

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

**EDUC 613: DL1 CRN 70730;
How Students Learn
3 credits, Fall 2024
*August 26 – December 18, 2024***

Meeting Days/Times

*Online: Our week runs Tuesday-Monday starting August 26 through December 18
See course schedule for synchronous online meeting weeks*

Faculty: Nancy Holincheck, Ph.D.

Email: nholinch@gmu.edu

Office Hours: By appointment online via Zoom: [Book time to meet with me](#)

Office Location: Thompson Hall 2605

Prerequisite

EDUC 612

Course Description

Advanced course in the study of learning based on research and theory from different disciplines. Focuses on increasing students' learning through the study of different learning systems and understanding each learner in the context of the learning process itself.

Course Overview

Not Applicable

Course Delivery Method

This course will be delivered online (76% or more) using a mostly asynchronous format via Mason's Learning Management System (LMS). You will log in to the course site using your Mason email name (everything before @gmu.edu) and email password. The course site will be available no later than Monday, August 26. To access your course in Canvas: <https://canvas.gmu.edu/login/canvas>

Under no circumstances, may students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed internet access with updated browsers. Canvas supported browsers can be found here: <https://guides.instructure.com/a/720329>
- Consistent and reliable access to GMU email and the course LMS, as these are the official methods of communication for this course.

- Speakers and a microphone or a microphone-enabled headset for use with the synchronous web conferencing tools.
- Note that students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.

Expectations

- Course Week: Because asynchronous courses do not have a “fixed” meeting day, our week will start on Tuesday and finish on Monday.
We will have regularly scheduled synchronous Zoom sessions throughout our semester. Attendance is required. You will be informed of the dates for synchronous meetings.
- Log-in Frequency:
Students must actively check the course Canvas site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes/Objectives

This course is designed to enable students to do the following:

- A. define learning and learner-centered teaching (*ASTL Outcomes 1 & 4*),
- B. develop the ability to link observational data of learners to individualizing learning in the classroom (*ASTL Outcome 3*),
- C. examine a teacher's role as a facilitator and scaffolder of learning (*ASTL Outcomes 2 & 4*),
- D. identify and apply learning theories (*ASTL Outcomes 1 & 5*),
- E. read, analyze, and reflect on course readings to examine influences on the processes of learning (*ASTL Outcomes 2, 4 & 6*),
- F. develop an in-depth case study of one student (*ASTL Outcomes 1, 3, 4, & 7*)

Professional Standards

EDUC 613 is the second of five courses in the ASTL Core. It is aligned with the following GSE Priorities: Diversity and Equity, Children, Families, and Communities, and High Standards and Research-Based Practices. EDUC 613 is also aligned with the National Board for Professional Teaching Standards' (NBPTS) five core propositions, which provide the guiding principles for *what teachers should know and be able to do*.

- National Board for Professional Teaching Standards I – Teachers are committed to students and their learning.
- National Board for Professional Teaching Standards III – Teachers are responsible for managing and monitoring student learning
- National Board for Professional Teaching Standards IV – Teachers think systematically about their practice and learn from experience.

EDUC 613 is aligned with the additional two learning outcomes that guide the ASTL core:

- Teachers account for the needs of culturally, linguistically, and cognitively diverse learners
- Teachers are change agents, teacher leaders, and partners with colleagues

Required Text

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

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

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

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

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

Recommended Resources

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Author.

The OWL at Purdue is an excellent resource for APA style:
<https://owl.english.purdue.edu/owl/resource/560/01/>

Additional selected readings to be available via Canvas and/or through Mason Libraries
(<http://library.gmu.edu/>)

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Canvas, VIA, hard copy).

To access the course, go to the MyMason portal login page at <https://mymasonportal.gmu.edu>. Your GMU email username is also your MyMason Portal ID and your GMU email password is also your MyMason Portal password. After logging in, click on the COURSES tab at the top of the page to see your list of courses, then select EDUC 613.

Assignments

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

1. Class Participation and Professionalism (25%)

Class participation and professionalism include multiple aspects of engagement in our course content, including: in-class experiences, article discussions, participation in the cooperative group project, in and out of class work to advance the developing case study, reflective journaling, work in the Digital Interactive Notebook (DINb), and peer evaluation and support in critical friends groups.

In addition to being present in each class (physically and mentally), this part of your grade also includes quality participation in class discussions and professionalism in all communication with your professor and your peers. Please note: EDUC 613 operates under the assumption that knowledge is socially constructed, and the most meaningful learning opportunities include those where learners have the opportunity to offer and explore diverse perspectives with peers. It is expected that you actively build upon your prior knowledge developed in EDUC 612, as well as your personal and educational experiences to connect, question, and extend class discussions. The rubric can be found in this syllabus.

2. Cooperative Learning Theories Group Project (20%)

During the first part of the class each student will be part of a cooperative learning theories group that examines a learning theory or group of related learning theories. As a group, you will collect

information and strive to understand the learning theory. Once you address specific ways in which the learning theories and/or their applications are useful for understanding learning, you will then work with your group to *critically analyze* these learning theories to consider how the theories – or their application – may contribute to assumptions or practices that are inequitable or even damaging to students. The week 3 Simmons reading is an example of the kind of thinking you should aim to engage in. You will need to problematize the learning theories and its applications, and highlight the ways that teachers should be careful about using these applications.

Each cooperative learning theories group should prepare a presentation and create an infographic. These will be incorporated into the weekly modules in weeks 6-10. **Your presentation should NOT use powerpoint/Google Slides as the main mode of information delivery.** Instead, consider an interactive tool that will engage learners more productively. This might be a webpage, Prezi, or other engaging presentation format that allows you to incorporate video, text, and other media. You must be able to submit the file as a link to your professor – this may be a link to a recording of your presentation, to a website, or to your presentation itself.

Your infographic SHOULD use Google Slides. Each group should aim to create a multi-slide infographic (2-5 slides) using images and text to communicate the most essential information your peers will need to apply the learning theory to their case study learner.

The required elements of the Cooperative Learning Theories Group Project are:

- **PREPARE A PRESENTATION:** Keep this short but relevant. Guiding questions for the presentation include:
 - How does the theory explain learning? How does it explain learner motivation?
 - What types of learning are best explained by this learning theory? What types of learning are NOT well explained?
 - What does the learning theory say the learner must do to learn?
 - What does the learning theory say the teacher must do to support student learning?
 - What instructional/classroom strategies are recommended by the learning theory/theories?
 - How is it relevant in PK-12 classrooms today? How is it NOT relevant?
 - What does this (or could this) theory look like in YOUR classroom?
 - To what extent is/has this learning theory (or group of learning theories) used to marginalize groups of people? What problematic assumptions or practices related to these learning theories do we need to be aware of? [These may be historical, current, or both.]
- **CREATE AN INFOGRAPHIC:** Make it meaningful and useful. Purposeful use of color and graphics will help your classmates make meaning from it. Keep it focused on the information your peers would need to apply the learning theories in their Holistic Case Study of a Learner. Use Google Slides for the infographic. Be sure to include references.

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

3. Holistic Case Study of a Learner (40%) (Performance-Based Assessment)

Each student will identify one learner and follow that learner over the course of the semester. Knowing a learner deeply enables the professional educator to make appropriate instructional decisions. The purpose of this case study is to help you create a full and varied picture of an

individual learner, recognizing both strengths and areas of need. The case study provides an opportunity to apply the course content on how students learn to a learner in your classroom. The data you collect, including descriptive narratives, anecdotal records, artifacts, and interviews will provide the evidence for the statements you make about the learner. You will identify goals for the learner and make some recommendations for working with your case study student based on insights from your data collection and the course content. You will reflect on your learning about the student and the course. Additional instructions and the rubric containing criteria for evaluation are included later in the syllabus.

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

4. Portfolio Reflection Point: EDUC 613 (5%)

As a part of the ASTL Core, participants will continue to build their Professional Portfolio and will add Reflection Point: EDUC 613 at the conclusion of EDUC 613. For additional detailed information about this Reflection Point, as well as the remainder of the Portfolio, please refer to the Portfolio Guidelines posted in the ASTL Program Organization site. You will submit your Reflection Point to the ASTL Program Org site and also upload it to your Professional Portfolio. Additional instructions and the rubric containing criteria for evaluation are included later in the syllabus.

- **Other General Requirements**

- A. Class “attendance” is both important and **required**. If, due to an emergency, you will not be in class, you must contact your instructor prior to class time.
- B. All assignments are due no later than **11:59 PM EST** of the date indicated in each week’s assignments published in the **COURSE SCHEDULE AND TOPICS** section of this Syllabus. Due dates are also posted on our course site.
 - a. **Grades for assignments date-stamped after the due date will be reduced by 10% unless prior approval from instructor has been granted. No late submissions will be accepted after the course end date.**
 - b. Assignments earning less than a passing grade may be rewritten and resubmitted so that the assignment is satisfactorily completed. In fact, because learning is the goal, I may *require* you to redo an assignment that is far below expectations.
- C. Please adhere to the assignment submission instructions listed in this syllabus. Only assignments submitted as indicated will be graded; incorrect submissions will result in a grade of zero for those assignments.
 - a. **All assignments submitted should have the filename format LASTNAME-ASSIGNMENT TITLE. Please do not upload written assignments in PDF format. Other editable formats are acceptable (i.e., .doc, .docx, .rtf, .ppt, .pptx, .xlsx, .xlxs). Supporting documents for assignments can be in PDF format.**
- D. *All written work* should be carefully edited for standard grammar and punctuation, as well as clarity of thought. All submitted work should be prepared through word processing and reflect **APA style (7th edition), as well as double-spaced, with 1” margins, and 12-point font (Times New Roman, Calibri, or Arial).**

Grading Scale

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

Use of Generative AI

Use of Generative AI tools should be used following the fundamental principles of Mason's Academic Standards. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative AI tools.

Professional Dispositions (CEHD Student Guide)

Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See

<https://cehd.gmu.edu/current-students/cehd-student-guide>.

Prompt for

Reflection Point: EDUC 613: Teacher as Knowing & Understanding Learning & Learners

In this reflective narrative, you will focus on how coursework, related readings, and products in EDUC 613 have led you to think more deeply about the learning process, the factors that influence an individual's learning, and your own students.

First, reflect on your learning and your perceived growth and change at this point in the Core.

Then, construct a written reflection that captures the following:

- I used to think...
- Now I think...
- What this means for me

In your reflection, connect to any of the applicable eight program learning outcomes and the ways in which the performance assessments in this course provide evidence of your knowledge.

Also, within your reflection identify program experiences that have most impacted your thinking and your teaching practices (including selected PBAs, course readings, activities, and other learning experiences).

Course products to be used as evidence of knowledge:

- Case Study of a Learner (EDUC 613)
- Learning Theory Group product (EDUC 613)

Guidelines and suggested format for each of the Reflection Points

Length: Aim to limit your response to two well written single-spaced pages

Focus: Each Reflection Point should include a short description, but will focus on interpretation and analysis of learning by synthesizing knowledge attained from that learning component of the Core coursework.

Format: Each reflection point describes, interprets, and examines why and how the course product(s) provide evidence of the ASTL principles addressed in that learning module. Here you should also discuss the impact of this course/learning module on your teaching practice and its impact on P-12 student learning.

CLASS SCHEDULE EDUC 613

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Required Zoom sessions & conferences are highlighted in green, Small group meeting weeks are in pink, Assignments due are highlighted in yellow, Drafts and peer feedback are highlighted in blue.

Wk	Date	Topic	Readings Due	Assignments Due ++ All Weekly Module Content
1 & 2	Aug 26-Sep 2 & Sep 3-9	Introduction Wk2: Connectivism Learning Theory	<input type="checkbox"/> Street Data - ch 1 <input type="checkbox"/> Rimm-Kauffman & Jodl <input type="checkbox"/> Lake, An Indian Father's Plea	Zoom Session in week 2 (Dates/Times TBD) Learning Theories Group Work
3	Sep 10-16	Case Study and Learning Theories Group Work	<input type="checkbox"/> Street Data - ch 2 <input type="checkbox"/> Dana & Yendol-Hoppey, ch 1 <input type="checkbox"/> Simmons article	Learning Theories Group Work Journal 1 due by Monday 9/16: Select student for case study - in DINb
4	Sep 17-23	Learning Theories Group Work	<input type="checkbox"/> Street Data - ch 2 <input type="checkbox"/> Dana & Yendol-Hoppey, ch 2	Learning Theories Group Work Learning theories Group Projects due to CANVAS by MONDAY 9/23
5	Sep 24-30	Research Planning	<input type="checkbox"/> Dana & Yendol-Hoppey, ch 5 <input type="checkbox"/> Gorski & Pothini, selected cases	Zoom Session (Dates/Times TBD) Journal 2 due by Monday 9/30: Research Planning Graphic Organizer - in DINb
6	Oct 1-7	Behaviorist Learning Theories	<input type="checkbox"/> Street Data ch 3 <input type="checkbox"/> Goodwin article	Small Group Dialogue Work on Part 1 Case Study
7	Oct 8-14	Cognitivist Learning Theories	<input type="checkbox"/> Street Data ch 4 <input type="checkbox"/> Ripley article <input type="checkbox"/> Quigley report	Journal 3 due by Monday 10/14: Data Collection Planning - in DINb
8	Oct 15-21	Constructivist Learning Theories	<input type="checkbox"/> Street Data ch 5 <input type="checkbox"/> Dennen chapter	Small Group Dialogue Work on Part 1 & 2 of Case Study
9	Oct 22-28	Humanistic Learning Theories	<input type="checkbox"/> Street Data ch 6 <input type="checkbox"/> Jagers et al., 2018 <input type="checkbox"/> Rosiek, Emotional Scaffolding	Zoom Session (Dates/Times TBD) Journal 4 due by Monday 10/28: Data Collection Planning - in DINb Work on Part 1 & 2 of Case Study
10	Oct 29-Nov 4	Indigenous & Non-Western Learning Theories	<input type="checkbox"/> Street Data ch 7 <input type="checkbox"/> Tenuto article <input type="checkbox"/> Will-Najaro article	Small Group Dialogue Individual conference in week 10, 11, or 12. Work on Part 1 & 2 of Case Study

<i>Wk</i>	<i>Date</i>	<i>Topic</i>	<i>Readings Due</i>	<i>Assignments Due</i> ++ All Weekly Module Content
11	Nov 5-11	<i>Centering Student Identities</i>	<input type="checkbox"/> <i>Dana & Yendol-Hoppey, ch 7</i> <input type="checkbox"/> <i>Read TWO choice articles from wk 11/12 folder</i>	Individual conference in week 10, 11, or 12. Draft of Case Study part 1 & 2 due to Critical Friend Group for peer review by Monday, 11/11.
12	Nov 12-18	<i>Developing Learning</i>	<input type="checkbox"/> <i>Street Data ch 8</i> <input type="checkbox"/> <i>Read another TWO of Week 11 & 12 choice articles</i>	Connect with CFG this week: Feedback on Critical Friend's ch 1 & 2 due to them by Monday 11/18. Individual conference in week 10, 11, or 12.
13	Nov 19-25	<i>Bringing it all Together</i>	<input type="checkbox"/> <i>Street Data ch 9 + epilogue</i> <input type="checkbox"/> <i>Venet & Duane article</i>	Draft of Case Study of a Learner Parts I & II due to Instructor by Monday, 11/25. Submit to Canvas.
14	Nov 26- Dec 2	<i>Thanksgiving Break: No online module</i>	<i>No Readings</i>	<i>Work on part 3 of the Case Study</i>
15	Dec 3- 9	<i>Sharing Our Findings, and Looking Forward</i>	<input type="checkbox"/> <i>Schedule individual conferences with instructor if needed</i>	<i>Work on part 3 of the Case Study</i>
16	Dec 10-13	<i>Final Work Week: No Online Module</i>	<i>No Readings</i> <i>Schedule individual conferences with instructor if needed</i>	<ul style="list-style-type: none"> ● PBA: Case Study of a Learner by Thursday 12/12 ● Portfolio Reflection 2 due by Friday 12/13

CEHD Commitments

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core Values of George Mason University. More information can be found here: <https://cehd.gmu.edu/about/culture/>

GMU Policies and Resources for Students

Policies

- Students must adhere to Mason's Academic Standards (see <https://catalog.gmu.edu/policies/academic-standards/>)
- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>.
- Questions or concerns regarding use of your LMS (Canvas) should be directed to: <https://its.gmu.edu/service/canvas/>
- For information on student support resources on campus, see:
 - o TimelyCare: <https://caps.gmu.edu/timelycare-services/>
 - o Writing Center: <https://writingcenter.gmu.edu/>

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason's Title IX Coordinator per [University Policy 1202](#). If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as [Student Support and Advocacy Center](#) (SSAC) at 703-380-1434 or [Counseling and Psychological Services](#) (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> .

Cooperative Learning Theories Groups

Peer evaluation rubric

All group members should complete & submit this rubric for each other group member.

Name of Student Completing Rubric					
Name of Group Member Being Evaluated					
	No Evidence 0	Beginning (Limited evidence) 1	Proficient (Clear evidence) 2 - 3	Exceptional (Clear, convincing, substantial evidence) 4	SCORE
Research & Information Gathering	Does not collect any useful information	Collects very little useful information	Collects some useful information related to the topic	Collects a great deal of useful information for the group	
Attendance & Punctuality	Does not attend meetings or have work ready as assigned within the group	Sometimes attends meetings and has work ready as assigned within the group	Usually attends meetings and has work ready when assigned within the group	Always attends meetings and has work ready as assigned within the group	
Sharing Tasks (Preparing the Presentation and infographic Slides)	Relies on others to do the work; does not help with the presentation and infographic in any way	Rarely completes their share of the work; makes few contributions to presentation and infographic	Usually completes their share of work; Makes many useful contributions to the presentation and infographic	Always completes their share; completes all tasks as assigned; plays an integral role in the final product (presentation and infographic) (may include providing substantial feedback)	
Communicating	Dominates OR does not participate in the conversation & decision-making	Often dominates discussion and decision-making OR makes few contributions	Makes some useful contributions based on group conversations	Listens carefully, makes useful comments, facilitates decision making	
Cooperation	Consistently hard to get along with	Sometimes makes getting along difficult	Is a good team player; follows others' leads	Helps the team work together for success; leads <i>and</i> follows as appropriate	
<i>Adapted from Freeman & Brown's Collaboration Rubric</i>					
Total (out of 20)					

Explanation of scores (this is required for any scores below a 4 in a particular row):

Cooperative Learning Theories Groups

Project content rubric

To be completed by the course instructor

GROUP MEMBERS:					
	No Evidence 0	Beginning 1	Proficient 2 - 3	Exceptional 4	
Describe the learning theory	Provides <i>no</i> information about the learning theory	Presents <i>limited</i> relevant and accurate information about the learning theory	<i>Adequately</i> presents & organizes accurate information about the learning theory's key principles and assumptions	<i>Clearly, concisely, and thoroughly</i> presents & organizes relevant, accurate information about the learning theory's key principles and assumptions	
Connect the learning theory to literature	Provides <i>no</i> references to connect theory to literature	Provides references to relevant literature but <i>does not connect</i> theory & literature OR Provides few references	Provides <i>at least 3</i> references to relevant literature AND <i>adequately</i> connects the learning theory to the literature	Provides <i>at least 3</i> references to relevant literature AND <i>thoroughly, clearly and convincingly</i> connects the learning theory to the literature	
Critically analyze the learning theory	<i>Does not</i> analyze the learning theory	Analysis is <i>limited</i> , mainly descriptive	<i>Adequately</i> presents thoughts about the learning theory, although there may not be a strong rationale; examination of theory is cursory but present	<i>Clearly, convincingly, and thoroughly</i> provides a critical analysis of the theory with attention paid to how/when the theory helps us understand learning – and how/when it is not helpful	
Connect the learning theory to practice	Neither the presentation nor the infographic explain how the learning theory connects to the teacher's role in facilitating learning.	The presentation and the infographic provide <i>limited</i> explanation of the connection between the learning theory & teacher's role in facilitating learning	Both the presentation and the infographic <i>adequately</i> explain how the learning theory explains/ describes the teacher's role in facilitating learning.	Both the presentation and the infographic <i>thoroughly, clearly, and convincingly</i> explain how the learning theory explains/ describes the teacher's role in facilitating learning.	
Presentation and infographic quality	No presentation and/or infographic slides.	Quality is <i>limited</i> , presentation and/or infographic may not be engaging and/or it is not focused; Time guidelines may not be followed	<i>Adequately</i> presents information on the learning theory; technology is utilized; Presentation is focused; Time guidelines are followed	Presentation and Infographic slides <i>teach</i> the class about the theory; Technology is utilized well; Presentation and discussion are engaging and focused; Time guidelines are followed	
Total of above: Project content rubric (out of 20)					
Peer evaluation rubric mean total (out of 20)					
TOTAL SCORE (out of 40)					

Participation and Professionalism Rubric (25 points total)

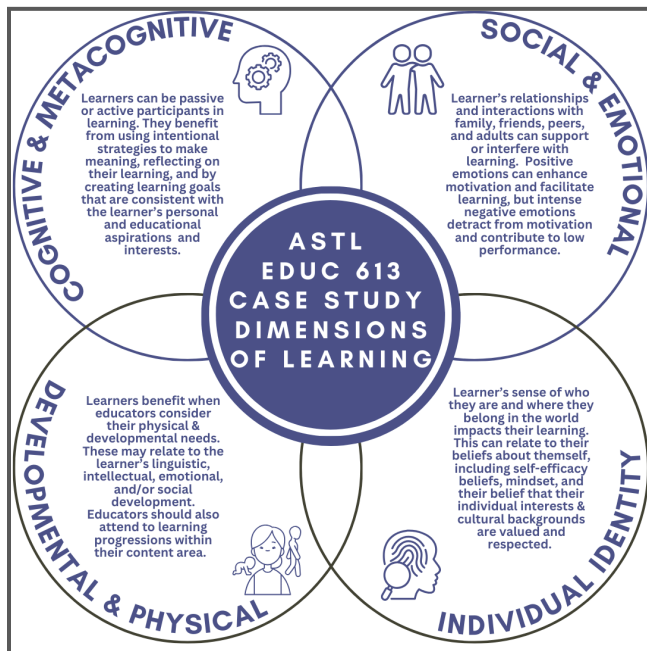
	Evolving	Competent	Accomplished
Overall Participation	Very few tasks are completed on time AND/OR completed tasks do not demonstrate thoughtful consideration of the content. Zoom session, if scheduled, may not have been attended. The student's communications with professor and peers often demonstrates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

ASTL Portfolio Reflection Point: EDUC 613 Rubric

ASTL Portfolio Reflection Point: EDUC 613	May not completely or thoroughly respond to the prompt; May not have been completed on time or at all; may not have been submitted. <i>0 pts.</i>		Completely and thoroughly responds to the reflection prompt; Completed and submitted on time. <i>5 pts.</i>
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Guidelines for Holistic Case Study of a Learner (PBA)

The goal of this case study is to create a rich, meaningful picture of *one learner* by synthesizing the information you collect on that learner. By describing one student as fully and in as balanced a way as possible, you begin to gain access to that student's modes of thinking and learning. You will first collect information (data) so that you can describe your learner. To help you consider your learner holistically, you will then identify strengths and areas of growth for your learner related to the four dimensions of learning (see figure at right). You will then use the areas of growth to identify 4 or more specific goals for the learner - at least one per dimension of learning. You may need to collect additional data to help you identify relevant and meaningful goals. You will use course readings and other literature to identify research-based recommendations for how you (and other educators) can support the learner in reaching the goals you identified.

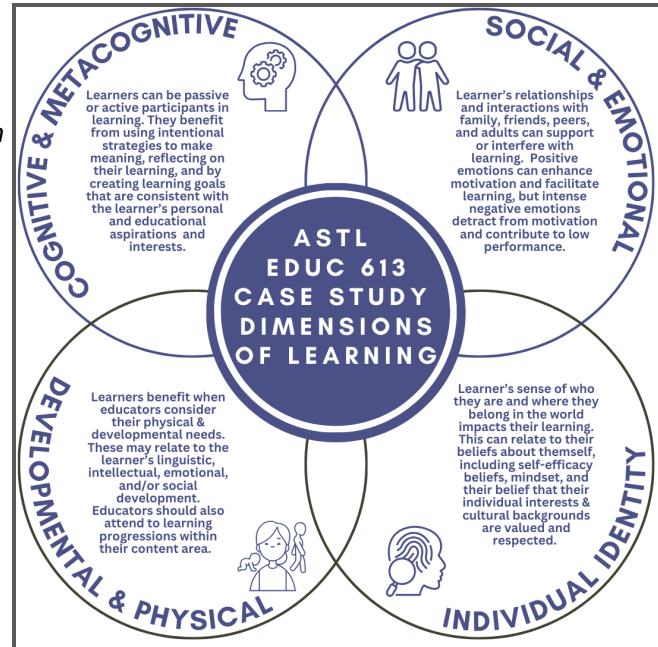


Part I: Learner Profile (5 or more double-spaced pages)

In part 1 of the case study, the teacher will develop a student learning profile that captures important dimensions of the learner. The profile should include a description of the learner and a statement of the educational strengths and needs of the student:

- **Introduction**
 - Introduce your student and explain why you selected the student for the case study. You should include your wonderings about the student here.
 - Provide a brief description of the instructional setting to provide context.
 - Discuss the data collected in the study (you will reference appendix A).
- **Description of learner:**
 - **Biological & other traits:** *This may include student's age, physical development, sex/gender, physical dis/abilities, health, motor skills, coordination, and diagnosed learning disabilities.*
 - **Cultural and Societal Factors:** *May include student's ethnic and racial background, cultural identity, language (include current EL status, if appropriate), religion, norms and values, gender expectations or influences, and economic status.*
 - **Emotional and Social Influences:** *May include family structure, family history, recent change or loss in the family, attitude, disposition, peer status, and self-esteem.*
 - **Academic Performance:** *Includes relevant information on current or recent student academic performance.*
- **Educational strengths & needs and connections to learning theories:**

- **Strengths:** *Specific strengths of the learner, with evidence to support this (based on data collected by the teacher). Identify at least one strength for each dimension of learning (cognitive & metacognitive, social & emotional, developmental & physical, and individual identity).*
- **Needs:** *Overall educational need(s) of this student (based on data collected by the teacher). Identify at least one area of need for each dimension of learning (cognitive & metacognitive, social & emotional, developmental & physical, and individual identity).*
- **Learning Theories:** *Discuss how the student's learning strengths AND needs may be explained by learning theories learned in class. At least two different learning theories should be referenced, using the class learning theories projects.*



Part II: Goals for the Learner and Recommendations (5 or more double-spaced pages)

In part 2 of the case study, the teacher will identify goals for the learner and connect these goals to the learner strengths and needs identified in part 1. Research-based recommendations for achieving these goals will be discussed.

- **Goals for the Learner– Connections to dimensions of learning and learner strengths and needs:**
 - Identify specific goals for the individual student. A minimum of four goals should be identified, utilizing the .
 - Strive to identify at least one learning goal from each dimension of learning (cognitive & metacognitive, social & emotional, developmental & physical, and individual identity).
 - Note that some learning goals should include content-specific goals, but others should examine learning that transcends specific course content.
 - For each learning goal:
 - Provide explicit connection to learner strengths and learning needs identified in part 1 of the case study
 - Explain how your data support the learning goal you have identified
 - Connect to relevant learning theories discussed in class AND to literature (including course readings)
- **Research-based Recommendations**

- o Identify one or more research-based recommendations for EACH learning goal. (Remember that the learning goals are aligned with the four dimensions of learning: cognitive & metacognitive, social & emotional, developmental & physical, and individual identity).
- o The research-based recommendations may include instructional strategies or approaches but should focus on how YOU (the teacher) can best support the student's strengths and meet their learning needs.
- o These recommendations may be included with the discussion of the goals for the learner or may be a separate section with part 2 of the case study.
- o Course readings (minimum of 3) and outside literature should be referenced to support the recommendations. Use APA 7 style in-text citations.

Part III: Reflective Discussion (5 or more double-spaced pages)

In part 3 of the case study, you will reflect on your own learning through the case study process, including each of the following reflection headings. *Push yourself to reflect contextually by considering not only what you are already doing, but what you could do differently in the future. Push yourself to reflect dialectically by considering the socio-cultural context of learning and your case study learner's individual, intersecting identities.*

- **Reflecting on the learner:** Discuss how you now understand the individual learner. What particular lessons did this student teach you about *you, about learning, or anything else?* In what ways have your ideas and feelings about this student and your relationship with him or her changed during this study?
- **Reflecting on self as teacher:** Discuss how you now understand yourself as a teacher. What personal biases or beliefs did you uncover throughout the case study research? How did these biases impact you throughout the study? What did you do to reduce the impact of your personal biases and beliefs on your research, especially within your interpretation of data? In what ways did this study challenge your thinking or reinforce any beliefs you had at the beginning? How has the process pushed you to think differently about yourself?
- **Reflecting on the classroom and teaching:** Discuss what you learned about students (in general) and about teaching. What did you learn about other students in the class or about the group as a whole as a result of your study? How has this process affected the way you teach, think about, or relate to students as learners? In what ways has the process offered you new perspectives on your teaching and on the learning occurring in your classroom:
- **Reflecting on future action:** What changes could you make in your classroom (now or in the future) as a result of what you learned from the case study? How might these potential changes impact student learning? Consider specific lessons, units, activities or assessments that you could add or change as a result of what you have learned about this individual student. Describe what you will do differently (than now) and how it will potentially impact student learning. Cite literature to support your ideas.

References: Use APA (7th edition) guidelines for the reference list and in-text citations.

Appendix A: Data collection methods used in the case study

- Create a summary table of the data sources (e.g., parent survey, student interview, student records, teacher observations), information provided (i.e., what was learned from that data source), and what dimension of learning (cognitive & metacognitive, social & emotional, developmental & physical, and individual identity) the data addressed. Be sure to reference this table in your Part I.

Appendix B: Data collection tools

- Provide blank copies of surveys, questionnaires, interview questions, writing prompts, observation protocols, or other tools used to aid in data collection. **Do not include the actual data, just samples of the tools used to collect the data.**

Appendix C: Part II Overview

- Include an overview table that aligns your goals for the learner, related dimensions of learning (cognitive & metacognitive, social & emotional, developmental & physical, and individual identity) related learning theories, research based recommendations, and related literature.
- **General Recommendations:**
 - Use headings and subheadings 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 Friends Group (CFG) and to your instructor *on time*. There are 6/40 points allotted for timely submission of your complete drafts.

Holistic Case Study of a Learner (PBA) Rubric

	Pt s	Does not meet standard (Little or no evidence)	Approaches standard (Some evidence)	Meets standard (Clear evidence)	Exceeds standard (Clear convincing and substantial evidence)
		0	1	2	3
Part I: Description of Learner <i>ASTL – Learning Outcome 1</i> <i>IB Adv Cert Domain 1.1, 2.1, 4.1, 4.2, & 4.3</i>	4	Description of learner includes few of the required elements.	Description of learner may be missing some of the required elements (instructional setting, biological traits, cultural and societal factors, emotional and social influences, & academic performance.)	Description of learner includes complete description of learner, including instructional setting, biological traits, cultural and societal factors, emotional and social influences, & academic performance.	Description of learner includes thorough and meaningful description of learner, including instructional setting, biological traits, cultural and societal factors, emotional and social influences, & academic performance.
Part I: Strengths, Needs, & Learning Theories <i>ASTL – Learning Outcome 2</i> <i>IB Adv Cert Domain 1.1, 2.1, 4.1, 4.2, & 4.3</i>	6	Relevant data are not used or used ineffectively in description of learner strengths & needs. Learning theories are not connected or not addressed.	Relevant data are rarely used as evidence to identify learner strengths, learning needs. Mentions learning theories but does not make clear connections to data.	Sometimes uses relevant data as evidence to identify learner strengths and learning needs for each of the four dimensions of learning. Makes some relevant connections between evidence of student learning to learning theories.	Consistently uses relevant data as evidence to identify learner strengths and learning needs for each of the four dimensions of learning. Clearly and convincingly connects evidence of student learning (data) to learning theories.
Part II: Learning Goals <i>ASTL – Learning Outcome 4</i> <i>IB Adv Cert Domain 2.2, 2.3, 3.3, 3.4, & 4.4</i>	6	No learning objectives are included, or what is provided is only cursory.	Only two specific goals for learners are identified, but goals clearly connect to dimensions of learning, strengths, needs, theories, and data. OR OR	Only 3 specific goals for learner are identified and goals connect to all 4 dimensions of learning, strengths, needs, theories, & data. OR Fewer than 4 specific goals for learner are identified, but	Identifies a minimum of 4 specific goals for learner. Goals connect to all 4 dimensions of learning. Goals are explicitly connected to learner strengths & needs. Clear and convincing connections to data and to relevant learning theories are made.

			Fewer than 3 specific goals for learner are identified, but not clearly connected to dimensions of learning, strengths, needs, theories, and data.	not clearly connected to dimensions of learning, strengths, needs, theories, and data.	
Part II: Recommendations <i>ASTL – Learning Outcome 4</i> <i>IB Adv Cert Domain 2.2, 2.3, 3.3, 3.4, & 4.4</i>	6	No recommendations are included, or what is provided is only cursory.	Fewer than three distinct research-based recommendations are included, with some but limited connection to learner strengths & needs; sufficient literature may not be cited.	Fewer than four distinct research-based recommendations are included, with some but limited connection to learner strengths & needs; sufficient literature may not be cited.	Identifies a minimum of 4 distinct research-based recommendations. Recommendations address strategies or methods the teacher may use to support the learner’s strengths and address learning needs. Relevant literature is cited (at least 3 sources within this section) to support recommendations.
Part III: Reflective Self-Evaluation <i>ASTL – Learning Outcome 4</i> <i>IB Adv Cert Domain 2.4, 3.4, & 4.4</i>	6	Little or no reflection is included, or what is provided is only cursory.	Limited reflection. May address most or all of the four components (reflecting on learner, self as teacher, classroom and teaching, and future action), but reflection lacks specificity. Reflection may be unrelated to the case study. No relevant, specific examples provided.	Reflective discussion of: <ul style="list-style-type: none"> ● Reflecting on the learner ● Reflecting on self as teacher ● Reflecting on the classroom and teaching ● Reflecting on future action Evidence of some reflection about socio-cultural context and influence on teachers’ practices. Few relevant, specific examples provided.	Rich, thorough, meaningful reflective discussion of: <ul style="list-style-type: none"> ● Reflecting on the learner ● Reflecting on self as teacher ● Reflecting on the classroom and teaching ● Reflecting on future action Demonstrates reflection about socio-cultural context and how teachers’ own practices could be influenced by their work in the case study. Multiple relevant, specific examples provided.

Appendices <i>ASTL – Learning Outcome 3</i> <i>IB Adv Cert Domain 2.2, 4.2, & 4.4</i>	2	No appendices are included.	Appendices are incomplete, one of the appendices may be missing.	Appendices include data collection chart connecting data sources, information sought, and dimensions of learning. At least one sample data collection tool is included.	Appendices include thorough data collection chart connecting data sources and information sought, with clear and relevant connection to dimensions of learning. Multiple sample data collection tools are included.
Draft Submitted by Due Dates and CFG Participation <i>ASTL – Learning Outcome 5</i>	4	No drafts submitted. No participation with CFG.	Drafts were submitted, but were very incomplete or very late. Limited feedback given to CFG on their draft(s). Very little feedback from CFG or instructor is thoughtfully considered and may not be incorporated at all.	Drafts submitted to CFG and instructor by due dates. Most feedback given to CFG on their draft(s) is meaningful and constructive. Most feedback from CFG and instructor is thoughtfully considered and incorporated, as appropriate.	Complete drafts submitted to CFG and to instructor by due dates. All feedback given to CFG on their draft(s) is meaningful and constructive. All feedback from CFG and instructor is thoughtfully considered and incorporated, as appropriate.
Use of Literature and APA Style	4	Limited evidence of APA style references or in-text citations. Fewer than four sources are cited within the paper	Limited use of in-text citations. References contain errors. Four or more sources are cited within the paper	Relevant course readings and other current readings are cited & appropriately referenced. References contain minor errors. Six or more sources are cited within the paper.	Relevant course readings and other readings are cited & appropriately referenced throughout using APA style in-text citations and references. Eight or more sources are cited within the paper.
Overall Style	2	Contains many grammatical errors or error patterns.	Case study is disorganized, lacks in grammatical or stylistic form. May contains multiple errors or error patterns	Grammatically and stylistically well written but contains some errors or error patterns.	Case study is well organized, grammatically and stylistically well written with few errors or error patterns.