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

EDUC 613.DL1 / EDUC 613.6H1
CRN 81933 / 80965
EDUC 613.DL2
CRN 81934
HOW STUDENTS LEARN
3 credits, Fall 2014 (Summer/Fall Hybrid)

Meeting Times/Days:
Summer 2014:
Tuesday 7/1: 6:30-7:20 pm: Music & Theatre Building 1004
Thurs July 17 & Tues July 22: 11:30 am – 2:30 pm: Thompson 1017
Thurs July 17 & Tues July 22: 7-10 pm: Thompson L004
Online modules due on 7/13 & 8/3
Fall 2014: Online via Blackboard: Aug 25 – December 15

Professor:
Nancy Holincheck, Ph.D., NBCT
Office Hours: By appointment. Online via skype or collaborate by appointment.
Office Location: 2507 Thompson Hall   **Office Phone:** 703-993-8136   **E-mail**: nholinch@gmu.edu

COURSE DESCRIPTION:
This is an 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.
Prerequisites: Admission to Graduate School and ASTL Course EDUC 612

DELIVERY METHOD:
This course will be delivered 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 "@masonlive.gmu.edu) and email password. The course site will be
available as soon as possible. Until the course site is available we will work within the ASTL Organization site
(ASTL Core Cohort 2014-15).

TECHNICAL REQUIREMENTS:
To participate in this course, students will need the following resources:
- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla
  Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of
  communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download
  trial software to their computer or tablet as part of the course requirements.
- Additional software will be required. Adobe Acrobat Reader can be downloaded from:
  http://get.adobe.com/reader/. Collaborate is a Blackboard-based web conferencing tools that you will
  need to install upon your first use.

- A web camera on your computer (built-in OR separate) and a headset microphone for use with the Blackboard Collaborate web conferencing tool. *Note that some school districts disable built-in cameras; you may need to purchase an external web camera.*

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

LEARNER OUTCOMES/OBJECTIVES:
As a result of EDUC 613, ASTL 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.

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

REQUIRED TEXTS

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

RELATED RESOURCES

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

We will also use one of the textbooks required for EDU 612:

Falk, B., & Blumenreich, M., (2005). *The power of questions: A guide to teacher and student research.* Portsmouth, NH: Heinemann.

REFERENCES FOR ASSIGNED ARTICLES & BOOK EXCERPTS

Bailey, D. B. Jr., (2002). Are critical periods critical for early childhood education? The role of timing in early childhood pedagogy. *Early Childhood Research Quarterly, 17*, 281-294.

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

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

Diemand-Yauman, C., Oppenheimer, D.M., & Vaughan, E.B. (2011). Fortune favors the bold (and the italicized): Effects of disfluency on educational outcomes. *Cognition, 118*, 111-115.

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

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

Jensen, E. (2008). A fresh look at brain-based education. *Phi Delta Kappan, 89*, 408-417.

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

Pappano, L. (2013). 'Grit' and the new character education. *Harvard Education Letter, 29*, 1-3.

Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2009). Learning styles: Concepts and evidence. *Psychological Science in the Public Interest, 9*(3), 105-119.

Rosiek, J. (2003). Emotional scaffolding: An exploration of the teacher knowledge at the intersection of student emotion and the subject matter. *Journal of Teacher Education, 54,* 399–412.

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

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

COURSE ASSIGNMENTS

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

1. **Class Participation and Professionalism (30 points)**
   EDUC 613 operates under the assumption that knowledge is socially constructed and the most meaningful learning opportunities include those where learners have the opportunity to offer and explore diverse perspectives with peers. To do this, it is expected that you will regularly contribute to and engage in discussion forums, as well as to genuinely 'listen' to peers as they do the same. While agreement is not mandatory, consideration and respect for others are. Thus, you must be "present" throughout all discussions and activities. It is expected that you actively build upon your prior knowledge developed in EDUC 612 to connect, question, and extend the discussion with all new posts by citing readings, material in the weekly modules content, and augment these with your personal and educational experiences. In addition to quality participation in discussion forums, each week will include tasks to be completed which are related to each week's content, such as reading responses or development of your cultural inquiry in a journal format.

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

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

3.   **Cooperative Learning Theory Group Project (15%)**
Each student will be part of a cooperative learning theory group that applies a theoretical perspective to learning and discusses its implications for teaching.
Each discussant should:
1) **Describe & evaluate the learning theory:** address the salient principles and assumptions about learning,
2) **Connect the theory to relevant, current literature:** reference current articles that address learning from that theoretical perspective, and
3) **Connect the theory to practice:** relate that theory to the teacher's role in facilitating learning.
The discussant should provide the other class members a one-page, reflective summary of the salient ideas and make clear where he or she stands on that theory and why. Each group will prepare a digital presentation that highlights the major points and concepts of the theorist. The discussant should consider a variety of ways to share the information and salient points to class members, including technology (e.g., a narrated Prezi, Powerpoint or Google docs slide show (using a Screencast tool), a photo story, an online poster (e.g. using Glogster), Youtube video, podcast, or an interactive website).

4.   **Integrative Case Study of a Learner (40%)** *(Performance-Based Assessment)*
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.

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.

5.   **Portfolio Reflection Point 2 (5 points)**
As a part of the ASTL Core, participants will continue to build their Professional Portfolio and will add Reflection Point #2 (see the box below) at the conclusion of EDUC 613. For additional detailed information about this Reflection Point, as well as the remainder of the Portfolio, please refer to the Portfolio Guidelines posted in the ASTL Core Cohorts 2014-15 Organization site. You will submit Reflection Point 2 to the ASTL Core Cohorts 2014-15 Org site and also upload it to your Professional Portfolio

Grading Scale:
A =   94-100

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

Prompt for Reflection Point 2: EDUC 613
In this section, you will focus on how coursework, related readings, and products in EDUC 613 have led you to think more deeply about the learning process, the factors that influence an individual's learning, and your own students. As you reflect on your own learning and your growth and change at this point in the Core, please address any of the applicable eight program learning outcomes and the ways in which the performance assessments included in this section provide evidence of your knowledge.

Suggested course products which may be provided as evidence of knowledge:
1. Case Study of a Learner (EDUC 613)
2. Learning Theory Group product (EDUC 613)
3. Other, as selected by individual (be specific)

TASKSTREAM REQUIREMENTS

Every student registered for any Advanced Studies in Teaching and Learning course <u>with a required performance-based assessment</u> is required to submit this assessment, Case Study of a Learner to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

GMU POLICIES AND RESOURCES FOR STUDENTS

a. Students must adhere to the guidelines of the George Mason University Honor Code (See **http://oai.gmu.edu/honor-code/**).

b. Students must follow the university policy for Responsible Use of Computing (See **http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/**).

c. 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.

d. 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/**).

e. 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/**).

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. 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/**).

PROFESSIONAL DISPOSITIONS

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

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: **http://cehd.gmu.edu/values/**.

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website http://gse.gmu.edu/.

CLASS SCHEDULE:
Summer 2014

Date	Class Topic and In-Class Activities	Readings & Assignments Due
July 1 **Class One:** 6:30-7:10 pm *Music & Theatre 1004*	• Introduction to the Course •	*No readings or assignments due*
July 2-13: **Class 2:** **Online Module 1** *due July 13* *Location: Blackboard*	• Introduction to Online Learning • Discussion: What is Learning? • Examining education research: who is it for, what do we look for in it, what is most useful to you? • What questions do you have related to your own classroom?	**Due by July 13:** All asynchronous tasks in module, including: • Read F & B: chapters 1 & 2 • Post video introduction to Icebreakers/Intro Discussion Board • Brief Journal entry related to module content
July 17 **Class 3:** 11:30 am-2:30 pm **OR** 7-10 pm *Location Thompson Rm TBA*	• Learner-centered classroom: what does it look like? • Case Study Overview • APA Learner Centered Principles • Teacher as Researcher • Form Cooperative Learning Theory Groups	Read Falk & Blumenreich (F&B), chapters 3 & 4
July 22 **Class 4:** 11:30 am-2:30 pm **OR** 7-10 pm *Location Thompson Rm TBA*	• Overview of research methods for case study • Practice with research methods: data collection & analysis • Work with learning theory group	Read Falk & Blumenreich (F&B), chapters 5 & 6
July 14-27: **Class 5:** **Online Module 2** *due* *July 27* *Location: Blackboard*	• Overview of learning theories • Digging deeper into APA Learner Centered Principles • Online work with learning theory group (Learning Theory Group Project due by August 31)	**Due by July 27:** All asynchronous tasks in module, including: • Jensen chapters 2 & 3 • Collaborative work with your learning theory group • Participate in Discussion Board • Brief Journal entry related to module

Fall 2014

Date	Readings & Assignments Due
Class 6: **Online Module 3** *due 8/31*	**Due by August 31:** **<u>Motivational & Affective Learning Factors</u>** **Readings:** • Jensen (textbook): chapter 3 • Pashler, McDaniel, Rohrer & Bjork: Learning styles: Concepts & evidence • Rosiek: Emotional scaffolding **<u>Assignments Due:</u>** <mark>**Learning Theorist Group Project due by 8/31**</mark>
	9/1-9/7: Independent work week & get ahead on module 4
Class 7: **Online Module 4** *due 9/14*	**Due by September 14:** **<u>Motivational & Affective Learning Factors, cont'd</u>** • Socio-Emotional Learning Theories Group's Project embedded in module content <mark>**Collaborate Session**</mark> **Readings:** • Jensen (textbook): chapters 5 & 8 • Pappano: 'Grit' and the new character education • Dweck: excerpt from *Mindset*
Class 8: **Online Module 5** *due 9/21*	**Due by September 21:** **<u>Developmental & Social Learning Factors</u>** • Social Learning Theories Group's Project embedded in module content **Readings:** • Jensen (textbook): chapters 4 & 7 • Sharan: Cooperative learning for academic and social gains • Bailey: Are critical periods critical for early childhood education? **<u>Assignments Due:</u>** <mark>**Selection of student for case study due by 9/21**</mark>
	9/22-9/29: Independent work week & get ahead on module 6
Class 9: **Online Module 6** *due 10/5*	**Due by October 5:** **<u>Developmental & Social Learning Factors, cont'd</u>** • Constructivist Learning Theories Group's Project embedded in module content **Readings:** • Jensen (textbook): chapter 6 • Falk & Blumenreich (textbook): chapter 7 • Review Falk & Blumenreich (textbook), chapter 6 **<u>Assignments Due:</u>** <mark>**Critical Article Review due by 10/19, 11:59 pm**</mark>
	10/6-10/12: Independent work week & get ahead on module 7 <mark>**Collaborate Session**</mark>
Class 10: **Online Module 7** *due 10/19*	**Due by October 19:** **<u>Cognitive & Metacognitive Learning Factors</u>** • Cognitive Learning Theories Group's Project embedded in module content **Readings:** • Jensen (textbook): Chapters 9 & 10 • Joseph: Metacognition needed
Class 11: **Online Module 8** *due 10/26*	**Due by October 26:** **<u>Cognitive & Metacognitive Learning Factors, cont'd</u>** • Behaviorist Learning Theories Group's Project embedded in module content **Readings:** • Hattie & Yates, *Visible learning and the science of how we learn,* ch. 16 • Brown, Roediger & McDaniel: excerpt from *Make it stick: The science of successful learning* • Diemand-Yauman, Oppenheimer & Vaughan: Effects of disfluency on educational outcomes

	Assignments Due: ==**Draft of Case Study Part I: Learning Factors and Data Sources due to CFG by Thursday, 10/23**== ==**Feedback to Critical Friend on their CS Part I draft due by Sunday, 10/26**==
	10/27-11/2: Independent work week & get ahead on module 9
Class 12: **Online Module** **9** *due 11/9*	**Due by November 9:** **Individual Differences Learning Factors** **Readings:** • Falk & Blumenreich (textbook): chapter 8 • Sternberg, Grigorenko & Kidd: Intelligence, race and genetics *(Note: This reading may change, please check reading schedule on blackboard)* ==**Draft of Case Study Part II: Analytical Discussion due to CFG by Thursday, 11/6**== ==**Feedback to Critical Friend on their CS Part II draft due by Sunday, 11/9**==
	11/10-11/16: Independent work week or get ahead on module 10
Class 13: **Online Module** **10** *due 11/23*	**Due by November 23:** **Individual Differences Learning Factors, cont'd** *Individual Conferences via Skype or Collaborate* **Readings:** • Jensen (textbook), chapters 11 & 12 **Assignments Due:** ==**Draft of Case Study Part I & II due to Instructor by Sunday, 11/23**== **(updated based on CFG feedback)**
	11/24-11/30: Thanksgiving Break & Independent work week
Class 14: **Online Module** **11** *due 12/7*	**Due by December 7:** **Bringing it all together** **Readings:** • Jensen, A Fresh Look at Brain-Based Education (PDK article) **Assignments Due:** ==**Draft of Case Study Part III: Reflective Discussion due to CFG by Thursday, 12/4**== ==**Feedback to Critical Friend on their CS Part III draft due by Sunday, 12/7**==
December 14	**Case Study of a Learner (PBA)** **DUE TO Taskstream by Sunday, December 14th, 11:59 pm**
December 15	**Portfolio Reflection Point 2** **due to ASTL Organization site by Monday, December 15th, 11:59 pm**

EDUC 613
CRITICAL ARTICLE REVIEW (CAR)

Objective: To engage learners thoughtfully and meaningfully with current learning research and theory, and to apply their emergent analyses and reflections to classroom practices and application. The purpose of the critical article review assignment is to engage students in a thoughtful process that will help them become critical consumers of the research literature on how students learn, and will bring current course readings and additional research in the field together with classroom practice. The critical article review will require that you formulate thoughts on paper and connect those thoughts to current research.

Each student needs to write a two to three page Critical Article Review (CAR) (from the list of articles that correspond to the different learning factors). The CAR should include the following parts: description; analysis, application and interpretation; and reflection on the content and its meaning to you in your current/future professional role. Your article summary needs to include the article reference in APA style (at the beginning of the CAR). Each CAR needs to include a clear description or summary of the article content, what the reading *means to you* as an educator, *how you relate to the ideas of the author,* and how and why you *can or cannot apply* these ideas into your current or future practice.

Details to guide you in your analysis:

Article Reference: Provide an APA style reference for the article at the beginning of your CAR. You should *also* include the article in the reference page.

Description: Describes and summarizes the main points of the article. This tells briefly **what** the article is about. One to two paragraphs in length only.

Analysis, **Application, and Interpretation:** This section is where you, the critic/analyzer, apply your knowledge to comment on the theory(ies), core ideas, or research described and discussed in the article This section focuses on your interpretation of the material based on related course readings. This section tells **how or why**. In this section, you need to compare and contrast the author's (or authors') points to other readings by using **at least *three* supporting sources from related readings.** Cite references within the text and include a references page at the end of your journal critique (*using correct APA style)*. These citations may be taken from your text, other supporting articles read for class, or articles you may have read on your own.

Reflection: In this section you need to connect the article you are analyzing/critiquing to yourself and your own classroom practice. You need to address the question: What does this article mean to you? Your reflection on the reading should include a synthesis of the material personally and an evaluation of your description and analysis (which includes what this means to you as an educator). Think about what you would/might do **similarly** or **differently,** and **why,** to help students learn. Or, you may want to talk about what you learned through the article that will help you in the future in your particular teaching context. This section should personalize the description, analysis, and interpretation to your individual situation.

Critical Article Review Rubric--EDUC 613

	No Evidence	*Beginning* (Limited evidence)	*Developing* (Clear evidence)	*Accomplished* (Clear, convincing and substantial evidence)
Description	Description is unclear with no inclusion of key points (0 points)	Reference for article may be missing from beginning of article. Describes the article briefly (0.5 points)	Reference for article is provided at beginning of article. Describes the article accurately with little synthesis (1 point)	Reference for article provided in APA style at beginning of article. Describes and synthesizes the key points accurately and concisely (2 points)
Analysis, Application and Interpretation	Section does not address strengths and weaknesses of article; does not include supporting sources (0 points)	Section includes interpretation by addressing only strengths of the article, does not compare and contrast points from articles to related readings; includes one supporting sources from related readings (1 point)	Section includes interpretation by addressing strengths and weaknesses of the article, compares and contrasts points from articles to related readings; includes two supporting sources from related readings (2 points)	Includes analysis, application, an interpretation by addressing strengths and weaknesses of the article, tells why points are strengths or weaknesses; compares and contrasts points from articles to related readings; includes three or more supporting sources from related readings (3 points)
Reflection	Describes general thoughts about article (0 points)	Includes only a short reflective statement or does not make personal connections to the article (1 points)	Includes reflective statement with connections to classroom practice; needs to delve more deeply into the application to the classroom or personal connections to the article (2 points)	Includes a strong reflective statement that connects journal article to classroom practice and clear statement of personal connections to the article (3 points)
APA References & Clarity of Writing (Mechanics)	Contains many grammatical errors or error patterns. No evidence of APA style references. (0 points)	Lacks in grammatical or stylistic form OR contains many errors or error patterns. References lack some compliance with correct APA 6th style (0.5 points)	Grammatically and stylistically well written, but contains some errors or error patterns. References are in APA style but contain some minor errors. (1 point)	Grammatically and stylistically well written with few errors or error patterns. Reference list & in-text citations are in APA style (6th edition. (2 points)

PARTICIPATION RUBRIC EDUC 613

30 points total	Unsatisfactory	Basic	Proficient	Distinguished
Participation and Professionalism	The student is chronically late for class; absences are not documented by following the procedures outlined in the syllabus; The student is often unprepared for class; Student does not actively participate in discussions; The student's communications with professor and peers is usually unprofessional *< 20 pts.*	The student may be late or miss class more than once; follows outlined procedures in case of absence; Student may be unprepared for class more than once; Student participates at least peripherally in group and class discussions; The student is somewhat engaged in all classes and sometimes or rarely pushes their own and their peers' thinking; Student may occasionally demonstrate unprofessionalism in communications with professor and peers *20 pts.*	The student is engaged in all classes; is on time; is prepared; follows outlined procedures in case of absence; the student makes active contributions to the learning group and class; The student may usually, but not always, critically consider content and/or pose questions; demonstrates professionalism in all communications with professor and peers *25 pts.*	The student is engaged in all classes- is on time to every class; is prepared for every class; follows outlined procedures in case of absence; The student actively participates in small and/or whole group class meetings by meaningfully contributing to each class session; Student critically considers class content and poses questions to push their own thinking and that of their peers; demonstrates professionalism in all communications with professor and peers *30 pts.*

ASTL Portfolio Reflection Point 2 Rubric

ASTL Portfolio Reflection Point 2	May not completely or thoroughly respond to the prompt; May not have been completed on time or at all; may not have been submitted to Core Organization site on Blackboard *0 pts.*			Completely and thoroughly responds to the reflection prompt; Completed on time; submitted to Core Organization site on Blackboard *5 pts.*

George Mason University
EDUC 613: How Students Learn
COOPERATIVE LEARNING THEORY GROUPS:
Peer evaluation rubric
All group members should complete & submit this rubric for each other group member.
The course instructor will use the rubric on the following page.

Name of Student Completing Rubric:					
Name of Group Member Being Evaluated:					
	No Evidence 0	**Beginning** (Limited evidence) 1	**Proficient** (Clear evidence) 2	**Exceptional** (Clear, convincing, substantial evidence) 3	**SCORE**
Research & Information Gathering	Does not collect any useful information	Collects very little useful information	Collects some information related to topic	Collects a great deal of useful information	
Attendance & Punctuality	Does not attend meetings or have work ready as promised	Sometimes attends meetings and has work ready as promised	Usually attends meetings and has work ready when promised	Always attends meetings and has work ready as promised	
Sharing Tasks & Preparing the Project Handout	Relies on others to do the work; does not help prepare the handout	Rarely does his/her share; makes some contributions to prepare the handout	Makes many useful contributions in the creation of the handout	Always does his/her share; plays an integral role in the creation of the handout	
Communicating	Dominates OR does not participate in the conversation & decision making	Often dominates discussion and decision making OR makes few contributions	Makes some useful contributions based on group conversations	Listens carefully, makes useful comments, facilitates decision making	
Cooperation	Consistently hard to get along with	Sometimes makes getting along difficult	Is a good team player; follows others' leads	Helps the team work together for success	
				Total (out of 15)	

Comments:

Adapted from Freeman & Brown's Collaboration Rubric

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

GROUP MEMBERS:							
	No Evidence 0	**Beginning** 1	**Developing** 2	**Proficient** 3	**Skilled** 4	**Exceptional** 5	**SCORE**
Describe & evaluate the learning theory	Provides *no* information about the learning theory	Presents *very limited* information about the learning theory	Presents *limited* information about the learning theory	Presents & organizes an *adequate* amount of information about the learning theory, but presentation of the information may be scattered.	*Adequately* presents & organizes *a great deal of* information about the learning theory's salient principles and assumptions	*Clearly, concisely and thoroughly* presents & organizes *a great deal* of information about the learning theory's salient principles and assumptions	
Connect the learning theory to literature	Provides *no* references to connect theory to current literature	Provides only *1* reference to current, relevant literature and *does not adequately connect* the theory & literature	Provides *2* references to current, relevant literature but *does not connect* theory & literature OR Provides only *1* reference and *clearly connects* the theory & the literature	Provides *2* references to current, relevant literature AND *adequately* connects the learning theory to the literature	Provides *at least 3* references to current relevant literature AND *adequately* connects the learning theory to the literature	Provides *at least 3* references to current, relevant literature AND *thoroughly, clearly and convincingly* connects the learning theory to the literature	
Connect the learning theory to practice	Neither the presentation nor the handout explain how the learning theory connects to teacher's role in facilitating learning.	Both the presentation AND the handout provide *very limited* explanation of the connection between the learning theory & teacher's role in facilitating learning.	Both the presentation AND the handout provide *limited* explanation of the connection between the learning theory & teacher's role in facilitating learning	Both the presentation AND the handout *adequately* explain how the learning theory explains/ describes the teacher's role in facilitating learning.	Either the presentation OR the handout *thoroughly, clearly and convincingly* explain how the learning theory explains/ describes the teacher's role in facilitating learning.	Both the presentation AND the handout *thoroughly, clearly and convincingly* explain how the learning theory explains/describes the teacher's role in facilitating learning.	
					Total of Above: Project Content Rubric (out of 15)		
					Peer evaluation rubric mean total (out of 15)		
					TOTAL SCORE (out of 30)		

Comments:

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: <u>Descriptive Discussion</u>: (6/40 points): 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.

- *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.

- *Other significant information reported <u>without interpretation</u>:* May include divorce, death, illness, substance abuse, geographic upheaval, the student's previous school experience (if available)

- *Learning Factors:* Describe the major aspects of at least three learning factors (cognitive/metacognitive, motivational/affective, developmental/social, and individual differences) that characterize your learner.

- *Data Collection Chart:* Create a summary table of the data source (e.g. student, parent, student records, teacher), information sought (e.g. interview, observation, test scores) and how the data helped you address the learning factors that characterize the learner.

Data Source	Information Sought	Learning factors addressed

- *Summary paragraph*

Part Two: <u>Analytic Discussion</u> (12/40 points): Here you will analyze your descriptive data in a thoughtful discussion of the following:

- Introductory paragraph

- *Student Learning:* Discuss and analyze the student's ways of learning, learning strengths and additional learning needs. Explicitly and clearly reference your data (appendices) and use your data to support your statements about the student. What are areas for potential growth for this student and why?

- *Theoretical Perspectives:* Develop potential explanations for why this child learns in this way, based on the data you have collected and educational theories. Here you will rely on theoretical perspectives to support your assertions about learning (e.g., Learning Theory Projects)

- *Learning Factors:* Examine how the different learning factors that you identified in Part One (at least 3) influence your student's learning. Consider how the different learning factors affect one another. Use your data to describe and analyze the student's learning in reference to each of the learning factors.

- *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. You should reference your data as well as current, relevant literature as you address the following:
  - Specific areas of need
  - Possible strategies you could implement and why
  - Challenges to implementing these strategies
  - Supporting literature (use APA-style in-text citations)

- Summary paragraph

Part Three. <u>Reflective Self-Evaluation</u>. (10/40 points): Here you will rethink your understanding of how students learn.

- Introductory paragraph

- *The learner and learning:* In your reflection, discuss how you now understand the learner better. 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.

- *The teacher researcher*: What do you now understand about yourself as a teacher better? 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?

- *The classroom and 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 changed the way you teach, think about, or relate to students as learners? 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?

- *Reflecting forward:* What changes could you make in the classroom as a result of what you learned from the case study? How will these changes impact student learning? Consider a specific lesson, unit, activity or assessment that you could add or change as a result of what you have learned about this individual student. Describe what you would do differently (than now) and how it would impact student learning. This would be an excellent opportunity to cite research to support your ideas.

- Summary Paragraph

Part Four. References. (2/40 points): Use APA (6th edition) guidelines for the reference list and in-text citations

Part Five. Appendices. (2/40 points): All of your observational data and evidence that you collect should be included as appendices. Each appendix will reference one piece of data (e.g. one interview, observation or survey response). Appendices should be ordered alphabetically (e.g. Appendix A, Appendix B…), and cited throughout the Case Study using APA (6th edition) guidelines for organizing and citing your appendixes.

General Recommendations:

- Use headings within each section to organize your writing.

- When citing literature, aim to discuss *ideas* with citation of sources rather than discussion of sources:
  - *Less of:* "Jensen (2005) discusses ways to improve learning in the classroom,"
  - *More of:* "One way to improve learning in the classroom is to involve the student in setting their own goals (Pappano, 2013).

- Submit your complete drafts to your Critical Friend Group (CFG) and to your instructor *on time*. There are 6/40 points allotted for timely submission of your complete drafts.

Case Study Timeline
(August 28 – December 11)

Weeks	Tasks to be Accomplished
1-5	Choose your case study student. Get to know him/her and begin collecting relevant data.
6-11	Write a (draft) of Part One (your setting and your student). Get critical friend (CF) feedback on Part One. Integrate CF feedback. During this time you should also be collecting data (evidence) related to learning factors for Part Two.
12-14	Collect data (evidence) of learning factors and begin Part Two (analysis of learning factors). Get critical friend (CF) feedback on Part Two. Integrate CF feedback. Submit a draft of Parts One and Two to BB **November 20** for instructor feedback.
14-16	Continue analysis and data collection; Revise Parts One and Two.
14-15	Write Part Three (reflective discussion); Get CF feedback during week of **December 4.** Present case study findings on **December 4.** Complete final version of case study to submit.
16	**Submit FINAL version of case study to TaskStream on December 11th .**

Integrative Case Study Rubric-- EDUC 613

	Points	No Evidence	Beginning (Limited evidence)	Developing (Clear evidence)	Accomplished (Clear, convincing, & substantial evidence)
Descriptive Discussion *ASTL – Learning Outcome 1* *IB Adv Cert Domain 1.1, 2.1, 4.1, 4.2, & 4.3*	6	Case study includes a thorough and meaningful description of 3 or fewer of the components listed at right.	Case study includes a thorough and meaningful description of only 4 of the 5 following components: • Physical description • Background, including SES, ethnic, linguistic background • Setting • Other significant information • At least three learning factors that characterize your learner • Data collection chart	Case study includes a thorough and meaningful description of only 5 of the 5 following components: • Physical description • Background, including SES, ethnic, linguistic background • Setting • Other significant information • At least three learning factors that characterize your learner • Data collection chart	Case study includes a thorough and meaningful description of all of the following 6 components: • Physical description • Background, including SES, ethnic, linguistic background • Setting • Other significant information • At least three learning factors that characterize your learner • Data collection chart
Analytic Discussion *ASTL – Learning Outcome 3* *IB Adv Cert Domain 2.2, 2.3, 3.3, 3.4, & 4.4*	12	No analysis included	Case study includes limited discussion of student learning, theoretical perspectives, learning factors, and recommendations **OR** Case includes thoughtful, thorough, and meaningful discussion of only 2 of the 4 elements **OR** Discussion includes only one learning factor	Case study includes cursory discussion of student learning, theoretical perspectives, learning factors, and recommendations **OR** Case includes thoughtful, thorough, and meaningful discussion of only 3 of the 4 elements **OR** Discussion includes only two learning factors	Case study includes thoughtful, thorough, and meaningful discussion of: • Student learning • Theoretical perspectives • Learning factors • Research-based recommendations
Reflective Self-Evaluation *ASTL – Learning Outcome 4* *IB Adv Cert Domain 2.4, 3.4, & 4.4*	10	No reflection included	Very limited discussion of: • The learner and learning • The researcher • The classroom and teaching • Reflecting forward One or more of the four elements may be missing	Cursory discussion of: • The learner and learning • The researcher • The classroom and teaching • Reflecting forward	Rich, thorough, meaningful discussion of the following: • The learner and learning • The researcher • The classroom and teaching • Reflecting forward

Appendices *ASTL – Learning Outcome 3* *IB Adv Cert Domain 2.2, 4.2, & 4.4*	2	No appendixes included	Appendixes: • are included, but do not relate to the descriptive, analytic, and reflective discussion • do not include observational data and/or evidence that support your inferences and recommendations	Appendixes: • are missing observational data or evidence that supports your inferences and recommendations • show a weak relation to the descriptive, analytic, and reflective discussion	Appendixes: • include observational data and evidence that support your inferences and recommendations • relate strongly to the descriptive, analytic, and reflective discussions
Draft Submitted by Due Date	6	No drafts submitted.	One or two drafts submitted to CFG and instructor by due date.	Three of the four drafts submitted to CFG and instructor by due dates.	All drafts submitted to CFG and to instructor by due dates.
APA Style *ASTL – Learning Outcome 4*	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.	The paper integrates course readings and other current, authoritative relevant readings that are properly cited and referenced; References are in APA style.
Overall Style *ASTL – Learning Outcome 4*	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.