



School of Education and Exercise & Sports Science

Virtual Campus – Winter 2008

Nov. 10, 2008 – Feb. 14, 2009

Mission: Wayland Baptist University exists to educate students in an academically challenging, learning focused and distinctively Christian environment for professional success, lifelong learning and service to God and humankind.

EDUC 5301 – ADVANCED PRINCIPLES AND PRACTICES IN EDUCATION

This is an Internet Based Class

There are no meeting dates

Internet/Classroom - Website: <http://virtualcampus.wbu.edu>

COURSE SYLLABUS

Instructor: Gayle J. Dodson, Ph.D.
1628 Johnny Cake Ridge Way
Eagan, MN 55122
E-Mail: gayle.dodson@wayland.wbu.edu
Phone: (940) 642-0065 (cell)

University Mission: Wayland Baptist University exists to educate students in an academically challenging and distinctively Christian environment for professional success, lifelong learning, and service to God and humankind.

Catalog Description: **EDUC 5301. Advanced Principles and Practices in Education** - Development of skills related to the teaching learning process. Students develop knowledge of educational psychology and apply this knowledge to the schools and individual classrooms.

Credit Hours: 3

Prerequisite: None.

Textbook: Hoy, A. & Hoy, W. (2009). *Instructional Leadership: A Research-Based Guide to Learning in Schools*, 3rd Edition. Boston, MA: Allyn & Bacon. [ISBN: 0205354971]

Course Goals Goals to be reached by the end of the course:

1. The student possesses and draws on knowledge of content and pedagogy to provide relevant and meaningful learning experiences for all students.
2. The student responds appropriately to diverse groups of learners. While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.
3. While acting as an advocate for all students and the school, the teacher demonstrates effective classroom management skills.

- Course Outline:**
- I. Introduction to teaching and learning
 - II. Today's Students
 - A. Multicultural Classrooms
 - B. Creating Culturally Compatible Schools
 - C. Gender Differences
 - D. Intelligences
 - E. Ability Differences
 - F. Students with Learning Challenges
 - III. The Learning Process
 - A. Behavioral theories
 - B. Teaching applications of behavioral theories
 - C. Cognitive theories
 - D. Teaching applications of cognitive theories
 - IV. Motivation
 - A. Definition
 - B. Goals and Motivation
 - C. Needs and Motivation
 - D. Attributions, Beliefs, and Motivation
 - E. Interests and Emotions
 - F. Strategies to Improve Motivation
 - V. Teaching
 - A. Do Teachers Make a Difference
 - B. What is a Good Teacher
 - C. The First Steps: Planning
 - D. Successful Teaching: Focus on the Teacher
 - E. Teaching for Understanding: Focus on the Student
 - VI. Classroom Management
 - A. Creating a Positive Learning Environment
 - B. Dealing with Discipline Problems
 - C. The Need for Communication
 - D. Designing Motivating Learning Environments
 - VII. Assessing Student Learning
 - A. Evaluation, Measurement and Assessment
 - B. What do the Scores Mean?
 - C. Standardized Testing
 - D. Classroom Assessment
 - E. Effects of Grades and Grading on Students
 - VIII. Assessing and Changing School Culture and Climate
 - A. Organizational Culture
 - B. Organizational Climate

**Course
Evaluation and
Requirements:**

1. Complete all assigned reading and activities from the text and Blackboard activities.
2. Article Reviews (Critiques) – (eight current articles related to specific course content topics assigned throughout the course) Students will retrieve and review 8 educational journal or professional articles from the WBU electronic library related to the content of this course. All critiques require bibliographic information (utilize APA style). The review should be one single spaced page. The first half of the page summarizes the article; the second half of the page is a reflection on how the knowledge gained from the article impacts the teaching and learning process. Students will submit an electronic copy of the article with each article review.
3. Research Paper –Students will select from a list of topics, research the topic and prepare a research paper. The paper is to be written utilizing APA style and should be 10 - 15 pages (excluding title and reference pages). The paper will provide new information beyond that offered in the text and include implications for teaching, citing at least 5 references, APA format.

4. Weekly and Small Group Activities – Students will be given weekly assignments. The required readings and listed assignments will be a part of these assignments, as well as several small groups activities.

5. Participation: Participation grade will be based on weekly discussion postings and quizzes. Each week students will post to the Blackboard discussion board and respond to at least 2 other student postings. Additionally, students are required to check the EDUC 5301 class Blackboard website and their email regularly throughout the week. A quiz will be posted for each week's reading assignment. Multiple attempts will be permitted.

6. Culture/Climate Analysis – Students will complete a culture survey or climate analysis of a school building and write a 2 -3 page double spaced analysis of their findings.

Grading:	A. <u>Assignments</u>	<u>Portion of Final Grade</u>
	1. Article Reviews (8)	20%
	3. Research Paper or Final Exam (student option)	20%
	4. Weekly Activities (including Small Group Activities)	20%
	5. Participation (Discussion and Weekly Quizzes)	20%
	6. Culture/Climate Analysis	
	B. <u>Grading Scale</u>	
	A 90 – 100%	
	B 80 – 89%	
	C 70 – 79%	
	D 60 – 69%	
	F Below 60%	

ALL LATE ASSIGNMENTS WILL RECEIVE A 10% GRADE DEDUCTION. Assignments will not be accepted after one week beyond the assigned date. Few exceptions will be made as students have all of the assignments the first day of class.

Attendance Policy: This is Virtual Campus course. There are no class meetings.

Policy toward Persons with Disabilities: It is university policy that no otherwise qualified disabled person be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the University.

Academic Honesty: University students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism and shall be dealt with according to University policy.

EDUC 5301: PRINCIPLES AND PRACTICES IN EDUCATION

Assignments/activities must be submitted by Friday @ 5:00 pm each week. Late submissions will receive a 10% grade deduction.

<i>Week</i>	<i>Week of:</i>	<i>Activities to complete:</i>
1	Week 1 November 10 - 16	<ul style="list-style-type: none"> • Read class syllabus and assignments, review text. • Read <u>Chapter 1</u>: Introduction to Teaching and Learning • Read <u>Chapter 2</u>: Students – pages. 25 - 57 • Weekly Activities on class Blackboard ♦ POST: Student introductions on class Blackboard ♦ SUBMIT: Article Review #1
2	Week 2 November 17 – 23	<ul style="list-style-type: none"> • Read <u>Chapter 2</u>: Students – pages 58 – 71 • Read <u>Chapter 3</u>: Learning – pages 74 – 98 • Weekly Activities on class Blackboard ♦ POST: Discussion topic on Blackboard ♦ SUBMIT: Article Review #2
3	Week 3 November 24 – November 30	<ul style="list-style-type: none"> • Read <u>Chapter 3</u>: Learning – pages 98 – 124 • Weekly Activities on class Blackboard ♦ POST: Discussion topic on Blackboard ♦ SUBMIT: Special Topic Research Paper
4	Week 4 December 1 – 7	<ul style="list-style-type: none"> • Read <u>Chapter 4</u>: Motivation • Weekly Activities on class Blackboard ♦ POST: Discussion topic on Blackboard ♦ SUBMIT: Article Review #3
5	Week 5 December 8 – 14	<ul style="list-style-type: none"> • Read <u>Chapter 5</u>: Teaching • Weekly Activities on class Blackboard ♦ POST: Discussion topic on Blackboard ♦ SUBMIT: Article Review #4
6	Week 6* December 15– January 5	<ul style="list-style-type: none"> • Read <u>Chapter 6</u>: Classroom Management ♦ POST: Discussion topic on Blackboard ♦ SUBMIT: Article Review #5
*December 22 – January 4 Christmas and New Year Holidays		
7	Week 7 January 6 – 12	<ul style="list-style-type: none"> • Read <u>Chapter 7</u>: Assessing Student Learning – pages 255 - 280 ♦ POST: Discussion topic on Blackboard ♦ SUBMIT: Article Review #6
8	Week 8 January 13 – 19	<ul style="list-style-type: none"> • Read <u>Chapter 7</u>: Assessing Student Learning - pages 280 - 297 ♦ POST: Discussion topic on Blackboard ♦ SUBMIT: Article Review #7
9	Week 9 January 20 – 26	<ul style="list-style-type: none"> • Read <u>Chapter 8</u>: Assessing and Changing School Culture and Climate ♦ POST: Discussion topic on Blackboard ♦ SUBMIT: Article Review #8
10/11	Week 10 January 27 – February 2	<ul style="list-style-type: none"> ♦ SUBMIT: Culture/Climate Analysis due

The professor reserves the right to modify the syllabus as needed. Please consult catalog for important deadlines (add/drop, withdrawals, etc.)

**EDUC 5301:
Advanced Principles and Practices in Education**

**Texas Examinations of Educator Standards (TExES) Alignment
#100: Pedagogy & Professional Responsibilities (PPR) EC-4
Preparation Manual**

The beginning teacher:

Domain 1: Designing Instruction and assessment to promote student learning

Competency 002: The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.

- 2.6 Understands cultural and socioeconomic differences (including differential access to technology) and knows how to plan instruction that is responsive to cultural and socioeconomic differences among students.
- 2.7 Understands the instructional significance of varied student learning needs and preferences.

Competency 004: The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

- 4.1 Understands the role of learning theory in the instructional process and uses instructional strategies and appropriate technologies to facilitate student learning (e.g., connecting new information and ideas to prior knowledge, making learning meaningful and relevant to students).
- 4.6 Analyzes ways in which teacher behaviors (e.g., teacher expectations, student grouping practices, teacher-student interactions) impact student learning, and plans instruction and assessment that minimize the effects of negative factors and enhance all students' learning.
- 4.7 Analyzes ways in which factors in the home and community (e.g., parent expectations, availability of community resources, community problems) impact student learning, and plans instruction and assessment with awareness of social and cultural factors to enhance all students' learning.
- 4.8 Incorporates students' different approaches to learning (e.g., auditory, visual, tactile, kinesthetic) into instructional practices.

Domain II: Creating a positive, productive classroom environment

Competency 006: The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

- 6.4 Schedules activities and manages time in ways that maximize student learning including using effective procedures to manage transition; to manage materials, supplies and technology; and to coordinate the performance of non-instructional duties (e.g., taking attendance) with instructional activities.

Domain III: Implementing effective, responsive instruction and assessment

Competency 007: The teacher understands and applies principles and strategies for communicating effectively to varied teaching and learning contexts.

- 7.1 Demonstrates clear, accurate communication in the teaching and learning process and uses language that is appropriate to students' ages, interests, and backgrounds.
- 7.2 Engages in skilled questioning and leads effective student discussions, including using questioning and discussion to engage all students in exploring content; extends students' knowledge; and fosters active student inquiry, higher-order thinking, problem solving, and productive, supportive interactions, including appropriate wait time.
- 7.3 Communicates directions, explanations and procedures effectively and uses strategies for adjusting communication to enhance student understanding (e.g., by providing examples, simplifying complex ideas, using appropriate communication tools).
- 7.4 Practices effective communication techniques and interpersonal skills (including both verbal and nonverbal skills and electronic communication) for meeting specified goals in various contexts.

\

TExES #110 Pedagogy & Professional Responsibilities 4-8
Preparation Manual (similar to TExES #100):

The beginning teacher:

Domain I: Designing Instruction and assessment to promote student learning

Competency 001: The teacher understands human development processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.

- 1.1 Recognizes that positive and productive environments for middle-level students involve creating a culture of high academic expectations, equity, throughout the learning community, and developmental responsiveness.
- 1.2 Knows the typical stages of cognitive, social, physical, and emotional development of middle-level students.

Competency 002: The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning. (see competency above)

Competency 004: The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

- 4.1 (see above)
- 4.5 Enhances learning for middle-level students by providing instruction that encourages the use and refinement of higher-order thinking skills (e.g., prompting students to explore ideas from diverse perspectives; structuring active learning experiences involving cooperative learning, problem solving, open-ended questioning, and inquiry; promoting students' development of research skills).
- 4.9 Analyzes ways in which teacher behaviors (e.g., teacher expectations, student grouping practices, teacher-student interactions) impact student learning, and plans instruction and assessment that minimize the effects of negative factors and enhances all students' learning.
- 4.10 Analyzes ways in which factors in the home and community (e.g., parent expectations, availability of community resources, community problems) impact student learning, and plans instruction and assessment with awareness of social and cultural factors to enhance all students' learning.
- 4.13 Incorporates students' different approaches to learning (e.g., auditory, visual, tactile, kinesthetic) into instructional practices.

Domain III: Implementing effective, responsive instruction and assessment

Competency 008: The teacher provides appropriate instruction that actively engages students in the learning process.

(see above competency)

Competency 010: The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

(see competency above)

Competency 012: The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

(see competency above)

TExES #130
Pedagogy & Professional Responsibilities 8-12
Preparation Manual (similar to #100 and #110):

The beginning teacher:

Domain 1: Designing Instruction and assessment to promote student learning

Competency 001: The teacher understands human development processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.

1.1 Recognizes the importance of helping students in grades 8 through 12 learn and apply life skills (e.g., self-direction, decision-making, goal-setting skills, workplace skills) to promote lifelong learning and active participation in society.

Competency 002: The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.(see competency above)

Competency 004: The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

4.1 (see 4-8 competency above)

4.3 (see 4-8 competency 4.5)

4.7 (see 4-8 competency 4.10)

4.9 Analyzes ways in which various teacher roles (e.g., facilitator, lecturer) and student roles (e.g., active learner, observer, group participant) impact student learning.

4.10 (see 4-8 competency 4.13)

Domain III: Implementing effective, responsive instruction and assessment

Competency 007: The teacher understands and applies principles and strategies for communicating effectively to varied teaching and learning contexts. (see competency above)

Competency 008: The teacher provides appropriate instruction that actively engages students in the learning process.(see competency above)

Competency 010: The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students. (see competency above).