

**Dewar College of Education and Human Services
Valdosta State University
Department of Psychology, Counseling, & Family Therapy**

**EDUC 2130
Exploring Learning and Teaching
3 Semester Hours
Hybrid**

GUIDING PRINCIPLES (DEPOSITS)

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

NATIONAL PROFESSIONAL ASSOCIATION/ACCREDITOR

STANDARDS/COMPETENCIES/LEARNING OUTCOMES: InTASC Model Core Teacher Standards*

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

- Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf*

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

- I. CONTENT AND CURRICULUM: Teachers demonstrate a strong content knowledge of content area(s) appropriate for their certification levels.
- II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.
- III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- IV. ASSESSMENT: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.
- V. PLANNING AND INSTRUCTION: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment
- VI. PROFESSIONALISM: Teachers recognize, participate in, and contribute to teaching as a profession.

COURSE DESCRIPTION

The study of educational psychology concepts through examination of learning and teaching processes, with the goal of applying this knowledge to enhance the learning of all students in a variety of educational settings and contexts. **Successful completion of 10 hours of field experience is required. Prior to beginning the field experience, students must complete a criminal background check and obtain liability insurance.** (Valdosta State University Undergraduate Catalogue, 2016-2017).

REQUIRED TEXTBOOK

Tuckman, B. W. & Monetti, D. M. (2011). *Educational psychology*. Belmont, CA: Wadsworth.

E-book available for sale/rental at Amazon: <http://a.co/fFZ0UtA>

Please note: Used and/or less expensive textbooks/E-books can be found at other textbook sources (e.g., bookstore, Barnes and Noble, etc.). **A copy is on reserve at Odum Library.**

COURSE OBJECTIVES (CO)

At the completion of this course, students will be able to:

1. Discuss how student factors (e.g., motivation, family and cultural background, temperament and learning preferences, prior knowledge and experiences) impact student learning in educational settings (CFS II, InTASC Model Core Teacher Standards 1, 2).
2. Discuss how the environment, teaching practices, and instruction impact student learning in educational settings (CFS III, V, InTASC Model Core Teacher Standards 3, 5).
3. Describe how they can ensure that all students have access to an equitable classroom environment as well as access to effective instruction (CFS II, III, IV, V).
4. Identify legislation and supports available to learners with exceptionalities (CFS II).
5. Analyze classroom situations and learner behavior to determine behavioral supports that could be used to improve social and academic behavior (CFS II, III, IV, V).
6. Describe cognitive and metacognitive strategies that can be used to enhance learning (InTASC Model Core Teacher Standard 8).
7. Describe and analyze how knowledge gained from the course could be used to inform their own planning and decision-making as educational professionals in order to maximize their future students' learning (CFS I, VI, InTASC Model Core Teacher Standards 4, 6, 7, 9).
8. Discuss the role of the teacher as facilitator of learning, researcher, and advocate (InTASC Model Core Teacher Standard 10)

METHODS OF INSTRUCTION

- Face-to-Face 50%
- Online 50%
- Lecture
- Discussion
- Field Experience

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

A. Out-of-Class Learning Activities (200 points)

There will be a variety of out-of-class activities required this semester, including discussion board posts, responses to readings, self-reflections, and a lesson plan. The point of these activities is to help you to think about, analyze, and apply concepts from the readings on your own. These activities are graded based on completion and accuracy, depending on the activity. In most cases, the activities completed outside of class are intended to help facilitate productive discussion in class, help you apply concepts to educational settings, or prepare you for the expectations of the field experience reflection (more information below). **Credit will not be awarded for late assignments.**

B. Quizzes (150 points)

A total of 18 short (5-10 questions), timed (~20 minutes) quizzes will be due before select classes on BlazeView (see schedule below). The purpose of the quizzes is to assess your understanding of the concepts **after reading the assigned text**. These serve as important formative assessments because they indicate which concepts should be reviewed during our class time. For this reason, all quizzes are due **by class time on the dates indicated**. The three lowest quiz grades will be dropped. **Credit will not be awarded for late quizzes.**

C. Exams (250 points)

There will be five online exams during the semester, which will be timed. Each exam will consist of about 20-30 multiple-choice questions over the material from the textbook and class discussions. **Credit will not be awarded for late exams.**

D. Field Experience: Hours and Final (400 points)

VSU students will observe or work with students at the Boys and Girls Club of Valdosta (or other formal learning environment) for a minimum of 10 hours in order to meet course requirements. Make sure to demonstrate good work habits, such as punctuality and appropriate school setting dress. It is your responsibility to maintain student confidentiality and protect the identities of the students at the Boys and Girls Club or other organization.

Before you can be admitted to the Boys and Girls Club (or other organization) you will need:

1. A criminal background check
 - a. Obtained from Valdosta City Police or Lowndes County Sheriff's Office
 - b. Fingerprints required for Downtown Boys & Girls Club only
2. SPAGE (Student Professional Association of Georgia Educators) liability insurance
 - a. Online purchase: Directions on BlazeView
 - b. In-person purchase: Go to the COEHS Advising Center. You can purchase your liability insurance at the advising center
3. Please keep a copy for yourself and email the COEHS Advising Center or turn in background check and SPAGE liability insurance to the COEHS Advising Center. They will enter your information into Banner so you can use your background check and SPAGE liability insurance for this course and other courses in the future.

****Please remember to have this turned in in advance of the final exam period. If it is not entered by the final exam period, credit will not be granted for the background check and SPAGE insurance.**

You can check your information located on your Banner account under the “teacher preparation requirements” tab. Please let me know if you have any questions.

During and after your observation of 10 hours you will need to keep a signed log of your hours and notes to reflect on your experiences. A more detailed description of your assignment is located on BlazeView, but generally, in your final exam you will need to:

1. Describe what you did at the Boys and Girls Club (or other organization)
2. Describe what you learned about the teaching and learning process with your student
3. Given a list of terms, the course concepts to your observations (bulk of exam)

The exact constructed-response questions on the final exam, which will not be timed, will be available before starting the final exam. Proof reading and spell check in Word is recommended before submitting the final. Only one attempt is permitted.

The signed log of observations hours must be submitted via BlazeView and the reflection must be submitted via the final exam on BlazeView by the end of the final exam period for this course. **No logs or final exams will be accepted after the final exam period.**

Information about the Boys & Girls Club of Valdosta

The Boys & Girls Club of Valdosta is a unique organization consisting of two Clubs within Lowndes County. The goal is to provide every child with the essential tools needed for a successful and bright future. Since 1944, the vision of the Boys & Girls Club has grown and changed with the needs of the children. Every day, the Boys & Girls Club of Valdosta strives to improve each child's life by implementing self-esteem, courage, and positive values through all of the educational programs. Youth come to the Boys & Girls Club to receive tutoring, computer training, sports education, homework help, and mentoring. Youth gain confidence by developing a sense of usefulness and belonging. If you are looking for an exciting place for children to learn and grow or would like to volunteer, the Boys & Girls Club of Valdosta has something for you. Find out more about the Boys & Girls Club by exploring this Web site: <http://www.bgcvaldosta.org/>

Boys and Girls Club Locations:

Option #1: Lake Laurie Unit

Option #2: Toombs Street Unit

COURSE EVALUATION

The grading scale for this course is:

- A 90-100%
- B 80-89%
- C 70-79%
- D 60-69%
- F 0-59%

Course Activity	Weighted Grade
Quizzes (top 15)	+
Exams	+
Out-of-Class Activities	+
Field Experience Hours/Final	=
Overall Grade	_____/1000

Use to Keep Track of your Grades During the Semester:

ATTENDANCE POLICY

Valdosta State University and the Board of Regents of the State of Georgia require class attendance. It is difficult to do well on reflections and complete course assignments without regular class attendance. Poor attendance and chronic lateness will make it infinitely more difficult to achieve a satisfactory grade in this course. Missing full classes or part of a class regardless of reason can seriously impact your final grade in a negative manner.

The college 20% absence policy will be utilized. In-class assignments cannot be made up. A physician's excuse is not necessary and no absences beyond the 20% will be excused and could result in a letter grade lowering or F in the class.

Leaving in the middle of lecture will not be tolerated. If you need to leave during class, please come speak with me beforehand and arrange to sit next to the door. Leaving in the middle of class is disrespectful and distracting to your peers.

PROFESSIONALISM

Email Policy: All emails will be written in a manner expected of a college student (e.g., free of writing errors, correct spelling, etc.). Do not use abbreviations like when texting. You will consider any email you send to me as a professional correspondence. Emails should always include a proper salutation (e.g., Hello Dr. Doe) and a proper closure (e.g., Thank you, Sincerely, Regards, etc.) followed by your name. When you send me an email, please identify the course in which you are enrolled and include a brief statement indicating your question, comment, or concern. An appropriate subject line of your email might be: EDUC2130: Course Question. I have a lot of students and do not want to search for the class you are writing about.

Please allow **24-48 hours** for me to properly respond to your email; however, I will try my best to respond as soon as possible. Please keep in mind that the email policy is specifically addressed in this course because it will encourage you to get in the habit of utilizing proper email etiquette. Proper email etiquette is important because you want to convey a positive, educated, image that future employers, professors, and others will notice.

CELL PHONE POLICY

Please turn your phone off when coming to class. If you are seen texting or playing on your phone in class, you will be addressed in front of the whole class or may be asked to leave. The point of coming to class is to learn, and you cannot learn if your attention is focused elsewhere. Please be respectful and do not use your cell phone. **No devices are to be used in the front row of class, including cell phones, tablets, or laptops.**

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

The consequences for acts of academic dishonesty in the Dewar College of Education & Human Services are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Valdosta State University Report of Academic Dishonesty form.

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Valdosta State University Report of Academic Dishonesty form. According to the [Academic Honesty Policies and Procedures](#) document, “after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee.”

TITLE IX STATEMENT

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: the Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31698, 229-333-5463.

ACCESSIBILITY STATEMENT

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871. For more information, please visit VSU's Access Office or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at: <http://www.valdosta.edu/academics/academic-affairs/sois/welcome.php>