) prepare a presentation, (b) create an infographic, (c) identify at least one relevant reading for the class to complete related to this element of learning, and (d) a list of discussion questions for your peers to discuss. All of these will be incorporated into our online modules in weeks 6-9. The discussion questions should support your peers' thinking in interpreting your group's infographic AND connecting the readings and learning theories to their classroom teaching.

The required elements of the Cooperative learning theories Group Project are:

- **PREPARE A PRESENTATION:** Keep this short but relevant.
- **CREATE AN INFOGRAPHIC:** Make it fun, colorful, and useful! Keep it focused on the information your peers would need to apply the learning theories in their Case Study of a Learner. For example:
 - What are the 2 or 3 most important things a teacher should know about your learning theories?
 - In what circumstances would an educator be able to explain learning based on your group's learning theories?
 - How can applying the learning theories help us understand our learners better?
- **IDENTIFY A READING:** As you collect resources with your peers, identify at least one reading that will be included with your group project in the module in weeks 6-9. The reading should somehow be related to the element of holism your group is focused on, but may be a very specific application of one learning theory. The

reading should be current (from within the past 6ish years) and relevant to educators.

- **WRITE DISCUSSION QUESTIONS** : Submit at least three discussion questions for use the Dialogue Groups in weeks 6-9. These questions should provide other students an opportunity to comment on connections between the element of holism, weekly readings and the relevant learning theories project.

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

3. 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, recognizing both strengths and areas of need. 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. Additional instructions and the rubric containing criteria for evaluation are included later in the syllabus.

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

4. 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. Additional instructions and the rubric containing criteria for evaluation are included later in the syllabus.

● **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 (7th edition), as well as double-spaced, with 1" margins, and 12-point font (Times New Roman, Calibri, or Arial).**

- **Grading Scale**

| 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. See <https://cehd.gmu.edu/students/polices-procedures/>

CLASS SCHEDULE EDUC 613: Fall 2020

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students. **Required Zoom sessions & conferences are highlighted in green**, **Assignments due highlighted in yellow**, **Drafts and peer feedback are highlighted in blue**.

Wk	Date	Topic	Readings Due	Assignments Due ++ All Weekly Module Content
1 & 2	Aug 22-28 & Aug 29 -Sep 4	Introduction to How Students Learn	<input type="checkbox"/> Stearns, Critiquing SEL - ch 8 <input type="checkbox"/> Dana & Yendol-Hoppey, chapter 1	Zoom Session in week 2 (Dates/Times TBD)
3	Sep 5-11	Case Study and Learning Theories Group Work	<input type="checkbox"/> Street Data - ch 1 <input type="checkbox"/> Lake, An Indian Father's Plea	Learning Theories Group Work-time (meet virtually)
4	Sep 12-18	Research Planning and Learning Theories Group Work	<input type="checkbox"/> Street Data - ch 2 <input type="checkbox"/> Dana & Yendol-Hoppey, ch 2	Select student for case study by this week: Journal entry 1 due by Monday 9/18. Zoom Session (Dates/Times TBD)
5	Sep 19-25	Research Planning and Learning Theories Group Work	<input type="checkbox"/> Dana & Yendol-Hoppey, ch 5 <input type="checkbox"/> Gorski & Pothini, selected cases	Learning theories Group Projects due to Bb by Friday 9/22.
6	Sep 26 - Oct 2	Learning Theories related to Emotional knowledge & learning	<input type="checkbox"/> Jagers et al., 2018 <input type="checkbox"/> Rosiek, Emotional Scaffolding <input type="checkbox"/> Group-Identified Reading	Submit Journal 2: Research Planning Graphic Organizer by Monday 10/2.
7	Oct 3-9	Learning Theories related to Cognitive knowledge & learning	<input type="checkbox"/> Street Data ch 3 <input type="checkbox"/> Group-Identified Reading	Submit Journal 3: Data Collection Planning by Monday 10/9. Zoom Session (Dates/Times TBD)
8	Oct 10-16	Learning Theories related to Physical knowledge & learning	<input type="checkbox"/> Street Data ch 4 <input type="checkbox"/> Group-Identified Reading	
9	Oct 17-23	Learning Theories related to Spiritual knowledge & learning	<input type="checkbox"/> Street Data ch 5 <input type="checkbox"/> Group-Identified Reading	

<i>Wk</i>	<i>Date</i>	<i>Topic</i>	<i>Readings Due</i>	<i>Assignments Due</i> <i>++ All Weekly Module Content</i>
10	Oct 24 - 30	<i>Cultivating Student Identities</i>	<input type="checkbox"/> <i>Street Data ch 6</i> <input type="checkbox"/> <i>Readings posted to Bb</i>	<ul style="list-style-type: none"> ● <i>Individual conference in week 10, 11, or 12.</i> ● <i>Draft of Case Study of a Learner Part I due to CFG for peer review by Monday, 10/27.</i>
11	Oct 31 - Nov 6	<i>Pedagogy of Voice</i>	<input type="checkbox"/> <i>Street Data ch 7</i> <input type="checkbox"/> <i>Dana & Yendol-Hoppey, ch 7</i>	<ul style="list-style-type: none"> ● <i>Individual conference in week 10, 11, or 12.</i> ● <i>Case Study Section 1 Feedback to your CFG due by Monday 11/6.</i>
12	Nov 7-13	<i>Fostering Productive Mindsets</i>	<input type="checkbox"/> <i>Street Data ch 8</i> <input type="checkbox"/> <i>Readings posted to Bb</i>	<ul style="list-style-type: none"> ● <i>Individual conference in week 10, 11, or 12.</i> ● <i>Draft of Case Study of a Learner Part II due to CFG for peer review by Friday, 11/10.</i> ● <i>Feedback to your CFG due by Monday 11/13.</i>
13	Nov 14-20	<i>Bringing it all Together</i>	<input type="checkbox"/> <i>Street Data ch 9 + epilogue</i> <input type="checkbox"/> <i>Readings posted to Bb</i>	<i>Work on Case Study Part III, due to CFG 12/1.</i>
14	Nov 21-27	<i>Thanksgiving Break: No online module</i>	<i>None</i>	<i>Draft of Case Study of a Learner Parts I & II due to Instructor by Monday, 11/28.</i>
15	Nov 28 - Dec 4	<i>Sharing Our Findings, Finalizing Feedback and Looking Forward</i>	<input type="checkbox"/> <i>Readings posted to Bb</i>	<ul style="list-style-type: none"> ● <i>Draft of Case Study of a Learner Part III due to CFG for peer review by Friday, 12/1.</i> ● <i>Feedback due to your CFG by Monday, 12/4.</i>
16	Dec 5-9	<i>Final Work Week: No Online Module</i>	<i>None</i> <i>Schedule individual conferences with instructor if needed</i>	<ul style="list-style-type: none"> ● <i>PBA: Case Study of a Learner due to Bb by Thursday 12/7.</i> ● <i>Portfolio Reflection 2 due to Bb site by Friday 12/8.</i>

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 <https://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 VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>.
- Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- 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, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures 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/> .

Cooperative Learning Theories 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 - 3	Exceptional (Clear, convincing, substantial evidence) 4	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, Class Readings Discussion Questions)	Relies on others to do the work; does not help with the presentation, handout, class readings, and discussion questions in any way	Rarely does their share; makes some contributions to presentation, handout, class readings, and discussion questions	Usually does their share of work; Makes many useful contributions to the presentation, handout, class readings, and discussion questions	Always does their share; completes all tasks as assigned; plays an integral role in the final product (presentation, handout, class readings, and discussion questions) (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 <i>and</i> follows as appropriate	
<i>Adapted from Freeman & Brown's Collaboration Rubric</i>					
Total (out of 20)					

Explanation of scores (this is required):

Cooperative Learning Theories Groups

Project content rubric

To be completed by the course instructor

GROUP MEMBERS:					
	No Evidence 0	Beginning 1	Proficient 2 - 3	Exceptional 4	SCORE
Holistic evaluation of presentation, infographic, class readings, and discussion questions	Multiple elements are missing from project OR overall quality is very low	Quality is <i>limited</i> , discussion questions may not connect to readings; presentation may not be engaging and/or it is not focused; Time guidelines may not be followed	Presentation & Infographic adequately present information on the element of holism and relevant learning theories; Class readings are somewhat connected to discussion questions; technology is utilized; Presentation is focused; Time guidelines are followed	Presentation & Infographic effectively <i>teach</i> other teachers about the element of holism and how different learning theories are relevant. Class reading(s) are relevant; Discussion questions connect well with readings; Technology is utilized well; Presentation and discussion are engaging and focused; Time guidelines are followed	
Describes the relevant learning theories	Provides <i>no</i> information about relevant learning theories	Presents <i>limited</i> relevant and accurate information about relevant learning theories	<i>Adequately</i> presents & organizes accurate information about the learning theories' key principles and assumptions	<i>Clearly, concisely, and thoroughly</i> presents & organizes relevant, accurate information about the learning theories key principles and assumptions	
Connects to practice	Does not connect to student learning and teachers' role in facilitating learning.	The infographic and the presentation provide <i>limited</i> explanation of the connection to student learning and teachers' role in facilitating learning.	Both the infographic and the presentation <i>adequately</i> connect to student learning and teachers' role in facilitating learning. Some examples are provided	Both the infographic and the presentation <i>thoroughly, clearly, and convincingly</i> connect to student learning and teachers' role in facilitating learning. Specific examples in multiple contexts are provided	
Critically analyzes the learning theories and/or their application	<i>Does not</i> critically analyze the learning theories or their application	Analysis of relevant learning theories and/or their application is <i>limited</i> , mainly descriptive, and does not problematize application of learning theories	<i>Some</i> critical analysis of relevant learning theories and/or their application is evident. May superficially describe problems of how theories have been applied.	Provides a thorough critical analysis of the relevant learning theories and their application. Discusses how specific populations may be marginalized by application of (some) learning theories	
Draws on literature	Effectively incorporates <i>NO</i> current, relevant literature	Effectively incorporates 2-3 references to current, relevant literature in the project	Effectively incorporates <i>at least 4</i> references to current, relevant literature in the project	Effectively incorporates <i>at least 5</i> references to current, relevant literature in the project	
Total of above: Project content rubric (out of 20)					
Peer evaluation rubric mean total (out of 20)					
TOTAL SCORE (out of 40)					
Total Score is then cut in half, as the Learning Theories Project is worth 20 points					

Participation and Professionalism Rubric (25 points total)

	Evolving	Competent	Accomplished
Overall Participation	Very few tasks are completed on time AND/OR completed tasks do not demonstrate thoughtful consideration of the content. Zoom session, if scheduled, may not have been attended. The student's communications with professor and peers often demonstrates unprofessional attitude, behavior, or exchange; may be consistently unprepared for small group dialogue opportunities each week.	Most tasks for all weeks are completed on time and demonstrate thoughtfulness. Zoom sessions, if scheduled, were attended and student somewhat engaged with peers and instructor. Demonstrates professionalism in all communications with professor and peers; is mostly prepared for each small group dialogue opportunities each week	All tasks for all weeks are completed on time and demonstrate thoughtfulness. Zoom sessions, if scheduled, were attended and student actively engaged with peers and instructor. Demonstrates professionalism in all communications with professor and peers; is prepared for each small group dialogue opportunities each week
Dialogue Engagement	Small group engagement with peers is inconsistent and rarely active; Readings and weekly content may sometimes be drawn on, but it might not be explicit or consistent; Weekly dialogue reflections may not demonstrate learners' prior and new knowledge; Weekly dialogue reflections may not demonstrate engagement in dialogue that goes beyond superficial consideration of ideas and perspectives; Questioning might be absent or not well communicated;	Small group engagement with peers is mostly consistently active and thoughtful; Readings and weekly content may be somewhat integrated to support thoughtful dialogue engagement (and explicitly referenced); Weekly dialogue reflections demonstrate learners' prior and new knowledge; Weekly dialogue reflections demonstrate engagement in dialogue that mostly goes beyond superficial consideration of ideas and perspectives; As appropriate, questions are sometimes posed for further thought and discussion; Student sometimes critically considers class content and poses questions to push their own thinking and that of their peers;	Small group engagement with peers is consistently active and thoughtful; Readings and weekly content are integrated to support thoughtful dialogue engagement (and explicitly referenced); Weekly dialogue reflections demonstrate learners' prior and new knowledge and understandings; Weekly dialogue reflections demonstrate engagement in dialogue that goes beyond superficial consideration of ideas and perspectives; As appropriate, questions are posed for further thought and discussion; Student consistently critically considers class content and poses questions to push their own thinking and that of their peers;
CFG Engagement	Rarely or never participates in Critical Friends Group work. Feedback is not meaningful, detailed, and constructive. Discounts critical friends' perspectives and questions.	Mostly participates in critical friend(s) group work; meets almost all CFG deadlines; provides meaningful, detailed, and constructive feedback OR consistently participates in critical friends groups on time but feedback is not meaningful, detailed, and constructive; there is no evidence that critical friend perspectives have been considered.	Consistent participation in critical friend(s) work; meets all CFG deadlines; Quality work/questions provided to critical friends for discussion; Thoughtfully considers all perspectives raised by critical friends; Meaningful, detailed, and constructive feedback provided to critical friends.

ASTL Portfolio Reflection Point: EDUC 613 Rubric

<p>ASTL Portfolio Reflection Point: EDUC 613</p>	<p>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 <i>0 pts.</i></p>		<p>Completely and thoroughly responds to the reflection prompt; Completed on time; submitted to Core Organization site on Blackboard <i>5 pts.</i></p>
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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, using a holistic approach (Safir & Dugan, 2021) 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 your student and explain why you selected the student for the case study. You should include your wonderings about the student here.
 - Provide a brief description of the instructional setting to provide context.
- **Description of learner:**
 - **Biological & other traits:** *This 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). Identify at least one strength for each element in the holism model (cognitive, emotional, physical, spiritual).*
 - **Needs:** *Overall educational need(s) of this student (based on data collected by the teacher). Identify at least one area of need for each element in the holism model (cognitive, emotional, physical, spiritual).*
 - **Learning Theories:** *Discuss how the student's learning strengths AND needs may be explained by learning theories learned in class. 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 elements of holism model in our text (Safir & Dugan, 2021) and learner strengths and needs:**

- o Identify specific goals for the individual student. A minimum of four goals should be identified, utilizing the element in the holism model (Safir & Dugan, 2021).
 - Strive to identify at least one learning goal from each element of the holism model (cognitive, emotional, physical, spiritual)
 - 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)
- **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 7 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*? In what ways 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 (7th 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 elements of holism (cognitive, emotional, physical, spiritual) the data addressed. Be sure to reference this table in your Part I.

<i>Data source</i>	<i>Information provided</i>	<i>Which elements of holism are you able to understand from this data?</i>

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 elements of holism (cognitive, emotional, physical, spiritual), related learning theories, research based recommendations, and related literature.

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

General Recommendations:

- o Use headings and subheadings within each section to organize your writing.
- o When citing literature, aim to discuss *ideas* with citation of sources rather than discussion of sources:
 - o *Less of:* Jensen (2005) discusses ways to improve learning in the classroom.
 - o *More of:* One way to improve learning in the classroom is to involve the student in setting their own goals (Pappano, 2013).
- o Submit your complete 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.
6-11	Collect data related to elements of holism (cognitive, emotional, physical, spiritual). 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 elements of holism (cognitive, emotional, physical, spiritual) 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 VIA via Blackboard by December 10th.

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 <i>ASTL – Learning Outcome 1</i> <i>IB Adv Cert Domain 1.1, 2.1, 4.1, 4.2, & 4.3</i>	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 <i>ASTL – Learning Outcome 2</i> <i>IB Adv Cert Domain 1.1, 2.1, 4.1, 4.2, & 4.3</i>	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 <i>ASTL – Learning Outcome 4</i> <i>IB Adv Cert Domain 2.2, 2.3, 3.3, 3.4, & 4.4</i>	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 elements of holism, strengths, needs, theories, and data. OR Fewer than 3 specific goals for learner are identified, but not clearly connected to elements of holism, strengths, needs, theories, and data.	Only 3 specific goals for learner are identified and goals connect to all 4 elements of holism, strengths, needs, theories, & data. OR Fewer than 4 specific goals for learner are identified, but not clearly connected to elements of holism, strengths, needs, theories, and data.	Identifies a minimum of 4 specific goals for learner. Goals connect to all 4 elements of holism. Goals are explicitly connected to learner strengths & needs. Clear and convincing connections to data and to relevant learning theories are made.

<p>Part II: Recommendations ASTL – Learning Outcome 4</p> <p>IB Adv Cert Domain 2.2, 2.3, 3.3, 3.4, & 4.4</p>	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.
<p>Part III: Reflective Self-Evaluation ASTL – Learning Outcome 4</p> <p>IB Adv Cert Domain 2.4, 3.4, & 4.4</p>	8	No reflection included, or what is provided is only cursory.	<p>Very limited discussion of:</p> <ul style="list-style-type: none"> ● Reflecting on the learner ● Reflecting on self as teacher ● Reflecting on the classroom and teaching ● Reflecting on future action <p>One or more of the four elements may be missing</p>	<p>Cursory discussion of:</p> <ul style="list-style-type: none"> ● Reflecting on the learner ● Reflecting on self as teacher ● Reflecting on the classroom and teaching ● Reflecting on future action 	<p>Rich, thorough, meaningful reflective discussion of:</p> <ul style="list-style-type: none"> ● Reflecting on the learner ● Reflecting on self as teacher ● Reflecting on the classroom and teaching ● Reflecting on future action
<p>Appendices ASTL – Learning Outcome 3</p> <p>IB Adv Cert Domain 2.2, 4.2, & 4.4</p>	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 elements of holism. 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 elements of holism. Multiple sample data collection tools are included.
<p>Draft Submitted by Due Dates and CFG Participation</p> <p>ASTL – Learning Outcome 5</p>	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. <i>A minimum of five sources are cited within the paper.</i>
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.