# Managing the Student-Centered Classroom
TED 5302-002 (CRN 11858)
Online – Moodle
*Fall 2015*

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**Office Hours:** Online and by Appointment

Welcome to *Managing the Student-Centered Classroom*! During this course we will explore and discuss the theory and practice of engaging instruction and relationships in a student-centered classroom. The aim of the course is to promote: 1) student-centered classrooms, 2) relationship building skills, and 3) learning communities.

## COURSE OBJECTIVES

This is a master's level course that examines Domain II (Competency 005 and 006) of the Texas Pedagogy and Professional Responsibility Standards (2011), in both practical and theoretical contexts.

Domain II: Creating a Positive, Productive Classroom Environment
"In short, in order to enhance each student's achievement to its full potential, the professional educator must be a master planner, communicator, teacher, facilitator, organizer, guide and role model. The two competencies that are required to fulfill this task are as follows:

- Competency 005: The teacher knows how to establish a classroom climate that fosters learning, equity and excellence, and uses this knowledge to create a physical and emotional environment that is safe and productive.
- Competency 006: The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior." (TExES PPR, 2011, p. 64)

This course is designed to provide an in-depth critical analysis of the context and need for learning theory approaches that inform your classroom community, and will provide you an opportunity to deepen your literacy of student-centered theory and practice.

## COURSE GOALS

We will address factors that support meaningful growth and progress intended to reflect your journey towards personal and professional transformation. Our classroom community will develop a process that will allow us to explore "who we are, what assumptions we hold as true, how and what we teach, how we organize ourselves, and what barriers prevent us from creating authentic learning environments" (Crowell, Caine & Caine, 1998). It is expected that you participate, reflect and process your encounters and that you begin to accept, reject and modify beliefs that will guide your teaching practice.

## REQUIRED TEXTS

- Kohn, A. (2010). *Beyond discipline: From compliance to community* (10th edition). NJ: Merrill Prentice Hall.
- Additional weekly articles on Moodle.

- **Participation and Attendance (of course):** Weekly participation and attendance online are expected, missing one week or an assignment can have a huge impact on your learning and will affect your final grade. All students should be prepared and actively engaged in class discussion and online activities. Successful completion of the course depends on your participation and interaction online with colleagues and the instructor. If you are having any difficulty keeping up, get in touch with me immediately to negotiate a plan.

- **Critical Reflections/Discussion of Readings (60 points total):** Every week you will complete a critical reflection that covers the readings for that time period. You get one freebie meaning one week (except the first and last week) you do not have to submit a reflection. See the assignment link for instructions. *NOTE: Your submission of this assignment each week will be through the Discussion Board only.*

- **Learning Theorist Bio-Poem (30 points):** Everyone will choose a different ***student-centered learning theorist***, then research that person and complete a bio-poem. See the assignment link under for instructions. *NOTE: For this assignment you will only choose one theorist – one person who is known for their ideas and contributions to a particular student-centered learning theory/theories.*

- **Philosophy Statement (60 points total/20 each part):** Throughout the course you will develop your own education/teaching/learning philosophy statement that reflects your understanding of and framework for a student-centered classroom. See the assignment link for instructions for each part.

- **Learning Theory Presentation (50 points):** Individually or in groups you will choose a different ***student-centered learning theory*** to research and present. See the assignment link for instructions. *NOTE: For this assignment you will only choose one student-centered learning theory – a conceptual framework of how we create knowledge through learner-centered education.*

## GRADING CRITERIA
The course will be assessed based on the following criteria:
**A:** 90 - 100, **B:** 80 - 89, **C:** 70 - 79, **D:** 60 - 69, **F:** <60

## ATTENDANCE POLICY
Your attendance and active participation are vital to this course. The Teacher Education Department considers missing two class periods as excessive. The student may be dropped for lack of attendance. If you miss one class, contact me immediately via email.

## WRITING RESOURCES
All submitted written work turned in will be considered to be final, rather than draft form. Submitting work with a substantial number of grammatical, spelling and punctuation errors may affect your grade. Please utilize the UTEP Writing Center as needed, it is a free resource to you as a student - http://uwc.utep.edu.

All submitted written work should be in APA format. In addition to the latest APA Manual (http://www.apastyle.org/manual/), you may use the OWL resource @Purdue - https://owl.english.purdue.edu/owl/resource/560/01/

## Academic Dishonesty

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures.  It includes, but is not limited to, cheating, plagiarism, and collusion.  Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports.  Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person's as ones' own. And, collusion involves collaboration with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

## Students with Disabilities

If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Office of Disabled Student Services located in Union E Room 203. Students who have been designated as disabled must reactivate their standing with the Office of Disabled Student Services on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of Disabled Student Services. You may call (915) 747-5148 for general information about the Americans with Disabilities Act (ADA).

*This syllabus is subject to change in support of student and instructor needs.*

# LEARNING THEORIST BIO-POEM
### (30 POINTS)

Each of you will sign up for and choose a different **student-centered learning theorist**, then research the individual and complete a bio-poem to share with the rest of us. This activity is meant to expose you to the multiple dimensions of student-centered theory, and is a springboard toward your final assignment. NOTE: You must sign-up in advance (see due dates) – there are enough student-centered theorists that every one is able to choose a different theorist. Remember, for this assignment you are not choosing a *theory*; you are choosing a person who practices the theory, a *theorist*.

> "A bio-poem uses a formulaic structure to create a poem expressing what the writer sees as significant or meaningful dimensions of a subject's life" (Bean, 2010, p. 137).*

Be creative and *thesaurasize it*, using your own words and descriptions of the person based on your research. In other words, do not simply repeat what the research says; interpret it in your own way, as part of a original and poetic yet informative process.

Below is the grading scale and the formula is as follows:

- **Line 1:** First name [1/2 pt]
- **Line 2:** Four traits that describe the character of the person [4 pts]
- **Line 3:** Relative of (brother of, sister of, and so on) [1 pt]
- **Line 4:** Lover of (list three things or people) [3 pts]
- **Line 5:** Who feels about their theory... (three items) [3 pts]
- **Line 6:** Who feels the theory requires... (three items) [3 pts]
- **Line 7:** Who fears the theory... (three items) [3 pts]
- **Line 8:** Who gives to the theory... (three items) [3 pts]
- **Line 9:** Who would like the theory to... (three items) [3 pts]
- **Line 10:** Resident of [1 pt]
- **Line 11:** Last name [1/2 pt]
- **Reference Page:** Minimum 3 references (books, journal articles, documentary - only 1 website allowed – not Wikipedia!), APA. [5 pts]

*Bean, John C. (2011). *Engaging ideas* (2nd ed). San Francisco, CA: Jossey-Bass.

# PHILOSOPHY OF TEACHING AND LEARNING STATEMENT
## (60 POINTS TOTAL)

Your philosophy statement should reflect your personal values and your professional framework. The purpose of the assignment is to connect what you do in the classroom (praxis) to why you do what you do (theory). The audience is your self as the statement serves as a personal guideline, and also employers and other educators as it serves as your professional understanding.

Foremost, this is a professional statement. The statement should provide a clear, concise account of your philosophy of teaching, teaching approach, methods, and expertise. *If you are not yet teaching, then your responses can be more of an educational philosophy with a general sense of what you would do. In other words, contextualize your responses based on whether or not you are in the classroom.* Each statement should be unique and considered somewhat of a work in progress, for it will change as you learn, grow and change.

You may keep your statement in one document file separated by section headings (Part I, Part II, etc.) for continuity and flow, with each part taking into consideration editing and feedback. Remember, as a professional statement – you want to be as concise and clear as possible using the language of education (see Dictionary and Glossary links under Resources) and minimal personal anecdotes. Save those for your interview!

# LEARNING THEORY PRESENTATION
## (50 POINTS)

1. You have the option of doing this assignment individually or in pairs.

2. You will choose **one student-centered learning theory**, then research the information below and analyse the ideas in relation to your understanding of a student-centered classroom.

3. You will then create a presentation of the theory to submit and share with the class. You do not need to submit an additional paper for this assignment, as your research should be evident in your presentation.

4. Your presentation should include the following as a foundation, additional relevant information may be added as well:

   - **Historical Sketch –** we do not need to know the entire historical account of the theory, but some context about how the theory is different/similar to previous/current theory [5pts] and how the theory came to the place it holds in the paradigm continuum is useful [5pts]
   - **Brief Publications List–** a short bibliography of 5-10 of the most cited or influential works in the theory's field, include most recent as well as significant titles [5pts]
   - **Synthesis of Perspective –** provide highlights of 2-3 of the most salient points of the theoretical perspective in relation to a student-centered classroom [10pts]
   - **Instructional Problems Addressed through the Theory –** how does the theory address particular student centered instructional issues in its approach? Provide 2-3 examples [10pts]
   - **Instructional Problems not Addressed through the Theory –** what student centered instructional issues are not addressed in this theoretical perspective? Provide 2-3 examples [10pts]
   - **References –** [5pts]
     o **Individual –** 5 minimum (books, journal articles, no more than 2 valid websites), may include no more than 2 class readings
     o **Pairs –** 10 minimum (books, journal articles, no more than 4 valid websites), may include no more than 4 class readings

5. Be creative in your presentation; see different technology resources provided under *Presentation Options* for inspiration.

| Date | Course Topics | Weekly Readings | Critical Reflection Due Dates | Assignment Due Dates |
|---|---|---|---|---|
| Week 1 8/24 | **Course Foundations** | Cunningham et al. (2007) Dawson (2002) | CR1 Response due 8/29 | |
| Week 2 8/31 | **Education Paradigms & Learning Theories** | Hinchey (2010) Robinson (2009) Uhl & Stuchul (2011) | CR2 Response 1 – 8/31 Responses 2 & 3 – 9/5 | |
| Week 3 **9/7*** (Labor Day) | | Kochlar-Bryant & Heishman (2011) Kohn xi-11 (intro & chpt. 1) | CR3 Response 1 – 9/8* Responses 2 & 3 – 9/12 | **Bio Poem Sign-up 9/13** |
| Week 4 9/14 | **Education Structures & Systems of Power** | Darling-Hammond (2010) Kohn 12-53 (chpts. 2-4) | CR4 Response 1 – 9/14 Responses 2 & 3 – 9/19 | **Philosophy Statement Draft 1 9/20** |
| Week 5 9/21 | | Chiariello (2013) Glass (2014) | CR5 Response 1 – 9/21 Responses 2 & 3 – 9/26 | |
| Week 6 9/28 | **Education Structures & Systems of Possibilities** | Kohn 54-77 (chpt. 5) Davis (2011) White (2014) | CR6 Response 1 – 9/28 Responses 2 & 3 – 10/3 | |
| Week 7 10/5 | | Arreguín-Anderson et al. (2011) Rodriguez-Valls & Ponce (2013) | CR7 Response 1 – 10/5 Responses 2 & 3 – 10/10 | **Bio Poem 10/4** |
| Week 8 10/12 | **Creating Communities of Learning** | Kohn 78-119 (chpts 6-7) Marsh et al. (2014) | CR8 Response 1 – 10/12 Responses 2 & 3 – 10/17 | |
| Week 9 10/19 | | Haynes Writer & Baptiste (2009) *Community Questionnaire | CR9* Response 1 – 10/19 Responses 2 & 3 – 10/24 | |
| Week 10 10/26 | **Student-Centered Design & Instruction** | Atkinson & Swaggerty (2011) Hains & Smith (2012) Kohn 120-137 (chpt. 8) | CR10 Response 1 – 10/26 Responses 2 & 3 – 10/31 | **Philosophy Statement Draft 2 11/1** |
| Week 11 11/2 | | Peters (2010) Savery (2006) Turner (2011) | CR11 Response 1 – 11/2 Responses 2 & 3 – 11/7 | |
| Week 12 11/9 | **Student-Centered** | Frey et al. (2012) Rich et al. (2013) | CR12 Response 1 – 11/9 Responses 2 & 3 – 11/14 | |

| | Assessment | | | |
|---|---|---|---|---|
| Week 13 11/16 | | Swadener (2010) Valenzuela et al. (2015) | CR13 Response 1 – 11/16 Responses 2 & 3 – 11/21 | **Philosophy Statement Final Draft – 11/22** |
| Week 14 **11/23*** | **\*Fall Break** | | | |
| Week 15 11/30 | **Final Thoughts & Reflections** | Freire (2005) Kohn 138-164 | CR14 Response 1 – 11/30 Responses 2 & 3 – 12/5 | |
| Week 16 12/7 | | | CR 15 Responses due 12/11 | **Learning Theorist Presentation – 12/7** |