# Managing the Student-Centered Classroom

TED 5302-001 (CRN 30723)
Online – Blackboard
*Summer 2017*

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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* (2014), 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.

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 TEXT**

- Kohn, A. (2006). *Beyond discipline: From compliance to community* (10th edition). NJ: Merrill Prentice Hall.
- Additional weekly articles and video links available on Blackboard.

**COURSE ASSIGNMENTS**

• **Participation and Attendance:** 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 (80 points total):** Every week you will complete a critical reflection on the Discussion Board that covers the readings/videos for that time period. You will post one initial response to the Discussion Board forum for the week, and then respond to two different colleagues. Choose colleagues who do not already have responses and/or who you have not interacted with before. See the assignment guidelines and rubric below for assessment and evaluation.

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

• **Philosophy Statement (30 points total/15 each part):** Throughout the course you will develop an education/teaching/learning philosophy statement that reflects your understanding of and framework for a student-centered classroom. Each part of this assignment includes different guiding questions, and should include reference to in class and student centered readings.

• **Learning Theory Presentation (60 points):** Individually or in pairs you will choose a ***student-centered learning theory*** to research and present. See the assignment instructions and evaluation below. *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**

There are 200 points possible to earn, divide your earned points by the total possible. Your final grade will be assessed based on the following percentage:

**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/weeks as excessive. The student may be dropped for lack of attendance. If you have concerns/issues with keeping up with the course, please let me know immediately so we can negotiate your successful completion.

**WRITING REQUIREMENTS AND RESOURCES**
All submitted written work turned in will be considered 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 writing style format. In addition to the latest APA Manual (http://www.apastyle.org/manual/), you may also use the OWL resource @Purdue - https://owl.english.purdue.edu/owl/resource/560/01/

**UTEP POLICIES**
**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 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 for your theorist in advance (see schedule) – there are enough student-centered theorists that everyone is able to choose a different one. First come first serve – if you choose a theorist that has already been chosen you will be asked to choose again. *Remember, for this assignment you are not choosing a theory; you are choosing a person who practices the theory, a theorist. See the Student-Centered Resources folder under Course Overview in Blackboard for options*.

"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 an original and poetic yet informative process. Below is the grading scale and the basic formula. You may choose to change the format only if all the information listed below is present in your poem.

- **Initial sign up:** Must choose one student centered learning theorist prior to submitting poem. First come first serve, no duplicate theorists allowed. [2pts]
- **Line 1:** First name [1/2pt]
- **Line 2:** Four traits that describe the character of the person [4pts]
- **Line 3:** Relative of (brother of, sister of, and so on) [1pt]
- **Line 4:** Lover of (list three things or people) [3pts]
- **Line 5:** Who feels about their theory... (three items) [3pts]
- **Line 6:** Who feels the theory requires... (three items) [3pts]
- **Line 7:** Who fears the theory... (three items) [3pts]
- **Line 8:** Who gives to the theory... (three items) [3pts]
- **Line 9:** Who would like the theory to... (three items) [3pts]
- **Line 10:** Resident of [1pt]
- **Line 11:** Last name [1/2pt]
- **Reference Page:** Minimum 3 references in APA style (books, journal articles, documentary, etc. - only 1 website allowed – no Wikipedia!). [3pts]

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

# PHILOSOPHY OF EDUCATION, TEACHING AND LEARNING STATEMENT
## [30 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 you as the statement serves as a personal guideline for your beliefs and understanding of teaching and learning, as well as employers and other educators as it serves as your professional knowledge framework.

Foremost, this is a professional statement that should provide a clear, concise account of your philosophy of teaching, teaching approach, methods, and expertise. *Contextualize your responses based on whether or not you are in the classroom. If you are not yet teaching, then your responses may include more theoretical foundations with a general sense of what you would do in praxis.* Each statement should be unique and considered a work in progress, for it will change as you learn, grow and change.

***Instructions and guidelines for each part of the statement are on Blackboard under Assignments.*** You may keep your statement in one document file separated by section headings 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
### [60 POINTS]

For this assignment, you have the option of working individually or in pairs. You will choose and sign up for one student-centered learning theory, then research the information below, and analyse the ideas in relation to your understanding of a student-centered classroom. *DO NOT focus solely on one theorist's perspective, be sure to include additional perspectives on the theory*.

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

Your presentation should include the following as a foundation, additional relevant information may be added in addition to:

- **Historical Sketch** – we do not need to know the entire historical account of the theory, but we do need 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 learning theory continuum [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** – [10pts]   o Individual – 9 minimum (books, journal articles, no more than 1 valid websites – NO WIKIPEDIA), may include no more than 3 class readings   o Pairs – 12 minimum (books, journal articles, no more than 2 valid websites), may include no more than 4 class readings

Be creative in your presentation; explore the variety of technology resources provided on Blackboard under Course Overview -> Presentation Options for inspiration.

# CRITICAL REFLECTIONS
## [80 POINTS TOTAL/10 POINTS EACH WEEK]
## ONLINE DISCUSSION GUIDE – SCORING RUBRIC & EXAMPLES

Each week you will submit a critically reflective response to a discussion posting 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 student centered theory and instruction, 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*** (see examples below) – 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.

### Scoring
Your participation score each week will be based on the number and quality of messages you post to that discussion. A *minimum* of three responses are required; one to the original posting and two to two different colleagues. Participation will be evaluated in terms of quality as well as number of postings, based on the following scale.

## CRITICAL REFLECTIONS RUBRIC

| Criteria Engaged | Evolving | Beginning | Not Evident | Points |
|---|---|---|---|---|
| *Timeliness & number of discussion responses.* | 3+ postings distributed on time. *3 pts* | 1-2 postings distributed on time. *1-2 pts* | 0-1 postings distributed throughout the week. *0-1 pts* | **3pts** |
| *Responsiveness to discussion topic & demonstration of knowledge & understanding from assigned readings.* | *Response suggests analysis, synthesis, & evaluation of ideas. *Ideas respect & include different perspectives. *All readings were understood & incorporated into discussion as relates to topic. *4-5 pts* | *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). *Some use made of readings. *2-3 pts* | *Posting response supplements or adds moderately to the discussion & learning. *Little or no use made of readings. *0-1 pts* | **5 pts** |
| *APA Citations (Full reference not required for reflection postings, proper in-text APA is required.)* | Sources are cited correctly in APA format. *2 pts* | Few sources are cited correctly in APA format. *1 pt* | No sources are cited correctly in APA format. *0 pts* | **2 pts** |
| | | | **Total Points Possible** | **10 pts** |

*NON-SUBSTANTIVE Response Examples: They may indicate agreement or disagreement with a prior message, but they are too general to help move the discussion forward.*

1. **"Good idea for assessing whether people know what to do."** *Example 1 is a "non-substantive" message because it's simply a compliment to the student that posted the original message. It doesn't move the discussion forward or add anything substantial to the discussion and/or meaning.*
2. **"I have to agree. Having a subject matter expert or experienced designer look at the work is of tremendous help. It is so easy to assume things, and leave out steps here and there. It is certainly not as easy as it looks, and I can see where this process makes for a much better learning experience for the participants."** *Example 2 is a "non-substantive" message because the student is simply agreeing with a statement made by another student. This message does little to move the discussion forward.*
3. **"I disagree with your definition of soft technology. Can you please tell me how you came to that conclusion?"** *Example 3 is a "non-substantive" message because, although the student disagrees, she/he doesn't expand on the question by saying why there is disagreement.*

**MODERATE Response Examples:** *These messages add to the discussion by clarifying information or showing how it can be applied in a particular situation, but they don't break down individual thoughts and ideas to create something new or criticize an idea based on new thoughts.*

4. **"As far as having used behavioral objectives, I've used them to advertise the training and again at the beginning of training in order to explain to employees what they're going to learn. For instance, an example of a behavioral objective in training for managers would be: "At the end of the class, participants will define the steps in the disciplinary process." In describing the behavior, I agree that using action verbs such as define, rather than a verb like understand lets the employee know that he/she will actually be able to do something at the end of the training."** *Example 4 is a "moderate" message because the student displays knowledge of behavioral objectives and gives an example.*

5. **"As an example, I work with someone who is an instructional designer, yet he's one of the slowest in adapting new elements and methods to our work. My point is that although his background is in the training field, he just couldn't seem to transition and apply that to Web- based training. Perhaps his individual capacity just isn't tailored to developing this type of training application."** *Example 5 is a "moderate" message because this student shows comprehension of the definition of the term "capacity," as it's used in Gilbert's Behavioral Engineering Model, and is applying that definition to an example at her work.*

6. **"Perhaps the next important thing to consider is: Does the measurement we make (or invent) have meaning? Can it be applied in a useful manner or is it just more information? Can this measurement be used to produce or improve results?"** *Example 6 is a "moderate" message because the student is asking questions to move the discussion forward. Notice that the questions in this message are more specific than the question in Example 3. If this student had attempted to answer her own questions by providing some solutions on how to ensure measurement was useful, the posting may have been considered substantial.*

**SIGNIFICANT Response Examples:** *These messages add to the discussion by identifying important relationships, putting ideas together in some unique way, or offering a critique as a point of discussion.*

7. **"I believe that learning is more effective if we allow learners to create their own behavioral objectives. Like Driscoll, I believe that 'Learners are not empty vessels waiting to be filled, but rather active organisms seeking meaning'. Bearing in mind that we are all products of our own experiences; be it socioeconomic, gender specific, cultural and/or family related, I firmly believe that the learning needs of learners should always be the force, which guides the instructional development process and the crafting of meaningful behavioral objectives. Therefore, differentiated instruction is of paramount importance if we are to**

**provide meaningful learning environments, which emulate challenge, variety, creativity, and innovation. Consequently, a synergistic blend between Bloom's Taxonomy and Gardner's Theory of Multiple Intelligences must be found if learning is to be truly effective."** *Example 7 is a "significant" message because the student is combining ideas learned from various resources into a new thought.*

8. **"I agree with the statement 'learning is generally less effective when only the learners create the objectives', However, I would not wish to lump ALL learners into this category, whether they are intellectually gifted or not. I believe that in much instruction the student is an integral part of defining the objective, especially in skills training, or efficiency of operations. If a company has been producing X product in the same manner for an extended time, it is reasonable to believe that new employees have been trained in that "tried and proven" method of production. However, as times and markets change, production techniques must also change. The student (employee) who is being taught the same "old" method would invariably attempt to modify the technique to increase efficiency of the production. If the student is stifled by being held only to the objectives stated in the training, no improvement will be made and the company will ultimately suffer."** *Example 8 is a "significant" message because the student is disagreeing and making a contrary argument, based on an evaluation of the idea expressed in a previous message.*

9. **"I'm a Thomas Gilbert fan and I saw a parallel here with Gilbert's Behavioral Engineering Model and what Rossett is calling barriers. Barriers, of course, could include anything, including supervisor resistance (data and incentives), lack of alignment between training and actual work (knowledge), lack of tools (information), and lack of information (data)."** *Example 9 is a "significant" message because the student is identifying relationships between ideas presented by Gilbert and Rossett. Another thing to notice here is that messages don't have to be long to be "significant", but they do have to show a level of analysis, synthesis, or evaluation of the material.*

## *A FINAL GUIDELINE FOR POSTINGS - MAKE SURE YOUR COMMENTS ARE* CRISP:

**Considerate.** You may have strong views and will want to express those views. That's great. But remember that others may have equally strong views that are the polar opposite of your views. Feel free to question, challenge, or disagree with anything in the discussion, but do so in a respectful, considerate way.

**Reflective.** An asynchronous discussion may lack the spontaneity of a live discussion. But this can be an advantage. There is more time to think before responding. Take the time to think about the ideas that have been expressed (in the readings and the discussion) from the perspective of your own experience. Then add your own comments and insights.

**Interactive.** Remember that you're a participant in a discussion and talk with one another. You have learned how to respond to posted messages and how to cut and paste parts of previous messages into your message. Use these methods. The idea is to be interactive, not just active.

**Succinct.** Get to the point. Short, focused message are usually more effective than long comments.

**Pertinent.** Comments and questions should be related to the discussion topic. There will be times when you want to talk with someone about something unrelated to the topic. That's fine. Please do that privately at other times. When you enter into a weekly discussion, please remember that this is a professional dialogue related to course content, not a private conversation.

*(Adapted with gratitude from Dr. Manal Hamzeh's Online Guide, 2008)*

**SUMMER SCHEDULE**

| Week | | Required Readings | Critical Reflection Due Dates | Other Assignment Due Dates |
|---|---|---|---|---|
| 1 | Course Overview & Foundations | Cunningham et al. (2007)<br>Dawson (2002)<br>Hinchey (2010) | CR part 1-6/16<br>CR part 2-6/18 | |
| 2 | Education Paradigms & Learning Theories | Kohn (2006) xi-11 (intro & chpt. 1)<br>Kochaar-Bryant & Heishman (2010)<br>Turner (2011) | Response 1-6/23<br>Resp. 2&3-6/25 | **Sign up for Bio Poem Theorist & Learning Theory 6/25** |
| 3 | Education Structures & Systems of Power | Kohn (2006) 12-53 (chpts. 2-4)<br>Chiariello (2013)<br>Elias (2013)<br>Glass (2014) | Response 1-6/30<br>Resp. 2&3-7/2 | **Philosophy Statement Part 1 7/2** |
| 4 | Education Structures & Systems of Possibilities | Kohn (2006) 54-100 (chpts. 5-6)<br>Arreguín-Anderson et al. (2011) | Response 1-7/7<br>Resp. 2&3-7/9 | **Bio Poem 7/9** |
| 5 | Creating Learning Communities | Kohn (2006) 101-119 (chpt. 7)<br>Haynes Writer & Baptiste (2009)<br>*Community Analysis Questionnaire* | Response 1-7/14<br>Resp. 2&3-7/16 | |
| 6 | Student Centered Assessment | Andrade et al. (2012)<br>Frey et al. (2012)<br>Miller (2013)<br>Rich et al. (2013)<br>Valenzuela et al. (2015) | Response 1-7/21<br>Resp. 2&3-7/23 | **Philosophy Statement Part 2 7/23** |
| 7 | Creating Solutions Together | Kohn (2006) 120-137 (chpt. 8)<br>Atkinson & Swaggerty (2011)<br>Peters (2010) | Response 1-7/28<br>Resp. 2&3-7/30 | **Learning Theorist Presentation 7/30** |
| 8 | Final Thoughts | Kohn (2006) 138-158 (Afterword)<br>Freire (2005) | Responses due 8/2 | |