

**George Mason University
Graduate School of Education
Advanced Studies in Teaching and Learning**

**EDUC 613
HOW STUDENTS LEARN (IB Distance Education)
*Fall 2012***

Professor:

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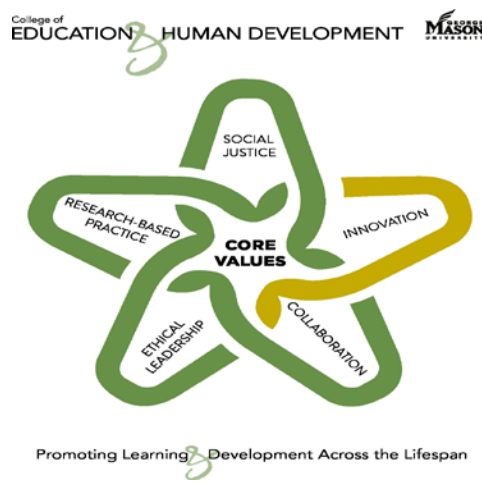
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Office Hours: Before or after class and by appointment

By appointment (via telephone, email, or chat)

COURSE DATES/TIMES/LOCATIONS: MyMason

Online Dates: Week runs Monday-Sunday - starting the Week of August 20 – thru the Week of October 2-28 (Case Study Due by midnight October 28)



I. 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.

Prerequisites: Admission to Graduate School and ASTL Course EDUC 612

II. COURSE GOALS AND PROCESS

The focus of EDUC 613 is to extend teachers' ability to recognize individual differences, understand student development and learning, treat students equitably in all domains of learning, and analyze how he or she is managing and monitoring student learning.

STUDENT LEARNING OUTCOMES – By the completion of EDUC 613, participants will be able to:

- define learning and learner-centered teaching;
- develop the ability to link observational data of learners to individualizing learning in the classroom;
- examine a teacher's role as a facilitator and scaffolder of learning;
- identify and apply learning theories ;
- read, analyze, and reflect on course readings to examine influences on the processes of learning; and
- develop an in-depth case study of one student.

The **performance-based assessment and major course product for EDUC 613** is to create an integrative case study of one learner. **This performance-based assessment (PBA) MUST be uploaded and submitted to Taskstream for evaluation when the assignment is due. ONLY PBAs posted to Taskstream will be graded. This means NO final grades will be posted until all materials are on Taskstream.**

III. RELATIONSHIP TO PROGRAM GOALS & PROFESSIONAL ORGANIZATION

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 aligned with the National Board for Professional Teaching Standards' (NBPTS) propositions, specifically with

- Proposition 1 – Teachers are committed to students and their learning.
- Proposition 3 – Teachers are responsible for managing and monitoring student learning
- Proposition 4 – 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
- Teachers use technology to facilitate student learning and their own professional development.

EDUC 613 embodies the five Core Values of the College of Education and Human Development

- Collaboration
- Ethical Leadership
- Innovation
- Research-based Practices
- Social Justice

IV. REQUIRED TEXTS

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

V. NATURE OF COURSE DELIVERY

This course will be delivered using asynchronous (not “real time) format with the use of the Blackboard 9.1 course management system on the MyMason portal. Course delivery will be through mini-lectures, experiential learning activities, cooperative learning groups based on learning theorists, and case study groups linking student learning to national standards and program/student outcomes. Additional learning activities include:

- *Presentations* (i.e., mini-lectures, often assisted by Power Point and other visuals);
- *Discussions* (i.e., active involvement of students in learning by asking questions that provoke critical thinking and verbal interaction);
- *Cooperative learning* (i.e., small group structure emphasizing learning from and with others);
- *Collaborative learning* (i.e., heterogeneous groups in an interdisciplinary context);
- *Student sharing and mini-presentations*;
- *Videos*;
- *Blackboard Learning System* web-based course management and portal system.

To participate in this course, students will need the following resources:

- Internet access (Check the list of compatible, supported Web browsers at https://mymasonportal.gmu.edu/webapps/portal/frameset.jsp?tab_group_id=230_1)
- GMU email account
- MS Office 2007 or later, or OpenOffice 2007 or later desktop software
- Adobe Flash Player, available for free downloading at <http://get.adobe.com/flashplayer>
- A Learning Guide Module for each session can be found on MyMason/Blackboard.

The Blackboard course site will be open to students week of August 20. To access the course, go to the MyMason portal login page at

<https://mymasonportal.gmu.edu/webapps/portal/frameset.jsp>. **Your GMU email user name is also your MyMason Portal ID and your GMU email password is also your MyMason Portal password. After logging in, click on the COURSES tab at the top of the page to see your list of course, then select EDUC 613 How Students Learn Fall 2012.**

VI. RELATED RESOURCES

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

VII. REFERENCES FOR ASSIGNED ARTICLES AND BOOK CHAPTERS – Online at E-Reserves (scroll to EDUC 613 section 6L1, scroll to Shanon Hardy for Instructor, and type in *classroom* for the password)

Alexander, P. A. (2006). Shared learning and shared instruction. In P. A. Alexander (Ed.) *Psychology in learning and instruction* (pp. 239-2670). Upper Saddle River, NJ: Pearson Education.

Beland, K. (2007). Boosting social and emotional competence. *Educational Leadership*, 64(7), 68-71.

Cobb, C., & Mayer, J. D. (2000). Emotional intelligence. *Educational Leadership* 58(3), 72-75.

D’Arcangelo, M. (2000). The scientist in the crib. *Educational Leadership* 58(3), 8-13.
(handout)

Denig, S. J. (2004). Multiple intelligences and learning styles: Two complementary dimensions. *Teachers College Record* 106,(1) 96-111/

Shaywitz, W. E., & Shaywitz, B. (2007). What neuroscience really tells us about reading instruction. *Educational Leadership*, 64(5), 74-76.

White, C. S., & Coleman, M. (2000). Cognitive and Language Development. In C. S. White & M. Coleman (Eds). *Early childhood education* (pp.114-145). Upper Saddle River, NJ: Prentice Hall.

Willis, J. (2007). The gully in the “brain glitch” theory. *Educational Leadership*, 64(5), 68 -73.

SUPPLEMENTAL READINGS—*Online at Electronic Reserves:*

Articles Incorporating Multiple Learning Factors

Brandt, R. (2000). On teaching brains to think: A conversation with Robert Sylwester. *Educational Leadership* 57(7), 72-75.

D’Arcangelo, M. (1998). The brains behind the brain. *Educational Leadership* 56(3), 20-25.

Fisher, K., & Rose, L. T. (2001). Webs of skill: How students learn. *Educational Leadership* 59(3), 6-12.

Friedrichs, J. (2001). Brain-friendly techniques for improving memory. *Educational Leadership* 59(3), 76-69.

Galley, M. (Jan. 23, 2002). Boys to men. *Education Week*, 26-28.

Gibbons, M. (2004). Pardon me, didn't I hear a paradigm shift? *Phi Delta Kappan* 85(6), 461-467.

Jensen, E. (2000). Moving with the brain in mind. *Educational Leadership* 58(3), 34-37.

Jensen, E. (2001). Fragile brains. *Educational Leadership* 59(3), 32-36.

Levine, M. (2003). Celebrating diverse minds. *Educational Leadership*, 61(2). 12-18.

Shelton, C. (2000). Portraits in emotional awareness. *Educational Leadership* 58(1), 30-32.

Thousand, J. & Villa, R. (2003). Making inclusive education work. *Educational Leadership*, 61(2). 19-23.

Tomlinson, C. (2003). Deciding to teach them all. *Educational Leadership*, 61(2). 7-11.

Urban, V. (1999). Eugene's story: A case for caring. *Educational Leadership* 56(6), 69-70.

Willard-Holt, C. (2003). Raising education for the gifted. *Educational Leadership*, 61(2). 72-96.

VIII. COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

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

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

NOTE: To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to www.gmu.edu.

IX. GENERAL REQUIREMENTS:

A. Class attendance is both important and assumed. If, due to illness or an emergency, you will not be in class or finish assignments online, you must contact the instructor via email or phone. Students with more than two absences may drop a letter grade.

B. All assignments are due no later than **11:59 PM EDT** 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 the *Calendar* of our Bb course site.

- **Grades for assignments date-stamped in Blackboard after the due date will be reduced by 10%. No late submissions will be accepted after the course end-date.** Early submissions are always welcome!
- 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.**

It is expected that assignments will be turned in on time (the beginning of the class in which they are due). It is recognized that students occasionally have exceptional circumstances that prevent work completion. If such a dilemma arises, please speak to the instructor in a timely fashion (i.e., before the due date).

C. As stated in the ASTL core handbook students must become familiar with APA (American Psychological Association) writing/formatting style. All written assignments prepared outside of

class will be evaluated for content and presentation as graduate-level writing. The American Psychological Association, Sixth Edition (APA) style will be followed. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If you are not confident of your own ability to catch errors, have another person proofread your work. When in doubt, check the APA manual: <http://www.apastyle.org/pubmanual.html> Portions of the APA manual also appear at the Style Manuals link on the GMU web guide at <http://library.gmu.edu/resources/edu/>. Note that the APA manual is also listed as a related resource.

D. **WORKLOAD and CLASS DISCUSSION**

Expect to log in to this course **at least three times a week** to read announcements, participate in the discussions, and work on course materials. If there is anything you don't understand, or if work or personal challenges threaten to derail your progress, please drop me a note as quickly as possible or call me, and we'll talk. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** to which you are expected to adhere.

Additionally, the completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, it is critical for you to keep up with readings and to participate in class.

- There is a **weekly** discussion question (DQ) posted by the instructor under the **DISCUSSION BOARD** link of our course site's left-hand navigation menu.
- Each week you are expected to contribute to the class discussion in a meaningful way. Your comments should **add significantly** to the discussion by suggesting other solutions, pointing out problems, even totally disagreeing.
- Make sure you substantiate your comments with reasons drawn from our class readings and, whenever possible, relate your own "real world" experiences to the subject matter of the class.
- **It is a required part of your grade that you actively participate in these discussions.** I will evaluate your input based on the **quality** of your responses, whether your responses were **timely** and met the deadline, and the ability of your comments to **motivate** others in a collaborative effort.
- To learn how your discussion responses are evaluated, please consult the *Discussion Forum Rubric* posted in the **Grading Rubrics** folder under the **COURSE CONTENT** area of the Blackboard course site. A copy of the rubric is also included at the end of this syllabus.
- Please check your responses for grammar, spelling and tone prior to posting.
- Our discussion goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be easily misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others not take them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do my best to do the same. Remember, you're not competing with each other for grades, but sharing information and learning from one another.

E.. According to university policy, all beepers and cell phones should be turned off before face-to-face classes begin.

ASSIGNMENTS (DELIVERABLES) AND EVALUATION CRITERIA

All students must obtain and use their GMU email account.

1. CRITICAL JOURNAL WRITING (20%)

Each student will prepare **three critical journal responses (CJR)** that are due at different times throughout the **course (#1 – week of Sept. 3-9, #2 – week of Sept. 17-23 , #3 – week of Oct. 15-21)**. Articles are available on the library E-Reserves. See the appropriate section of the syllabus for additional instructions and the rubric containing criteria for evaluation. (Outcomes A, B, and C)

2. LEARNING THEORY WEBSITE PROJECT (15%)

Learning Theory Website (15%). Each student will create a website concerning a selected educational theorist. Each discussant should: 1) address the salient principles and assumptions about learning, 2) reference current articles that address learning from that theoretical perspective, and 3) relate that theory to the teacher's role in facilitating learning (websites and resources will be provided in class). The discussant should provide a one-page, reflective summary of the salient ideas and make clear where he or she stands on that theory and why. The website will be posted on MyMason. The discussant will present learning theorist salient points to class members online and may consider a variety of ways to share the information i.e. powerpoint slide show, youtube video, podcast, **or a website. The use of Web 2.0 (i.e. web applications that facilitate interactive collaborating, designing, and sharing of information on the World Wide Web) provides further options for preparing a presentation including the following: a) nonlinear presentation using prezzi at <http://prezi.com>, b) a photo story using Photo Story 3 for Windows, c) an online poster using <http://edu.glogster.com>, or d) a collaborative presentation using Google Docs. The form used must be accessible to the instructor.** See syllabus for the rubric that will be used to evaluate learning theorist website.

3. INTEGRATIVE CASE STUDY OF A LEARNER (50%)

Each student will identify one learner and follow that learner over a 6-week period. 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 data you collect, including descriptive narratives, anecdotal records, artifacts, and interview results will comprise the core of your case study essay. You will then make some recommendations for working with your case study student based on insights from your work. Finally you will evaluate what you yourself have learned from following one student over time. (See pp. 17-22 for specific guidelines for form and content. Rubrics containing **Criteria for Evaluation** are included on pp. 20-22). *(Please note that **15 of the total case study points** are associated with the three draft sections due to Instructor. (Outcomes B, C, D, E, and F)

This performance-based assessment (PBA) MUST be uploaded *and* submitted to Taskstream for evaluation when the assignment is due. ONLY PBAs posted to Taskstream will be graded. This means NO final grades will be posted until all materials are on Taskstream.

4. DISCUSSION BOARDS, CLASS DISCUSSION, JOURNAL ENTRIES AND BLACKBOARD POSTINGS (15%)

Periodically in EDUC 613 you will be asked to hand in journal entries or post a reflection on Blackboard. **Check Learning Guide on Blackboard for other assignments. You will also be asked to hand in Reflection Point #1 (the first reflection required for the ASTL program portfolio – see below) at the conclusion of EDUC 613. Reflection Point One is Due week of October 15-21.** The content of the different entries and postings will be discussed in class. The criteria for evaluating the entries and postings is found in rubric for discussion participation (at end of syllabus).

Grading Scale:

A =	94-100
A- =	90-93
B+ =	85-89
B =	80-84
C =	70-79
F =	Did not meet course requirements

Reflection Point 1:

In this section, you will focus on how coursework, related readings, and products in EDUC 612 and 613 have led you to think more deeply about the learning process and your own students, as well as your own learning. Please reflect on your own learning and your growth and change at this point in the Core. In your reflection, please address any of the applicable eight program learning outcomes and the ways in which the performance assessments included thus far in the Core provide evidence of this knowledge.

Suggested course products to be used as evidence of knowledge:

1. Multigenre Paper (EDUC 612)
2. Teacher Beliefs Statement (EDUC 612)
3. Case Study of Learner (EDUC 613)
4. Website from Learning Theorist (EDUC 613)
5. Other item(s), as selected by individual (such as excerpts from reflective journal)

PROPOSED CLASS SCHEDULE

Date	Topic/Learning Experiences	Readings and Assignments for This Class
<p>Week of August 20 - 26</p> <p>Learning Guide on MyMason</p>	<ul style="list-style-type: none"> • Introduction to the Course • Define learning, learner-centered experiences, cycle of learning • Getting Students Ready to Learn • Learning Styles: Who are we as learners? • <i>Affective Learning Factors</i> Emotions and Learning – Part I Getting the brain's attention Threats, stress, and learning • Introduce Case Study Example 	<p>Read</p> <p>Jensen, Ch 1, 2 & 3</p> <p>RESOURCE : Scientist in the Crib</p> <p>APA website: http://www.apa.org/ed/governance/bea/learner-centered.pdf</p> <p>ACTIVITY: Complete the learning styles/multiple intelligences survey on http://surfaquarium.com/MI/inventory.htm</p>
<p>Week of August 27 – Sept. 2</p> <p>Learning Guide on MyMason</p>	<ul style="list-style-type: none"> • Review APA and IB Learner Profile • <i>Affective Learning Factors</i> Emotions and Learning Part II Motivation & Rewards Learning climate • <i>Personal & Social Learning Factors</i> Coop Learning • Select Learning Theorist: Reinforcement Theory: Skinner Self-Efficacy and Social Learning: Bandura Socio-cultural Theory: Vygotsky Developmental Theory: Piaget 	<p>Read</p> <p>Denig, Multiple intelligences and learning styles: Two complementary dimensions</p> <p>D'Arcangelo, The scientist in the crib.</p> <p>Rosiek article, Emotional scaffolding: An exploration of the teacher knowledge at the intersection of student emotion and the subject matter</p> <p>Jensen Ch. 5, 6</p> <p>ACTIVITY: YOU TUBE – Emotional Intelligence http://www.youtube.com/watch?v=wJhfKYzKc0s</p> <p>ACTIVITY: Review critical journal response example – evaluate with the rubric in syllabus. Send score in assignment folder.</p>

		DISCUSSION BOARD DUE: How do you see yourself using LS and MI Theory in your classroom next year?
<p>Week of Sept. 3 – 9</p> <p>Learning Guide on MyMason</p>	<ul style="list-style-type: none"> • <i>Personal & Social Learning Factors Continued</i> <p>Collaboration Cooperative/Shared Teaching Peer Tutoring Equity, caring, and respect</p> <ul style="list-style-type: none"> • Review: websites for learning theorists; begin development of website for sharing of theorist (DUE week of Oct. 1-7) • Co-teaching Scenario Discussion Board • Begin to select a student for case study 	<p>Read Jensen, Ch. 7, & 8</p> <p>Cobb & Mayer, Emotional intelligence: What the research says</p> <p>Alexander, Ch 11 pp. 240-251</p> <p>Alexander, Ch 11 pp. 251-267 Beland, Boosting social and emotional competence.</p> <p>ACTIVITY: YouTube Co-Teaching Scenarios http://www.youtube.com/watch?v=r5kxv69N-MY</p> <p>First Critical Journal Response Due – Affective Factor OR Personal & Social</p>
<p>Week of Sept. 10-16</p> <p>Learning Guide on MyMason</p>	<ul style="list-style-type: none"> • <i>Developmental Learning Factors Movement and Learning</i> • <i>Case Study Resource #1 – example of case study</i> • Critical Periods of Development • <i>Intellectual Learning Factors Brain as Meaning Maker Revisiting MI</i> • Case Study Handout #2 and 3 – data collection – follow process online activity • Overview/Preview of Case Study Assignment Requirements 	<p>Read Bailey, Are critical periods critical for early childhood education? The role of timing in early childhood pedagogy.</p> <p>White & Coleman, Ch. 5</p> <p>Jensen, Ch. 9, 10 Willis, The Gully in the “Brain Glitch Theory”</p> <p>Shaywitz & Shaywitz, What Neuroscience Really Tells Us About Reading Instruction</p> <p>ACTIVITY: Complete Venn Diagram comparing Shaywitz & Shaywitz and Willis</p> <p>ACTIVITY: Using brainstorm sheet, which learning factors would you select for the student in scenario</p>

<p>Week of Sept. 17 – 23</p> <p>Learning Guide on MyMason</p>	<ul style="list-style-type: none"> • <i>Intellectual</i> --Memory and Recall • Memory exercises websites • Case Study Handouts – review all; examples of case study (in folder on MyMason) 	<p>On site observation, data collection, and interviewing for case study</p> <p>ACTIVITY: Online collaborate with peer and share your draft of setting and description</p> <p>DISCUSSION BOARD DUE</p> <p>SECOND Critical Journal Response Due –Developmental and Intellectual Learning Factors</p>
<p>Week of Sept. 24 – 30</p> <p>Learning Guide on MyMason</p>	<ul style="list-style-type: none"> • <i>Individual Learning Factors</i> • Introduction to Individual Learning Factor: Video: Mel Levine • Review of Multiple Intelligences and Learning Styles: Bunk (Willingham discussion) 	<p>Read Jensen, Ch. 11</p> <p>Alexander, Ch. 5, Learning and teaching in academic domains</p> <p>ACTIVITY: Create a response to Willingham on his dismissal of the importance of learning styles</p> <p>On Blog: Discuss learning styles</p> <p>Read Supplemental Readings related to learning factors for your case study</p> <p>Draft of Setting and Description; Learning Factors and Data Sources Due for Instructor Review (5 POINTS) (CS, Part I)</p>
<p>Week of Oct. 1-7</p> <p>Learning Guide on MyMason</p>	<ul style="list-style-type: none"> • <i>Review of All Learning Factors and APA Learner Centered Principles and Brain Based Teaching and Learning</i> • <i>Jensen Video</i> 	<p>Learning Theorist Website Due Online</p> <p>Jensen, Ch. 11, 12</p> <p>Draft of Hypothesis to Peer</p>
<p>Week of Oct. 8 - 14</p> <p>Learning Guide on MyMason</p>	<ul style="list-style-type: none"> • <i>Review and Synthesis of Learning Factors</i> • <i>Integrative Case Study Discussion</i> 	<p>Print out Case Study Handouts posted on BB</p> <p>Maintain journal writing now focused on your case study learner</p> <p>Blackboard Discussion DUE</p>

		<p>Read Supplemental Readings related to learning factors for your case study</p> <p>Draft of Hypotheses Due for Instructor Review (5 POINTS) (CS, Part II)</p> <p>On site observation, data collection, and interviewing for case study</p>
<p>Week of Oct. 15 – 21</p> <p>Learning Guide on MyMason</p>	<p><i>Individual Learning Factors</i></p> <p><i>Integrative Case Study: Setting and Description; Learning Factors and Data Sources</i></p>	<p>Read Supplemental Readings related to learning factors for your case study</p> <p>Sternberg, Grigorenko, & Kidd, Intelligence, race, and genetics (Complete reading guide)</p> <p>On site observation, data collection, and interviewing for case study</p> <p>Critical Journal Response #3 Due-- Individual Learning Factors</p> <p>Draft of Making Recommendations/Self Analysis and Reflection for Instructor Review (5 POINTS) (CS, Part III)</p>
<p>Week of Oct. 22-28</p> <p>Learning Guide on MyMason</p>	<p><i>Integrative Case Study: Setting and Description; Learning Factors and Data Sources; Hypothesis and Making Recommendations</i></p> <p>Course Evaluation Online Share Reflection from Case Study Process</p> <p>Synthesizing Class: Autobiographical Discussion: How Does This New Information About Learning Apply To Me in My Professional Role? Where Do I Go From Here?</p>	<p>Reflection Point One Due Final Case Study Version Due Upload to Taskstream</p>

Critical Journal Responses

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 journal response 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 journal responses 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 Journal Response (CJR) on 3 articles (from the list of articles that correspond to the different learning factors – CJR one is on an article from the affective and personal/social learning factor lists; CJR two is on an article from the developmental and intellectual learning factor lists and CJR three is on an article from the individual learning factor list). The CJR 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 CJR**). Each CJR needs to include a clear description or summary of the article content, what the reading *mean 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:

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.

ARTICLES TO CHOOSE FROM FOR CRITICAL JOURNAL RESPONSES

For Critical Journal Response One (Choose one article to critique from affective and personal/social learning factors)

Affective Learning Factors

Vespo, J. E., Capece, D., & Behforooz, B. (2006). Effects of the nurturing curriculum on social, emotional, and academic behaviors in kindergarten classrooms. *Journal of Research in Childhood Education*, 20(4), 275-285.

Putwain, D. W., Kearsley, R., & Symes, W. (2012). Do creativity self-beliefs predict literacy achievement and motivation? *Learning and Individual Differences*, 22, 370-374.

Personal and Social Learning Factors

Ebrahim, A. (2012). The effect of cooperative learning strategies on elementary students' science achievement and social skills in Kuwait. *International Journal of Science & Mathematics Education*, 10(2), 293-314.

Jones, T., & Sterling, D. (2011). Cooperative learning in an inclusive science classroom. *Science Scope*, 35(3), 24-28.

For Critical Journal Response Two (Choose one article to critique from developmental and intellectual learning factors)

Developmental Learning Factors

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.

Hardiman, M. M. (2001). Connecting brain research with dimensions of learning. *Educational Leadership*, 59(3), 52-55.

Intellectual Learning Factors

Brand, S. T. (2006). Facilitating emergent literacy skills: A literature-based, multiple intelligence approach. *Journal of Research in Childhood Education*, 21(2), 133-148.

Kazemi, E., & Stipek, D. (2001). Promoting conceptual thinking in four upper-elementary mathematics classrooms. *The Elementary School Journal*, 102(1), 60-80.

Hoerr, T. (2004). How MI informs teaching at New City School. *Teachers College Record*, 106(1), 40-48.

Levine, M. (2007). The essential cognitive backpack. *Educational Leadership*, 64(7), 16-22.

For Critical Journal Response Three (Choose one article to critique from individual learning factors)

Individual Learning Factors

Hickey, M. G. (2004). "Can I pick more than one project?" Case studies of five teachers who used MI-based instructional planning. *Teachers College Record*, 106(1), 77-86.

Sternberg, R. J., Grigorenko, E. L., & Kidd, K. K. (2005). Intelligence, race, and genetics. *American Psychologist*, 60(1), 46-59.

GUIDELINES FOR INTEGRATIVE CASE STUDY

The goal of this case study is to create a rich, meaningful picture of *one learner* by synthesizing all of the information you have collected 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 can see the world from the student's point of view; what catches his or her attention; what arouses curiosity; and what sustains interest. The case study will include a descriptive and analytic discussion of the learner, and a reflective evaluation of you as a learner.

Part One: Descriptive Discussion: Here you will include the following:

- Introduction: Overview of case study
- Physical description of the student: Age, race, exceptionality, languages, general appearance. Why did you select this particular student?
- Background: Relevant facts about parents, siblings, extended family, and what they say about the student (if available). Describe socioeconomic, ethnic/linguistic background, including home language. Note preferences and interests.
- Other significant information reported *without interpretation*: May include divorce, death, illness, substance abuse, geographic upheaval, the student's previous school experience (if available)
- Setting: A brief description of the classroom and school philosophy, curricular emphasis, and attendance. Discuss relevant characteristics of the instructional context in which learning is occurring.
- Describe the major aspects of at least three learning factors (i.e., intellectual, affective, personal and social, developmental, and individual needs) that characterize your learner. This may include relationships in school and out of school, in small or large groups, and with or without adults.
- Summary paragraph

Part Two: Analytic Discussion: Here you will analyze your descriptive data in a thoughtful discussion of the following:

- Introductory paragraph
- Make some hypotheses about *why* this child learns in this way, based securely on the information you have. Here you will rely on theoretical perspectives to support your assertions about learning (e.g., Gardner, Bloom, Vygotsky, Bandura).
- Using your data, discuss and analyze the student's ways of learning, learning challenges, and learning strengths. Show how the different learning factors affect one another and influence that student's learning.
- Make research-based recommendations. Given your understanding of this learner, write about the specific ways in which you, the teacher, could best support this student's strengths and provide help for areas of difficulty. What kinds of learning experiences would be important for this student to have in school? Tell why. The answer to this may involve such things as the learning environment, the curricular approach, kinds of teaching styles, the materials to be used, the kind of relationships needed, and more.
- Summary paragraph

Part Three. Reflective Self-Evaluation. Here you will rethink your understanding of how students learn. In your reflection, tell whether or not you are pleased with having selected this student.

- In your reflection, tell whether or not you are pleased with having selected this student. What particular lessons did this student teach you about you, about human beings, about learning, or anything else? Have your ideas and feelings about this student and your relationship with him or her changed during this study? Your comments following your observations will be helpful to you here.
- What did you learn about other students in the class or about the group as a whole as a result of your study? Did you find anything about the *hidden curricular* aspect of the classroom (i.e., unplanned influences from the physical environment, scheduling, interaction patterns) as a result of your study?
- How has this process changed the way you teach, think about, or relate to students as learners?

Part Four. References. Use APA (6th edition) guidelines for the reference list

Part Five. Appendix. This is where you put all the observational data and evidence that you have collected as noted above. Use APA (6th edition) guidelines for organizing and citing your appendixes (Ex.: Appendix A).

Case Study Timeline

<u>Week</u>	<u>Tasks to be Accomplished</u>
1-3	Choose your student as soon as you can. Write description (draft copy) of your setting and your student (Part One). Submit online draft of setting and descriptions; learning factors and data sources week of Sept. 24-30.
2-4	Collect data/evidence of learning factors and begin analysis of learning factors (Part Two). Write hypothesis and making recommendations. Submit online draft of hypotheses week of Oct. 8-14.
4-5	Continue analysis and data collection. Submit online draft of making recommendations week of October.15-21. May also send draft of self analysis and reflection to instructor.
5-6	Write reflective discussion (Part Three); complete final draft of case study to upload to Taskstream. Final case study due by 11:59pm. Oct. 28.

EDUC 613: INTEGRATIVE CASE STUDY RUBRIC

	No Evidence F	<i>Beginning</i> (Limited evidence) C	<i>Developing</i> (Clear evidence) B	<i>Accomplished</i> (Clear, convincing and substantial evidence) A
<p>Descriptive Discussion 15 points</p> <p>NBPTS – Learning Outcome 1 ASTL – Learning Outcome 1</p>	<p>Case study includes two or fewer descriptive elements listed under Accomplished</p>	<p>Case study includes three of the six descriptive elements listed under Accomplished</p>	<p>Case study includes Three or four of the five descriptive elements listed under Accomplished</p>	<p>Case study includes:</p> <ul style="list-style-type: none"> *Introduction *SES, ethnic, linguistic background (5 pts.) *Physical description *Background *Setting *Other significant information (5 pts.) *At least three learning factors that characterize your learner (5 pts.)
<p>Analytic Discussion 35 points</p> <p>NBPTS – Learning Outcome 3 ASTL – Learning Outcome 3</p>	<p>No analysis included</p>	<p>Case study includes three of the five elements OR Discussion includes only one learning factor</p>	<p>Case study includes cursory discussion of hypotheses, theoretical perspectives, learning factors, student’s ways of learning, and recommendations OR Case includes only four of the five elements OR Discussion includes only two learning Factors</p>	<p>Case study includes thoughtful, thorough, and reflective discussion of:</p> <ul style="list-style-type: none"> *Introduction *Hypotheses about <i>why</i> the child learns this way *Theoretical perspectives about student learning *How the three learning factors affect one another and influence the student’s learning (15 pts.) *Student’s ways of learning, learning challenges, learning strengths (5 pts.) *Research-based recommendations based on your understanding of this learner (15 pts.)

Reflective Self-Evaluation 20 points NBPTS – Learning Outcome 4 ASTL – Learning Outcome 4	No reflection included	Very limited discussion <i>OR</i> One of the four elements is missing	Cursory discussion of: *Your choice of this student *Lessons you learned *Your ideas and feelings *Changes in the way you teach, think about or relate to students as learners	Rich, thorough discussion of: *Your choice of this student *Lessons you learned about learning and yourself as a learner *Your ideas and feelings about learning (15 pts.) *Changes in the way you teach, think about, or relate to students as learners (Insights about yourself) (5 pts.)
Appendix 5 points NBPTS – Learning Outcome 3 ASTL – Learning Outcome 3	No appendixes included	*Appendixes are included, but they do not relate to the descriptive, analytic, and reflective discussion *Appendixes do not include observational data and/or evidence that support your hypotheses and recommendations	*Appendixes show a weak relation to the descriptive, analytic, and reflective discussion *Appendixes are missing observational data or evidence that supports your hypotheses and recommendations	*Appendixes relate strongly to the descriptive, analytic, and reflective discussions *Appendixes include observational data and evidence that support your hypotheses and recommendations
Draft Sections Submitted by Due Date 15 points	No drafts submitted.	One draft submitted to instructor by due date.	Two drafts submitted to instructor by due dates.	All three drafts submitted to instructor by due dates.

<p>Referencing 5 points</p> <p>NBPTS – Learning Outcome 4 ASTL – Learning Outcome 4</p>	<p>No evidence of references OR References are not in APA style.</p>	<p>*Limited use of course readings and other current readings *References contain errors</p>	<p>*Course readings and other current readings are referenced. *References contain minor errors.</p>	<p>*The paper integrates course readings and other current, authoritative relevant readings that are properly referenced. *References are in APA style.</p>
<p>Overall Style 5 points</p> <p>NBPTS – Learning Outcome 4 ASTL – Learning Outcome 4</p>	<p>Contains many grammatical errors or error patterns</p>	<p>Lacks in grammatical or stylistic form OR contains many errors or error patterns</p>	<p>Grammatically and stylistically well written, but contains some errors or error patterns.</p>	<p>Grammatically and stylistically well written with few errors or error patterns.</p>

EDUC 613 -- Critical Journal Response
Rubric for First Submission

	No Evidence	<i>Beginning</i> (Limited evidence)	<i>Developing</i> (Clear evidence)	<i>Accomplished</i> (Clear, convincing and substantial evidence)
APA References	No evidence of references OR References are not in APA style. (0 points)	References lack some compliance with correct APA style (0 points)	References are in APA styled, but contain some minor errors (.5 point)	References are done in APA style (5 th edition) (1 point)
Description	Description is unclear with no inclusion of key points (0)	Describes different points included in the article (.5)	Describes the article accurately (1)	Describes and synthesizes the key points accurately and concisely (2)
Analysis, Application and Interpretation	Section does not address strengths and weaknesses of article; does not include supporting sources (0)	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 (.5)	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 (1)	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 (2)
Reflection	Describes general thoughts about article (0)	Includes only a short reflective statement or does not make personal connections to the article (.5)	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 (1)	Includes a strong reflective statement that connects journal article to classroom practice and clear statement of personal connections to the article (2)
Clarity of Writing (Mechanics)	Contains many grammatical errors or error patterns (0)	Lacks in grammatical or stylistic form OR contains many errors or error patterns (0)	Grammatically and stylistically well written, but contains some errors or error patterns. (.5)	Grammatically and stylistically well written with few errors or error patterns. (1)

**EDUC 613 --Critical Journal Response
Rubric for Second and Third Submission**

	No Evidence	<i>Beginning</i> (Limited evidence)	<i>Developing</i> (Clear evidence)	<i>Accomplished</i> (Clear, convincing and substantial evidence)
APA References	No evidence of references OR References are not in APA style. (0 points)	References lack some compliance with correct APA style (0 points)	References are in APA styled, but contain some minor errors (1 point)	References are done in APA style (5 th edition) (2 points)
Description	Description is unclear with no inclusion of key points (0)	Describes different points included in the article (1)	Describes the article accurately (2)	Describes and synthesizes the key points accurately and concisely (3)
Analysis, Application and Interpretation	Section does not address strengths and weaknesses of article; does not include supporting sources (0)	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 (.5)	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)	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)
Reflection	Describes general thoughts about article (1)	Includes only a short reflective statement or does not make personal connections to the article (2)	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 (3)	Includes a strong reflective statement that connects journal article to classroom practice and clear statement of personal connections to the article (4)
Clarity of Writing (Mechanics)	Contains many grammatical errors or error patterns (0)	Lacks in grammatical or stylistic form OR contains many errors or error patterns (0)	Grammatically and stylistically well written, but contains some errors or error patterns. (1)	Grammatically and stylistically well written with few errors or error patterns. (2)

**EDUC 613 -- RUBRIC FOR ASYNCHRONOUS DISCUSSION PARTICIPATION; CLASS DISCUSSION;
JOURNAL POSTINGS**

	LEVEL OF PERFORMANCE			
Criteria	No Evidence (0)	Beginning (1)	Developing (2)	Accomplished (3)
Frequency	Participates not at all	Participates 1-2 times on the same day.	Participates 3-4 times but postings not distributed throughout week.	Participates 4-5 times throughout the week.
Initial Assignment Posting	Posts no assignment	Posts adequate assignment with superficial thought and preparation; doesn't address all aspects of the task.	Posts well developed assignments that address all aspects of the task; lacks full development of concepts.	Posts well developed assignments that fully address and develop all aspects of the task.
Follow Up Postings	Posts no follow-up responses to instructor or others.	Posts shallow contribution to discussion (e.g., agrees or disagrees); does not enrich discussion.	Elaborates on an existing posting with further comment or observation.	Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts.
References & Support	Includes no references or supporting experience.	Uses personal experience, but no references to readings or research.	Incorporates some references from literature and personal experience.	Uses references to literature, readings, or personal experience to support comments.
Clarity & Mechanics	Posts long, unorganized, inappropriate or rude content containing multiple errors.	Communicates in friendly, courteous and helpful manner with some errors in clarity or mechanics.	Contributes valuable information to discussion with minor clarity or mechanics errors.	Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors.

**EDUC 613: How Students Learn
Learning Theorist Website Rubric**

Name: _____

	No Evidence 0	Beginning (Limited evidence) 1	Developing (Clear evidence) 2	Accomplished (Clear, convincing, substantial evidence) 3	SCORE
Salient Points of Theory and Theorist	Does not provide salient points of theory or theorist	Provides 1-2 salient points concerning theory and theorist	Provides 3-4 salient points concerning theory and theorist	Provides multiple (5+) salient points concerning theory and theorist	
Classroom Application	Does not relate theory to classroom practices.	Provides little information on how theory aligns with classroom practices.	Provides comprehensive information on how theory aligns with classroom practices.	Provides meaningful, comprehensive information on how theory aligns with classroom practices – uses examples.	
Technology	Does not use technology in project	Creates a powerpoint for theorist information with little information.	Creates a powerpoint for theorist information with much information.	Uses 2.0 web technology tools to create website.	
Resource Documentation	None of the resources concerning theory or theorist used are documented	Documentation is incomplete or poorly done.	Documentation is mostly complete with one or two errors	All text, graphics, sounds and multimedia resources are documented; no APA errors.	
Audience	Tone of language and graphics not appropriate	Audience is not defined or poorly defined through confusing use of tone and language structure	Tone of language and graphics are mostly appropriate for audience.	Tone or language and graphics appropriate for audience; audience well defined.	
				TOTAL Out of 15	

Comments:

A = 15-13; B+ = 12-11; B = 10-9; B-8-7; C = 6-5; F = < 5