COURSE # AND TITLE  EDLE 636: Adult Motivation and Conflict Management in Education Settings: A Case Study Approach
Robinson A210
Mondays, January 26 – May 10, 2004
4:30PM – 7:10PM

INSTRUCTOR  Dr. Patricia A. Heiselberg
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Patricia.Heiselberg@fcps.edu

Office Hours: By appointment


Others readings as required.

COURSE DESCRIPTION

Focuses on the study of contemporary learning and motivational theories that affect learning organizations. Uses a case study learning approach and simulations to examine conflict mediation and resolution skills and safety and security issues. Focuses on character and ethics education in schools, coaching and mentoring, and adult motivation to support positive behaviors in work settings.

CANDIDATE OUTCOMES

Participants will:

1. Demonstrate an understanding of current theories of learning and motivation with a focus on adults in educational settings.
2. Establish an individual theoretical perspective based on comparing and contrasting current theories.
3. Examine motivational theories in real world settings.
4. Identify activities that promote ethics and character education.
5. Identify issues and strategies relating to coaching and mentoring as an important aspect of leadership development.
6. Identify and demonstrate an awareness of a variety of strategies to improve adult behavior in the educational setting.
7. Identify issues that create conflict in school settings.
8. Using case studies and/or simulations, use a variety of strategies, including effective consensus-building and negotiation skills to reduce conflict among students and staff, to improve school safety and security, and build an inclusive and respectful school environment that promotes a culture of high performance expectations.

RELATIONSHIP TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATION

This course is one of two culminating courses in the Education Leadership Masters degree program. A case study approach examines ways to manage positive and negative adult behavior in educational settings. Students apply concepts taught throughout the Masters program to solve real-life problems in educational setting and have opportunities to demonstrate critical thinking and the knowledge, skills, and dispositions of aspiring administrators.

In relationship to professional organization competencies, participants in this course will demonstrate proficiency in appropriate ISLLC/Endorsement Competencies. With regard to NCATE Curriculum Guidelines, students in this course will demonstrate an understanding of, and capabilities in, all four areas of education leadership: strategic leadership, instructional leadership, organizational leadership, and political and community leadership. The specific standards are listed below.

VA DOE: 1a, 2d, 3b, 3c, 5b, 6a.
ISLLC: 1-K1, 1-K5, 1-K6, 2-K2, 2-K3, 2-K8, 2-P1, 2-P2, 2-P7, 2-P8, 2-P9, 2-P10, 3-K3, 3-K4, 3-P5, 3-P15, 3-P16, 3-P20, 4-P5, 5-K2, 5-K4, 5-P2, 5-P8, 5-P13, 6-K2, 6-K5.
NCATE: Strategic Leadership (1.2); Instructional Leadership (5.3); Organizational Leadership (7.2, 7.5); Political and Community Leadership (11.6).

NATURE OF COURSE DELIVERY

A variety of instructional methods are used in this course to cover the course content and create a dynamic, interactive learning environment. These methods include large- and small-group instructions, cooperative learning activities, media, Internet assignments, lectures, guest practitioners, group presentations, individual research, case studies, and simulations.

COURSE REQUIREMENTS

Access to a computer, the Internet, and email are essential for this course. Candidates are expected to competently use standard computer office tools, such as word processing, spreadsheets, database, and presentation software.

Candidates are expected to attend each class for its entirety. Candidates who must be absent from class are expected to notify the instructor in advance by telephone or email. Candidates who miss more than one class, or who arrive late or leave early, will lose participation points.
Assignments are to be completed by the due date outlined. Assignments submitted late will have points deducted. Assignments submitted more than one week late will not receive credit. All written assignments are to be completed using standard word processing or presentation tools and may be submitted in advance electronically.

GMU HONOR CODE

Candidates are expected to abide by the George Mason University Honor code. Violations (cheating, attempted cheating, plagiarizing, lying, stealing) will be reported to the Honor Committee. Please refer to the University Catalog or www.gmu.edu for the full Honor Code.

EVALUATION AND GRADING

Since this is a graduate-level class, high quality work on all assignments and meaningful class participation is expected. Rubrics will be used in the evaluation of required course work.

Personal Motivation Project (written assignment and oral presentation) 25%**
What Motivates Me? Students will write an expository paper on their personal motivation. The paper should include the origins of the motivation, a description of the people who had considerable influence shaping that motivation and why, how it has been sustained over time and how it connects to one or more current theories.

Reflection Paper (written response to required reading) 20%**

Interview with current educational administrator (identity withheld) on a real-life problem in handling difficult adult behavior 20%**
Students will write a summary of the interview that includes an analysis of the behavior and the solution. The paper should include a personal reflection on the problem and solution.

Case Study Analysis (Final Exam)
Students will respond in writing to a Case Study 25%

Class participation and attendance 10%

**Rubric provided

The grading scale is:

A  = 95 - 100    A - = 90 - 94
B+ = 85 - 89    B  = 80 - 84
C  = 75 -79    F  = 74 or below
## COURSE CONTENT/TOPICS

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| # 1 Feb. 2 | Introductions  
Review of Syllabus  
Using Case Studies  
Motivation |  |
| # 2 Feb. 9 | Theories of Learning and Motivation |  |
| # 3 Feb. 16 | Application of Motivational Issues to Schools |  |
| # 4 Feb. 23 | Issues in Motivation, Ethics, and Character Education |  |
| # 5 March 1 | Personal Motivation  
Presentation of Motivational Papers | Motivational Paper Due |
| # 6 March 15 | Conflict Resolution |  |
| # 7 March 22 | Mediation |  |
| # 8 March 29 | Schools and Security: Prevention and Intervention Strategies  
Simulation: Sample Table Top Exercise |  |
| # 9 April 5 | Conflict Resolution  
Communication Problems | Reflection Paper Due |
| # 10 April 12 | Communication Problems  
Changing Negative Behavior in Adults |  |
<p>| # 11 April 19 | Managing Difficult Behavior in Adults | Interview Assignment Due |
| # 12 Saturday, | EDLE Conference |  |</p>
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