

MANAGING THE STUDENT-CENTERED CLASSROOM

TED 5302-003 (21678)

Online - Blackboard

Spring 2015

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Office Hours: Online and by Appointment

REQUIRED TEXTS

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

COURSE DESCRIPTION

We will explore and discuss the theory and practice of how to manage instruction and relationships in a student-centered classroom. Emphasis will be on classrooms as communities of learning and on communication skills.

COURSE FORMAT

Learning Community Overview

Online learning (and teaching) requires that an “online community” be developed in order to ensure successful and full understanding of course content, and to meet the criteria of a constructivist curriculum, which is foundational to this course. Community will be developed through the use of continuous communication via several modes of networking and group projects. Class members are expected to participate fully in all assigned discussion activities, chats, synchronous/asynchronous meetings, etc.

Netiquette & Discussion Expectations

“Netiquette” is the term used to describe the courteous and civil exchange of electronic communications, and will be the guide and expectations of this course. Distance separation between members of this course community does not provide any member the right to be impolite or discourteous to any other member (including the instructor). Members (students and instructor) are expected to desist from personal attacks when disagreeing with others or critiquing their work (“flaming”), and should use emoticons and acronyms to convey emotions. “Capitalized” or “bolded” text imply shouting and will be avoided. Members will “support, not divide”, “critique, not criticize”, “question ideas, not people”, “provide scholarly information, not personal opinions”, “think critically and creatively”, and “communicate assertively while respecting personal boundaries” (Parra & Bovard, 2009).

Online Preparation

Plan to spend at least as much time in this web course as a three-credit classroom lecture course. A classroom lecture course requires three hours a week in class with approximately 3-6 hours of homework. Expect to spend the same amount of time or more. Although this course is designed to be flexible, it is not self-paced. There are weekly discussions and intermittent deadlines.

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.

STUDENT LEARNING OBJECTIVES

	STUDENT LEARNING OUTCOMES	ASSESSMENTS
	By the end of the course, the student will be able to:	To evaluate these outcomes, the faculty member will use the following assessment procedures.
1	Recognize the necessary of creating an Environment of Respect and Rapport	Reflective writing assignments, presentations, and projects assessed through the use of a rubric
2	Establishing an Environment for Learning and Excellence	Reflective writing assignments, class discussion, and research projects assessed through the use of a rubric
3	Employ appropriate Curriculum Theories in personal teaching	Case study analysis and discussion, reflective writing assignments, and research presentations assessed through the use of a rubric
4	Prepare you to take the Teacher Education Department's qualifying exam for the Master's degree.	Case study analysis and discussion, reflective writing assignments, and research projects assessed through the use of a rubric

COURSE ASSIGNMENTS

- **Participation and Attendance (of course):** Because of the nature of this course being solely online, missing one week or 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 instructor. *If you are having any difficulty keeping up, get in touch with me immediately to negotiate a plan.*
- **Critical Reflections/Discussion of Readings (50 points total):** Each week you will turn in a critical reflection of the readings covered, synthesizing your understanding of them, and responding to discussion questions.

- **Learning Theorist Bio-Poem (30 points):** Each person will choose a different student-centered learning theorist, then research that person and complete a bio-poem. Restrictions apply - you will need to sign up in advance, there should be no duplicate theorists. See the assignment link under Course Overview, as well as the Blogs for more information.
- **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. Your second draft includes a peer review. Each part is meant to build on the other including ideas related to what you're learning in the course. See the assignment links under Course Overview for more information.
- **Learning Theory Presentation (60 points):** Individually or in groups (of no more than 3) you will choose a different student-centered learning theory to research and present at the end of the semester. Restrictions apply - you will need to sign up in advance, there should be no duplicate theorists. See the assignment link under Course Overview, as well as the Blogs for more information.

GRADING CRITERIA

Your earned points divided by total points equals your grade percentage. Use the following scale for letter grade:

A: 90 - 100%, **B:** 80 - 89%, **C:** 70 - 79%, **D:** 60 - 69%, **F:** <60%

	POINTS	DUE <i>everything by midnight</i>
LEARNING THEORIST BIO-POEM	30	Sign-up by 2/1 Bio-poem due 2/8
CRITICAL REFLECTION DISCUSSIONS	50	<i>Response 1 by Mondays Responses 2 & 3 by Saturdays</i>
PHILOSOPHY STATEMENT 1	20	Draft 1 due 2/22
PHILOSOPHY STATEMENT 2 & PEER REVIEW	20	Draft 2 due 3/22 Peer review due to partner by 4/5
PHILOSOPHY STATEMENT 3	20	Final Draft due 4/19
LEARNING THEORY PRESENTATION	60	Sign-up by 3/8 Presentation due 5/3
<i>TOTAL POINTS</i>	200	

UTEP POLICIES

Standards of Academic Integrity

Students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.

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.

Critical Reflective Discussions

Assignment (50 points*)

Each week you will submit a reflection on the readings and respond to two separate colleagues. These may be in response to a posted discussion question, or you may have the opportunity to share otherwise. For each reflection please be as explicit and detailed as possible. These discussions are meant to gauge your growth and understandings of curriculum, pedagogy and learning contexts so should be written from your own personal/professional perspective, with reference to each reading covered that week. APA is required for this assignment but for in-text citations only – you do not need to provide the full reference for in-class readings, only if you cite an outside reading.

Remember; do not tell us what the authors said (reflections are not reviews), integrate their work with your own words and understanding. Posted responses should be **significant** – helping our thinking about the topic and the discussion to move forward. There is a variety of ways to do this, including;

- Providing concrete examples, perhaps from your own personal/professional experience
- Describing possible consequences or implications
- Using research, class readings and cited studies or lessons from your own experience
- Posing a clarifying question
- Suggesting a different perspective or interpretation
- Synthesizing ideas and pulling in related information from other sources – books, articles, websites, other courses, etc.

Discussion Responsibilities

1. Respect each other's differences and do not make or take it personal.
2. Keep to the issues and not persons.
3. Keep conversations professional regarding other programs and colleagues.
4. Use "I" messages as much as possible when sharing.
5. Ask for understanding of another's perspective if you are unclear.
6. Because the discussion board is text based, use **Netiquette** and check your writing from another person's perspective before posting.
7. Ask for clarification if you feel offended, concerned, or do not understand.

Writing Prompts

The following are prompts to help you with the writing; they are optional.

- What did I already know about the content covered in the readings for this reflection?
- How did they engage and expand my understanding?
- Where does my understanding come from (prior research, experience, etc.)?
- How do you think the reading connects with the purpose of curriculum and pedagogy?
- What was the most challenging thing I read?
- What was the most inspiring?
- What questions do I still have about the readings?

Critical Reflective Discussions Assignment Rubric

Criteria Engaged	Evolving	Beginning	Not Evident
<i>Timeliness & number of discussion responses.</i>	3+ postings distributed throughout the week	1-2 postings	0-1 postings
<i>Responsiveness to discussion topic & demonstration of knowledge & understanding from assigned readings.</i>	<p>*Response suggests analysis, synthesis, & evaluation of ideas.</p> <p>*Ideas respect & include different perspectives.</p> <p>*Readings were understood & incorporated into discussion as relates to topic.</p>	<p>*Response adds significantly to the discussions' meaning, perspective taking, & learning (e.g. identifying important relationships, offering a fresh perspective or critique of a point; offers supporting evidence).</p> <p>*Little use made of readings.</p>	<p>*Posting response supplements or adds moderately to the discussion & learning.</p> <p>*Little or no use made of readings.</p>
<i>APA Citations (Full reference not required for in-class readings.)</i>	Sources are cited correctly in APA format.	Few sources are cited correctly in APA format.	No sources are cited correctly in APA format.
Total Points	3 points	1-2 points	0-1 points

***NOTE**

The total 50 points is broken down in the following way:

- Week 1 is worth 8 points, 1 point/question on the Discussion board posting for this week
- Week 12 and 13 are combined into one discussion worth 6 points (double the normal rubric points)
- All other weeks' discussions are worth 3 points

LEARNING THEORIST BIO-POEM ASSIGNMENT (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.

STUDENT-CENTERED LEARNING THEORY PRESENTATION ASSIGNMENT (60 POINTS)

You have the option of doing this individually or in groups (no more than 3). Either way, you will sign-up in advance and choose a **student-centered learning theory**, then research and analyse the ideas in relation to your understanding of a student-centered classroom. You will create a presentation of your findings to share with the class. As always, be creative in your presentation; see the different technology options provided under Resources for inspiration.

In each presentation you will consider the following as a foundation, additional information may apply 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 and how the theory came to the place it holds in the paradigm continuum is useful. [10 pts]
- **Brief Publications List**- a bibliography of the most cited or influential works in the theory's field, include most recent as well as significant titles. [5 pts]
- **Synthesis of Perspective** - highlights of the most salient points of the theoretical perspective in relation to a student-centered classroom. [10 pts]
- **Instructional Problems Addressed through the Theory** - how does the theory address particular instructional issues in its approach? Give 2-3 examples. [15 pts]
- **Instructional Problems not Addressed through the Theory** - what instructional issues are not addressed in this theoretical perspective? Give 2-3 examples. [15 pts]
- **References** - [5 pts]
 - **Individual** - 6 minimum (books, journal articles, no more than 2 primary websites); may include no more than 2 class readings
 - **Group** - 9 minimum (books, journal articles, no more than 3 primary source websites); may include no more than 3 class readings

Week	Topics	Readings/Videos	Assignments	Due
1 Jan 20-25	Course Overview & Foundations	Cunningham (2011) Dawson (2002) Uhl & Stuchul (2011) Video: Kohn	Critical Reflection 1 & Responses	
2 Jan 26-Feb 1	Education Paradigms & Learning Theories	Hinchey (2010) Kochlar (2011) Video: Changing Paradigms	Critical Reflection 2 & Responses	<i>Sign-up for Learning THEORIST</i>
3 Feb 2-8		Kohn xi-11 Bergman (2004) Smith (2004) Video: Brain Power, Praise	Critical Reflection 3 & Responses	Bio Poem Due
4 Feb 9-15	Educational Structures & Systems of Power	Videos: ATDT, Cooper Kohn 12-53	Critical Reflection 4 & Responses	
5 Feb 16-22		Fabelo et al. (2011) - pgs. 1-86	Critical Reflection 5 & Responses	PS Draft 1 Due
6 Feb 23-Mar 1	Educational Structures & Systems of Possibilities	Kohn 54-77 Davis (2011)	Critical Reflection 6 & Responses	
7 Mar 2-8		Darling-Hammond - video Democratic & Free Schools	Critical Reflection 7 & Responses	<i>Sign-up for Learning THEORY</i>
8 Mar 9-16	Spring Break			
9 Mar 16-22	Creating Communities of Learning	Kohn 78-119 Marsh, McCormack & White (2014)	Critical Reflection 8 & Responses	PS Draft 2 & PS Peer Review
10 Mar 23-29		Haynes Writer & Baptiste (2009) <i>Community Analysis Questionnaire</i>	Critical Reflection 9 & Responses	
11 Mar 30-Apr 5	Creating Solutions in Education	Kohn 120-137 Case studies 1	Critical Reflection 10 & Responses	Peer Review Feedback Due to Partner

Week	Topics	Readings/Videos	Assignments	Due
12 Apr 6-12		Turner (2011) Case studies 2	Critical Reflection 11 & Responses	
13 Apr 13-19	More Solutions in Education	Darling-Hammond (2010) Faridi (2014) Hancock (2011) Hogan (2014) Videos: Finnish First, Singapore Second	Critical Reflection 12 & Responses	PS Draft 3 + PR Feedback Form Due
14 Apr 20-26				
15 Apr 27-May 3	Final Thoughts & Reflections	Atkinson & Swaggerty (2011) Freire (2005) Peters (2010) Kohn 138-158	Critical Reflection 13 & Responses	LT Presentation Due
16 May 4-8	Finals Week Critical Reflection 14 & Responses			