

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
ADVANCED STUDIES IN TEACHING AND LEARNING PROGRAM**

**EDUC 613.001
HOW STUDENTS LEARN
3 credits, Fall 2013 (F2F)
CRN 74339**

Meeting Days/Times
Aug. 26-Dec. 18, Thursdays 4:30-7:10 pm
Location: Thompson Hall L004

PROFESSOR

Stephanie Dodman, Ph.D.

Office Hours: By appointment; online via Skype

Skype ID: stephaniedodman

Office Location: 2504 Thompson Hall

Office Phone: 703-993-3841

E-mail: sdodman@gmu.edu



COURSE DESCRIPTION

Advanced course in the study of learning based on research and theory from different disciplines. Focuses on increasing students' learning through the study of different learning systems and understanding each learner in the context of the learning process itself.

Prerequisites: Admission to Graduate School and ASTL Course EDUC 612

LEARNER OUTCOMES/OBJECTIVES

As a result of EDUC 613, ASTL participants will be able to:

- A. define learning and learner-centered teaching;
- B. develop the ability to link observational data of learners to individualizing learning in the classroom;
- C. examine a teacher's role as a facilitator and scaffolder of learning;
- D. identify and apply learning theories;
- E. read, analyze, and reflect on course readings to examine influences on the processes of learning; and
- F. develop an in-depth case study of one student.

RELATIONSHIP TO PROGRAM GOALS & PROFESSIONAL ORGANIZATION

EDUC 613 is the second of five courses in the ASTL CORE. It is aligned with the following GSE Priorities: Diversity and Equity, Children, Families, and Communities, and High Standards and Research-Based Practices. EDUC 614 is also aligned with the National Board for Professional Teaching Standards' (NBPTS) five core propositions, which provide the guiding principles for *what teachers should know and be able to do*.

National Board for Professional Teaching Standards I – Teachers are committed to students and their learning.

National Board for Professional Teaching Standards III – Teachers are responsible for managing and monitoring student learning

National Board for Professional Teaching Standards IV – Teachers think systematically about their practice and learn from experience.

EDUC 613 is aligned with the additional three learning outcomes that guide the ASTL core:

- Teachers account for the needs of culturally, linguistically, and cognitively diverse learners
- Teachers are change agents, teacher leaders, and partners with colleagues
- Teachers use technology to facilitate student learning and their own professional development.

REQUIRED TEXT

Jensen, E. (2005). *Teaching with the brain in mind* (2nd ed.). Alexandria, VA: ASCD.

Related resources

American Psychological Association (2001). *Publication manual of the American Psychological Association 6th ed.*. Washington, DC: Author.

We will also use textbooks required for EDU 612:

Falk, B., & Blumenreich, M. (2005). *The power of questions: A guide to teacher and student research*. Portsmouth, NH: Heinemann.

Silver, H, Strong, R., & Perini, M. (2000). *So each may learn: Integrating learning styles and multiple intelligences*. ASCD: Alexandria, VA.

REFERENCES FOR ASSIGNED ARTICLES

Bailey, D. B. Jr., (2002). Are critical periods critical for early childhood education? The role of timing in early childhood pedagogy. *Early Childhood Research Quarterly*, 17, 281-294.

Beland, K. (2007). Boosting social and emotional competence. *Educational Leadership*, 64(7), 68-71.

Belluck, P. (2011, January 20). To really learn, quit studying and take a test. *The New York Times*. Retrieved from <http://www.nytimes.com>

Cobb ,C., & Mayer, J. D. (2000). Emotional intelligence. *Educational Leadership* 58(3), 72-75.

D’Arcangelo, M. (2000). The scientist in the crib. *Educational Leadership* 58(3), 8-13.

Denig, S. J. (2004). Multiple intelligences and learning styles: Two complementary dimensions. *Teachers College Record* 106,(1) 96-111/

Diemand-Yauman, C., Oppenheimer, D.M., & Vaughan, E.B. (2011). Fortune favors the bold (and the italicized): Effects of disfluency on educational outcomes. *Cognition*, 118, 111-115.

- Jensen, E. (2008). A fresh look at brain-based education. *Phi Delta Kappan*, 89, 408-417.
- Joseph, N. (2010). Metacognition needed: Teaching middle and high school students to develop strategic learning skills. *Preventing School Failure*, 54, 99-103.
- Karpicke, J.D. & Blunt, J.R. (2011). Retrieval practice produces more learning than elaborative studying with concept mapping. *Science*, 331, 772-775.
- Lang, J.M. (2012, June 3). The benefits of making it harder to learn. *The Chronicle of Higher Education*. Retrieved from <http://chronicle.com>
- Lehrer, J. (2009, May 18). Don't: The secret of self-control. *The New Yorker*. Retrieved from <http://www.newyorker.com>
- Pappano, L. (2013). 'Grit' and the new character education. *Harvard Education Letter*, 29, 1-3.
- Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2009). Learning styles: Concepts and evidence. *Psychological Science in the Public Interest*, 9(3), 105-119.
- Rosiek, J. (2003). Emotional scaffolding: An exploration of the teacher knowledge at the intersection of student emotion and the subject matter. *Journal of Teacher Education*, 54, 399-412.
- Sharan, Y. (2010). Cooperative learning for academic and social gains: Valued pedagogy, problematic practice. *European Journal of Education*, 45, 300-313.

COURSE REQUIREMENTS AND ASSIGNMENTS

Course Delivery

This course will be delivered using both asynchronous format and face-to-face format. The asynchronous part of the course will use the Blackboard 9.1 course management system on the MyMason portal. Course delivery will be through mini-lectures, experiential learning activities, cooperative learning groups based on learning theorists, and case study groups linking student learning to national standards and program/student outcomes. Additional learning activities include:

- *Presentations* (i.e., mini-lectures, often assisted by Power Point and other visuals);
- *Discussions* (i.e., active involvement of students in learning by asking questions that provoke critical thinking and verbal interaction);
- *Cooperative learning* (i.e., small group structure emphasizing learning from and with others);
- *Collaborative learning* (i.e., heterogeneous groups in an interdisciplinary context);
- *Student sharing and mini-presentations*;
- *Videos*;
- *Blackboard Learning System* web-based course management and portal system.

To participate fully in this course, students will need the following resources:

- Internet access (Check the list of Blackboard compatible, supported Web browsers at https://help.blackboard.com/en-us/Learn/9.1_SP_10_and_SP_11/Student/002_Browser_Support_SP_11).
 - It is highly recommended that you have access to *high speed Internet* to facilitate the downloading of necessary files and other information for the course.
- GMU email account (to be checked **daily**)
- Word processing software: MS Office 2007 or later, or OpenOffice 2007 or later
- Adobe Flash Player, available for free downloading at <http://get.adobe.com/flashplayer>

To access the course, go to the MyMason portal login page at <https://mymasonportal.gmu.edu>. Your GMU email user name is also your MyMason Portal ID and your GMU email password is also your MyMason Portal password. After logging in, click on the COURSES tab at the top of the page to see your list of courses, then select EDUC 613.

General Requirements

- A. Class attendance is both important and **required**. If, due to an emergency, you will not be in class, you must contact your instructor prior to class time. Learners with more than two absences may drop a letter grade or lose course credit.
- B. All assignments are due no later than **11:59 PM EDT** of the date indicated in each week's assignments published in the **COURSE SCHEDULE AND TOPICS** section of this Syllabus. Due dates are also posted on our Bb course site.
 - a. **Grades for assignments date-stamped in Blackboard after the due date will be reduced by 10%, unless prior approval from instructor has been granted. No late submissions will be accepted after the course end date.**
 - b. Assignments earning less than a passing grade may be rewritten and resubmitted so that the assignment is satisfactorily completed. In fact, because learning is the goal, I may *require* you to redo an assignment that is far below expectations.
- C. Please adhere to the assignment submission instructions listed in this Syllabus. Only assignments submitted as indicated will be graded; incorrect submissions will result in a grade of zero for those assignments.
 - a. All assignments submitted should have the filename format LASTNAME-ASSIGNMENT TITLE. Please do not upload written assignments in PDF format. Other editable formats are acceptable (i.e., .doc, .docx, .rtf, .ppt, .pptx, .xlsx, .xlxs). Supporting documents for assignments can be in PDF format.
- D. *All written work* should be carefully edited for standard grammar and punctuation, as well as clarity of thought. All submitted work should be prepared through word processing and reflect APA style (6th edition), as well as double-spaced, with 1" margins, and 12-point font (Times New Roman, Calibri, or Arial).

Assignments

	<i>Points</i>	<i>Grade %</i>
Critical Article Reviews (3)	40	(20%)
Cooperative Learning Group Projects	30	(15%)
Integrative Case Study of a Learner	100	(50%)
Class Participation	20	(10%)
Personal Journal Reflections and Blackboard Postings	10	(5%)
<i>Total Points</i>	200	

Critical Article Reviews (20%)

Each student will prepare **three critical article reviews (CARs)** that are due at different times throughout the course. Articles are available through the library website & also provided with the assignment. Students will describe and synthesize a journal article, analyze and critique the article using relevant literature, and reflect on the topic's connection to classroom teaching. See pp. 13-17 of this syllabus for additional instructions and the rubric containing the criteria for evaluation. (*Course outcome E*)

Cooperative Learning Theory Group Projects (15%)

Each student will be part of a cooperative learning theory group that applies a theoretical perspective to learning and discusses its implications for teaching (*Course outcomes D & E*). Each discussant should:

1. **Describe & evaluate the learning theory:** address the salient principles and assumptions about learning,
2. **Connect the theory to relevant, current literature:** reference current articles that address learning from that theoretical perspective, and
3. **Connect the theory to practice:** relate that theory to the teacher's role in facilitating learning.
 - The discussant should provide the other class members a one-page, reflective summary of the salient ideas and make clear where he or she stands on that theory and why. Each group will prepare a presentation that highlights the major points and concepts of the theorist. See pp. 18-19 of this syllabus for the rubric containing the criteria for evaluation.
 - The discussants may consider a variety of ways to share the information and salient points to class members, including technology (e.g., YouTube video, podcast, or a website). The use of Web 2.0 (i.e. web applications that facilitate interactive collaborating, designing, and sharing of information on the World Wide Web) provides further options for preparing a presentation including the following:
 - a) nonlinear presentation using prezzi at <http://prezi.com>,
 - b) a photo story using Photo Story 3 for Windows,
 - c) an online poster using <http://www.glogster.com/>, or
 - d) a collaborative presentation using Google Docs. *The form used must be accessible to other students in the class.*

Integrative Case Study of a Learner (50%)

Each student will identify one learner and follow that learner over a 6-week period. Knowing a learner deeply enables the professional educator to make appropriate instructional

decisions. The purpose of this case study is to help you create a full and varied picture of an individual learner. The data you collect, including descriptive narratives, anecdotal records, artifacts, and interview results will comprise the core of your case study essay. You will then make some recommendations for working with your case study student based on insights from your work. Finally you will evaluate what you yourself have learned from following one student over time. See pp. 20-25 of this syllabus for further details and the associated rubric containing the criteria for evaluation. *Please note that **15 of the total case study points** are associated with the three draft sections due to your instructor. (*Course outcomes B, C, D, E, F*)

- NOTE: This performance-based assessment (PBA) MUST be uploaded and submitted to Taskstream for evaluation when the assignment is due. ONLY PBAs posted to Taskstream will be graded. This means NO final grades will be posted until all materials are on Taskstream. Also see the Taskstream Requirements note below.

Class Participation (10%)

Active participation in article discussions (both oral and written), being a responsive audience participant for each panel discussion, and participation in electronic responses about your readings, cooperative group project, and developing case study are essential to each student's learning. **Criteria for evaluation:** regular and thoughtful evidence preparation for article discussions and asking of higher order questions related to the readings and regular and thoughtful participation in in-class discussions and experiential learning. See p. 26 of this syllabus for rubric containing the criteria for evaluation. (*Course outcome A, C, D, E*)

Personal Journal Reflections and Blackboard Postings (5%)

Periodically in EDUC 613 you will be asked to write journal entries or post reflections on Blackboard. Personal journal reflections will be constructed via Blackboard. Additionally, we may have discussion forum tasks. The content of the different entries and postings will be discussed in class (*Course outcomes A, D, E*). The criteria for evaluating the entries and postings is as follows:

Adequate (2 points): Assignment is thorough, thoughtful, correctly done, and submitted on time.

Marginal (1 point): Assignment is carelessly prepared, not thoughtful, or incomplete.

Inadequate (0 points): Assignment has little or no value, or is not submitted on time.

GRADING SCALE

| 95-100 =A | 90-94 =A-| 86-89=B+ | 83-85=B | 80-82= B- | 70-79=C |Below 70=F |

TASKSTREAM REQUIREMENTS

Every student registered for EDUC 613, How Students Learn, is required to submit the following assessment, the *Integrative Case Study*, to TaskStream. Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

PROMPT FOR ASTL PORTFOLIO REFLECTION POINT 2

(to be completed at the end of the 613/614 semester)

In this reflection point, you will focus on how coursework, related readings, and products in EDUC 613 and EDUC 614 have led you to think more deeply about the learning process and your own students and to focus more carefully on the teacher as designer of curriculum and assessment. You should also consider how you are incorporating technology into your teaching practice and your Core experience. As you reflect on your own learning and your growth and change at this point in the Core, please address any of the applicable eight program learning outcomes and the ways in which the performance assessments included in this section provide evidence of your knowledge.

Suggested course products which may be provided as evidence of knowledge:

- Case Study of a Learner (EDUC 613)
- Learning Theory Group product/website (EDUC 613)
- Video analysis of teaching practice with analysis of teaching and impact on student learning (EDUC 614)
- Other, as selected by individual (be specific)

GMU POLICIES AND RESOURCES FOR STUDENTS

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>]
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>]
- c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experiences and academic performance [See <http://caps.gmu.edu/>]
- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>]
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during the class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>]

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Professional dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Core values commitment

The College of Education and Human Development is committed to *Social justice, Innovation, Research-based practice, Ethical leadership, and Collaboration*. Students are expected to adhere to these principles. [See <http://cehd.gmu.edu/values>]

Graduate school of education

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]

CLASS SCHEDULE EDUC 613: Fall 2013

This schedule may be changed at the discretion of the professor or as needs of the students or the ASTL Program dictate.

Date	Class Topic	Assignments due for class date
Aug. 29 Week 1	Introduction to the Course What is Learning? <ul style="list-style-type: none"> • Define learning, learner-centered experiences, cycle of learning • APA Learning Factors Teacher as researcher Brief overview of learning theories, including Multiple Intelligences	After-class tasks to be completed by next F2F class period, 9/12: <ul style="list-style-type: none"> • Take Syllabus Quiz • Read Case Study Example
Sep. 5 Week 2	No F2F Class	Task to be completed by next F2F class period, 9/12: <ul style="list-style-type: none"> • Implement a multiple intelligences inventory (or observation tool) with your class.
Sep. 12 Week 3	Review APA Learner Centered Principles Case Study Overview Example Model of CAR (Scientist in the Crib) <ul style="list-style-type: none"> • Discuss Critical Article Review format APA Learning Factors: connecting to theorists Form cooperative groups of learning theorists: <ul style="list-style-type: none"> • Reinforcement Theory: Skinner • Self-Efficacy and Social Learning: Bandura • Personal & Social Learning: Vygotsky • Constructivist/Developmental: Piaget Learner-centered classroom, what does learner-centered teaching look like? Review Learning Styles and MI <ul style="list-style-type: none"> • Differentiating/Connecting MI & Learning Styles 	Readings <ul style="list-style-type: none"> • Jensen, Ch. 1 • D'Arcangelo, The scientist in the crib After-class <u>online</u> tasks to be completed by next class period, 9/19: <ul style="list-style-type: none"> • Personal Journal Reflection: <i>MI</i>
Sep. 19 Week 4	Learning Styles and MI <ul style="list-style-type: none"> • What does the research tell us? <i>Motivational & Affective Factors:</i> <ul style="list-style-type: none"> • Emotions & Learning • Getting the brain's attention • Threats, stress, and learning • Motivation & Rewards • Learning climate For Case Study Research: <ul style="list-style-type: none"> • Selecting your student 	Due <ul style="list-style-type: none"> • Personal Journal Reflection Readings <ul style="list-style-type: none"> • Jensen, Chapters 3 & 8 • PDF Readings on BB

<p>Sep. 26 Week 5</p>	<p><i>Motivational & Affective Learning Factors</i></p> <ul style="list-style-type: none"> • Motivation & Emotion • Intrinsic Motivation • Motivation & Effort • What types of data illuminate this factor? • Brainstorming “Alice” case study • Begin collaborative group work on learning theorist project (theorist websites on BB) 	<p>Due</p> <ul style="list-style-type: none"> • Selection of student for case study <p>Readings</p> <ul style="list-style-type: none"> • Jensen, Chapter 5 • PDF Readings on BB
<p>Oct. 3 Week 6</p>	<p><i>Developmental & Social Learning Factors</i></p> <ul style="list-style-type: none"> • Social Influences on Learning <ul style="list-style-type: none"> ○ Cooperative/Collaborative Learning • Developmental Influences on Learning <ul style="list-style-type: none"> ○ Critical Periods of Development ○ Movement & Learning 	<p>Due</p> <ul style="list-style-type: none"> • Critical Article Review (CAR) 1 <p>Readings</p> <ul style="list-style-type: none"> • Jensen, Chs. 2, 4, 6, & 7 • PDF Readings on BB • Learning theorist information <p>After-class <u>online</u> tasks to be completed by next class period, 10/10:</p> <ul style="list-style-type: none"> • Personal Journal Reflection: <i>Learner centeredness and you</i>
<p>Oct. 10 Week 7</p>	<p><i>Developmental & Social Learning Factors, Cont'd</i></p> <p><i>For Case Study Research:</i></p> <ul style="list-style-type: none"> • Planning your research • Review expectations for Section 1 of Case Study; examples <p>In-class work on learning theorist project</p>	<p>Due</p> <ul style="list-style-type: none"> • Personal Journal Reflection <p>Readings</p> <ul style="list-style-type: none"> • Falk & Blumenreich, Ch. 5
<p>Oct. 17 Week 8</p>	<p>No F2F class- Work on Learning Theorist project</p>	<p>Due</p> <ul style="list-style-type: none"> • Critical Article Review (CAR) 2
<p>Oct. 24 Week 9</p>	<p><i>Intellectual: Cognitive & Metacognitive Learning Factors</i></p> <ul style="list-style-type: none"> • Memory & Recall • Thinking about Thinking • Context & Learning <p><i>For Case Study Research:</i></p> <ul style="list-style-type: none"> • Data Collection Methods 	<p>Due</p> <ul style="list-style-type: none"> • Learning Theorist Presentations <p>Readings</p> <ul style="list-style-type: none"> • Falk & Blumenreich, Ch. 6 • Jensen, Ch. 9, 10 • PDF Readings on BB
<p>Oct. 31 Week 10</p>	<p><i>Intellectual Factors, Cont'd</i> <i>Individual Learning Factors</i></p> <ul style="list-style-type: none"> • Diversity-culture, language • Differences in learning <p><i>For Case Study Research:</i></p> <ul style="list-style-type: none"> • Data Analysis 	<p>Due</p> <ul style="list-style-type: none"> • Draft of Descriptive Discussion; Learning Factors and Data Sources Due for Peer Review (CS, Part I) <p>Readings</p> <ul style="list-style-type: none"> • PDF Readings on BB

<p>Nov. 7 Week 11</p>	<p><i>Individual Learning Factors, Cont'd</i> Sternberg discussion</p> <p>Implications for Classroom</p> <p>Types of Data for Individual Learning Factors</p>	<p>Due</p> <ul style="list-style-type: none"> • Draft of Descriptive Discussion; Learning Factors and Data Sources Due for Instructor Review (upload to BB) <p>Readings</p> <ul style="list-style-type: none"> • Falk & Blumenreich, Ch. 7 • Read Supplemental Readings related to learning factors for your case study • On site observation, data collection, and interviewing for case study
<p>Nov. 14 Week 12</p>	<p>Review of all Learning Factors and APA Learner Centered Principles</p> <p>Implications for Classroom – Brain Based Instruction</p> <p>Jensen Video</p> <p>In-class Work time</p>	<p>Due</p> <ul style="list-style-type: none"> • Draft of Analytical Discussion for Peer Review (CS, Part II) <p>Readings</p> <ul style="list-style-type: none"> • Jensen, Ch. 11, 12 • Jensen, A Fresh Look at Brain-Based Education (PDK article) • Read Supplemental Readings related to learning factors for your case study • On site observation, data collection, and interviewing for case study
<p>Nov. 21 Week 13</p>	<p>No F2F Class- Individual conferences with instructor via Skype or Blackboard's Collaborate</p>	<p>Due</p> <ul style="list-style-type: none"> • Critical Article Review (CAR) 3 • Draft of Analytical Discussion for Instructor Review (upload to BB)
<p>Nov. 28 Week 14</p>	<p>Thanksgiving Break- No Class</p>	
<p>Dec. 5 Week 15</p>	<p>Last Class</p> <p>Debrief Case Study Process</p> <p>Synthesizing Class</p> <p>Autobiographical Discussion: How does this new information about learning apply to me in my professional role? Where do I go from here?</p>	<p>Due</p> <ul style="list-style-type: none"> • Case Study presentations • Draft of Reflective Discussion for Peer Review (CS, Part III)
<p>Dec. 12 Week 16</p>	<p>Case Study (FINAL) due to TaskStream by 11:59pm.</p>	
<p>Dec. 15 Week 16</p>	<p>Portfolio Reflection Point 2 upload to Blackboard Organization site (ASTL Core Cohorts 2013-2014 Org)</p>	

GUIDELINES FOR DISCUSSING ARTICLES IN CLASS

Article discussions provide opportunities to engage learners thoughtfully and meaningfully with current writings in the field of learning research and theory. These opportunities can help you consider different perspectives and think systematically when you reflect and make professional decisions. It is important to become critical consumers of the research literature on how students learn, as well as the general literature on teaching and learning. Article discussions can help you apply theory and research to your own practice as well as the practice of your colleagues.

Follow these five steps to guide your thinking and analysis of articles:

1. *Describe* in your own words the “key” ideas in the article.
2. *Identify* one or more significant learning issues. Tell why you selected this/these issue(s).
3. *Choose* a theory or a set of principles from other readings that best relates to this issue.
4. *Cite* evidence that supports the connections that you are making.
5. *Relate* the key ideas to incidences you have experienced in your own teaching. To help students learn, what might you do similarly or differently and why?

EDUC 613

CRITICAL ARTICLE REVIEW (CAR)

Objective: To engage learners thoughtfully and meaningfully with current learning research and theory, and to apply their emergent analyses and reflections to classroom practices and application. The purpose of the critical article review assignment is to engage students in a thoughtful process that will help them become critical consumers of the research literature on how students learn, and will bring current course readings and additional research in the field together with classroom practice. The critical article review will require that you formulate thoughts on paper and connect those thoughts to current research.

Each student needs to write a two to three page Critical Article Review (CAR) on 3 articles (from the list of articles that correspond to the different learning factors – CAR one is on an article from the affective and personal/social learning factor lists; CAR two is on an article from the developmental and intellectual learning factor lists and CAR three is on an article from the individual learning factor list). The CAR should include the following parts: description; analysis, application and interpretation; and reflection on the content and its meaning to you in your current/future professional role. Your article summary needs to include the article reference in APA style (**at the beginning of the CAR**). Each CAR needs to include a clear description or summary of the article content, what the reading *mean to you* as an educator, *how you relate to the ideas of the author*, and how and why you *can or cannot apply* these ideas into your current or future practice.

Details to guide you in your analysis:

Description: **Describes** and summarizes the main points of the article. This tells briefly **what** the article is about. One to two paragraphs in length only.

Analysis, Application, and Interpretation: This section is where you, the critic/analyzer, apply your knowledge to comment on the theory(ies), core ideas, or research described and discussed in the article. This section focuses on your interpretation of the material based on related course readings. This section tells **how or why**. In this section, you need to compare and contrast the author's (or authors') points to other readings by using at least *three supporting sources* from related readings. Cite references within the text and include a references page at the end of your journal critique (*using correct APA style*). These citations may be taken from your text, other supporting articles read for class, or articles you may have read on your own.

Reflection: In this section you need to connect the article you are analyzing/critiquing to yourself and your own classroom practice. You need to address the question: What does this article mean to you? Your reflection on the reading should include a synthesis of the material personally and an evaluation of your description and analysis (which includes what this means to you as an educator). Think about what you would/might do **similarly** or **differently**, and **why**, to help students learn. Or, you may want to talk about what you learned through the article that will help you in the future in your particular teaching context. This section should personalize the description, analysis, and interpretation to your individual situation.

Articles to choose from for critical article review

For CAR 1 (Choose one article to critique from the list of motivational/affective learning factors below)

Motivational and Affective Learning Factors

Rosiek, J. (November/December 2003). Emotional scaffolding. *Journal of Teacher Education*, 54(5), 399-411.

Vespo, J. E., Capece, D., & Behforooz, B. (2006). Effects of the nurturing curriculum on social, emotional, and academic behaviors in kindergarten classrooms. *Journal of Research in Childhood Education*, 20(4), 275-285.

For CAR 2 (Choose one article to critique from the list of developmental and social learning factors below)

Developmental and Social Learning Factors

Leonard, J., & McElroy, K. (2000). What one middle school teacher learned about cooperative learning. *Journal of Research in Childhood Education*, 14(2), 239-245.

Magnesio, S., & Davis, B. H. (2010). A novice teacher fosters social competence with cooperative learning. *Childhood Education*, 86(4), 216-223.

Parsons, E. C. (2003). A teacher's use of the environment to facilitate the social development of children. *Journal of Research in Childhood Education*, 18(1), 57-70.

Bailey, D. B. Jr., (2002). Are critical periods critical for early childhood education? The role of timing in early childhood pedagogy. *Early Childhood Research Quarterly*, 17, 281-294.

Hardiman, M. M. (2001). Connecting brain research with dimensions of learning. *Educational Leadership*, 59(3), 52-55.

For CAR 3 (Choose one article to critique from intellectual and individual learning factors)

Cognitive and Metacognitive Learning Factors

Brand, S. T. (2006). Facilitating emergent literacy skills: A literature-based, multiple intelligence approach. *Journal of Research in Childhood Education*, 21(2), 133-148.

Kazemi, E., & Stipek, D. (2001). Promoting conceptual thinking in four upper-elementary mathematics classrooms. *The Elementary School Journal*, 102(1), 60-80.

Hoerr, T. (2004). How MI informs teaching at New City School. *Teachers College Record*, 106(1), 40-48.

Levine, M. (2007). The essential cognitive backpack. *Educational Leadership*, 64(7), 16-22.

Individual Differences Learning Factors

Hickey, M. G. (2004). "Can I pick more than one project?" Case studies of five teachers who used MI-based instructional planning. *Teachers College Record*, 106(1), 77-86.

Sternberg, R. J., Grigorenko, E. L., & Kidd, K. K. (2005). Intelligence, race, and genetics. *American Psychologist*, 60(1), 46-59.

Critical Article Review Rubric--EDUC 613

Rubric for First Submission

	No Evidence	<i>Beginning</i> (Limited evidence)	<i>Developing</i> (Clear evidence)	<i>Accomplished</i> (Clear, convincing and substantial evidence)
APA Reference	No evidence of references OR References are not in APA 6 th style (0 points)	References lack some compliance with correct APA 6 th style (0 points)	References are in APA 6 th style, but contain some minor errors (.5 points)	References are done in APA style (6 th edition) (1 point)
Description	Description is unclear with no inclusion of key points (0 points)	Describes different points included in the article (.5 points)	Describes the article accurately (1 points)	Describes and synthesizes the key points accurately and concisely (2 points)
Analysis, Application and Interpretation	Section does not address strengths and weaknesses of article; does not include supporting sources (0 points)	Section includes interpretation by addressing only strengths of the article, does not compare and contrast points from articles to related readings; includes one supporting sources from related readings (.5 points)	Section includes interpretation by addressing strengths and weaknesses of the article, compares and contrasts points from articles to related readings; includes two supporting sources from related readings (1 points)	Includes analysis, application, an interpretation by addressing strengths and weaknesses of the article, tells why points are strengths or weaknesses; compares and contrasts points from articles to related readings; includes three or more supporting sources from related readings (2 points)
Reflection	Describes general thoughts about article (0 points)	Includes only a short reflective statement or does not make personal connections to the article (.5 points)	Includes reflective statement with connections to classroom practice; needs to delve more deeply into the application to the classroom or personal connections to the article (1 points)	Includes a strong reflective statement that connects journal article to classroom practice and clear statement of personal connections to the article (2 points)
Clarity of Writing (Mechanics)	Contains many grammatical errors or error patterns (0 points)	Lacks in grammatical or stylistic form OR contains many errors or error patterns (0 points)	Grammatically and stylistically well written, but contains some errors or error patterns (.5 points)	Grammatically and stylistically well written with few errors or error patterns (1 points)

Critical Article Review Rubric--EDUC 613
Rubric for Second and Third Submission

	No Evidence	<i>Beginning</i> (Limited evidence)	<i>Developing</i> (Clear evidence)	<i>Accomplished</i> (Clear, convincing and substantial evidence)
APA References	No evidence of references OR References are not in APA 6 th style (0 points)	References lack some compliance with correct APA 6 th style (0 points)	References are in APA 6 th style, but contain some minor errors (1 point)	References are done in APA style (6 th edition) (2 points)
Description	Description is unclear with no inclusion of key points (0 points)	Describes different points included in the article (1 point)	Describes the article accurately (2-3 points)	Describes and synthesizes the key points accurately and concisely (4 points)
Analysis, Application and Interpretation	Section does not address strengths and weaknesses of article; does not include supporting sources (0 points)	Section includes interpretation by addressing only strengths of the article, does not compare and contrast points from articles to related readings; includes one supporting sources from related readings (.5 points)	Section includes interpretation by addressing strengths and weaknesses of the article, compares and contrasts points from articles to related readings; includes two supporting sources from related readings (2 points)	Includes analysis, application, an interpretation by addressing strengths and weaknesses of the article, tells why points are strengths or weaknesses; compares and contrasts points from articles to related readings; includes three or more supporting sources from related readings (4 points)
Reflection	Describes general thoughts about article (1 points)	Includes only a short reflective statement or does not make personal connections to the article (2 points)	Includes reflective statement with connections to classroom practice; needs to delve more deeply into the application to the classroom or personal connections to the article (3 points)	Includes a strong reflective statement that connects journal article to classroom practice and clear statement of personal connections to the article (4 points)
Clarity of Writing (Mechanics)	Contains many grammatical errors or error patterns (0 points)	Lacks in grammatical or stylistic form OR contains many errors or error patterns (0 points)	Grammatically and stylistically well written, but contains some errors or error patterns (1 point)	Grammatically and stylistically well written with few errors or error patterns (2 points)

George Mason University
EDUC 613: How Students Learn
COOPERATIVE LEARNING THEORY GROUPS:
Peer evaluation rubric

***All group members should complete & submit this rubric for each other group member.
The course instructor will use the rubric on the following page.

Name of Student Completing Rubric:					
Name of Group Member Being Evaluated:					
	No Evidence 0	Beginning (Limited evidence) 1	Proficient (Clear evidence) 2	Exceptional (Clear, convincing, substantial evidence) 3	SCORE
Research & Information Gathering	Does not collect any useful information	Collects very little useful information	Collects some information related to topic	Collects a great deal of useful information	
Attendance & Punctuality	Does not attend meetings or have work ready as promised	Sometimes attends meetings and has work ready as promised	Usually attends meetings and has work ready when promised	Always attends meetings and has work ready as promised	
Sharing Tasks & Preparing the Project Handout	Relies on others to do the work; does not help prepare the handout	Rarely does his/her share; makes some contributions to prepare the handout	Makes many useful contributions in the creation of the handout	Always does his/her share; plays an integral role in the creation of the handout	
Communicating	Dominates OR does not participate in the conversation & decision making	Often dominates discussion and decision making OR makes few contributions	Makes some useful contributions based on group conversations	Listens carefully, makes useful comments, facilitates decision making	
Cooperation	Consistently hard to get along with	Sometimes makes getting along difficult	Is a good team player; follows others' leads	Helps the team work together for success	
Total (out of 15)					

Comments:

Adapted from Freeman & Brown's Collaboration Rubric

**Cooperative learning theory groups:
Assessment of group project content**
***To be completed by the course instructor

GROUP MEMBERS:								
	No Evidence 0	Beginning 1	Developing 2	Proficient 3	Skilled 4	Exceptional 5	SCORE	
Describe & evaluate the learning theory	Provides <i>no</i> information about the learning theory	Presents <i>very limited</i> information about the learning theory	Presents <i>limited</i> information about the learning theory	Presents & organizes an <i>adequate</i> amount of information about the learning theory, but presentation of the information may be scattered.	<i>Adequately</i> presents & organizes <i>a great deal of</i> information about the learning theory's salient principles and assumptions	<i>Clearly, concisely and thoroughly</i> presents & organizes <i>a great deal of</i> information about the learning theory's salient principles and assumptions		
Connect the learning theory to literature	Provides <i>no</i> references to connect theory to current literature	Provides only <i>1</i> reference to current, relevant literature and <i>does not adequately connect</i> the theory & literature	Provides 2 references to current, relevant literature but <i>does not connect</i> theory & literature OR Provides only <i>1</i> reference and <i>clearly connects</i> the theory & the literature	Provides 2 references to current, relevant literature AND <i>adequately</i> connects the learning theory to the literature	Provides <i>at least 3</i> references to current relevant literature AND <i>adequately</i> connects the learning theory to the literature	Provides <i>at least 3</i> references to current, relevant literature AND <i>thoroughly, clearly and convincingly</i> connects the learning theory to the literature		
Connect the learning theory to practice	Neither the presentation nor the handout explain how the learning theory connects to teacher's role in facilitating learning.	Both the presentation AND the handout provide <i>very limited</i> explanation of the connection between the learning theory & teacher's role in facilitating learning.	Both the presentation AND the handout provide <i>limited</i> explanation of the connection between the learning theory & teacher's role in facilitating learning	Both the presentation AND the handout <i>adequately</i> explain how the learning theory explains/ describes the teacher's role in facilitating learning.	Either the presentation OR the handout <i>thoroughly, clearly and convincingly</i> explain how the learning theory explains/ describes the teacher's role in facilitating learning.	Both the presentation AND the handout <i>thoroughly, clearly and convincingly</i> explain how the learning theory explains/describes the teacher's role in facilitating learning.		
Total of Above: Project Content Rubric (out of 15)								
Peer evaluation rubric mean total (out of 15)								
TOTAL SCORE (out of 30)								

Comments:

GUIDELINES FOR INTEGRATIVE CASE STUDY

The goal of this case study is to create a rich, meaningful picture of *one learner* by synthesizing all of the information you have collected on that learner. By describing one student as fully and in as balanced a way as possible, you begin to gain access to that student's modes of thinking and learning. You can see the world from the student's point of view; what catches his or her attention; what arouses curiosity; and what sustains interest. The case study will include a descriptive and analytic discussion of the learner, and a reflective evaluation of you as a learner.

Part One: Descriptive Discussion: Here you will include the following:

- *Introduction:* Overview of case study
- *Physical description of the student:* Age, race, exceptionality, languages, general appearance. Why did you select this particular student?
- *Background:* Relevant facts about parents, siblings, extended family, and what they say about the student (if available). Describe socioeconomic, ethnic/linguistic background, including home language. Note preferences and interests.
- *Other significant information reported without interpretation:* May include divorce, death, illness, substance abuse, geographic upheaval, the student's previous school experience (if available)
- *Setting:* A brief description of the classroom and school philosophy, curricular emphasis, and attendance. Discuss relevant characteristics of the instructional context in which learning is occurring.
- *Learning Factors:* Describe the major aspects of at least three learning factors (i.e., intellectual, affective, personal and social, developmental, and individual needs) that characterize your learner. This may include relationships in school and out of school, in small or large groups, and with or without adults.
- *Summary paragraph*

Part Two: Analytic Discussion: Here you will analyze your descriptive data in a thoughtful discussion of the following:

- Introductory paragraph

- Develop potential explanations for why this child learns in this way, based on the data you have collected and educational theories. Here you will rely on theoretical perspectives to support your assertions about learning (e.g., Gardner, Bloom, Vygotsky, Bandura).
- Using your data, discuss and analyze the student's ways of learning, learning challenges, and learning strengths. Show how the different learning factors affect one another and influence that student's learning.
- Make research-based recommendations. Given your understanding of this learner, write about the specific ways in which you, the teacher, could best support this student's strengths and provide help for areas of difficulty. What kinds of learning experiences would be important for this student to have in school? Tell why. The answer to this may involve such things as the learning environment, the curricular approach, kinds of teaching styles, the materials to be used, the kind of relationships needed, and more.
- Summary paragraph

Part Three. Reflective Self-Evaluation. Here you will rethink your understanding of how students learn. In your reflection, tell whether or not you are pleased with having selected this student.

- In your reflection, tell whether or not you are pleased with having selected this student. What particular lessons did this student teach you about you, about human beings, about learning, or anything else? Have your ideas and feelings about this student and your relationship with him or her changed during this study? Your comments following your observations will be helpful to you here.
- What did you learn about other students in the class or about the group as a whole as a result of your study? Did you find anything about the *hidden curricular* aspect of the classroom (i.e., unplanned influences from the physical environment, scheduling, interaction patterns) as a result of your study?
- How has this process changed the way you teach, think about, or relate to students as learners?

Part Four. References. Use APA (6th edition) guidelines for the reference list

Part Five. Appendix. This is where you put all the observational data and evidence that you have collected as noted above. Use APA (6th edition) guidelines for organizing and citing your appendixes (Ex.: Appendix A).

Case Study Timeline
(August 29 – December 12)

<u>Weeks</u>	<u>Tasks to be Accomplished</u>
1-5	Choose your case study student. Get to know him/her and begin collecting relevant data.
6-11	Write a (draft) of Part One (your setting and your student). Get with peers on October 31 for critical friend (CF) feedback on Part One. Integrate CF feedback and submit a draft of Part One to BB by November 7 for instructor feedback. During this time you should also be collecting data (evidence) related to learning factors for Part Two.
12-14	Collect data (evidence) of learning factors and begin Part Two (analysis of learning factors). Bring draft of Part Two to class on November 14 for CF feedback. Integrate CF feedback and submit a draft of Part Two to BB November 21 for instructor feedback.
14-16	Continue analysis and data collection; Revise Parts One and Two.
14-15	Write Part Three (reflective discussion); Bring draft of Part Three to class for CF feedback on December 5 . Present case study findings on December 5 . Complete final version of case study to submit.
16	Submit FINAL version of case study to TaskStream on December 12th .

Supplemental Articles Incorporating Multiple Learning Factors

- Brandt, R. (2000). On teaching brains to think: A conversation with Robert Sylwester. *Educational Leadership* 57(7), 72-75.
- D'Arcangelo, M. (1998). The brains behind the brain. *Educational Leadership* 56(3), 20-25.
- Fisher, K., & Rose, L. T. (2001). Webs of skill: How students learn. *Educational Leadership* 59(3), 6-12.
- Friedrichs, J. (2001). Brain-friendly techniques for improving memory. *Educational Leadership* 59(3), 76-69.
- Galley, M. (Jan. 23, 2002). Boys to men. *Education Week*, 26-28.
- Gibbons, M. (2004). Pardon me, didn't I hear a paradigm shift? *Phi Delta Kappan* 85(6), 461-467.
- Jensen, E. (2000). Moving with the brain in mind. *Educational Leadership* 58(3), 34-37.
- Jensen, E. (2001). Fragile brains. *Educational Leadership* 59(3), 32-36.
- Levine, M. (2003). Celebrating diverse minds. *Educational Leadership*, 61(2). 12-18.
- Shelton, C. (2000). Portraits in emotional awareness. *Educational Leadership* 58(1), 30-32.
- Thousand, J. & Villa, R. (2003). Making inclusive education work. *Educational Leadership*, 61(2). 19-23.
- Tomlinson, C. (2003). Deciding to teach them all. *Educational Leadership*, 61(2). 7-11.
- Urban, V. (1999). Eugene's story: A case for caring. *Educational Leadership* 56(6), 69-70.
- Willard-Holt, C. (2003). Raising education for the gifted. *Educational Leadership*, 61(2). 72-96.

Integrative Case Study Rubric-- EDUC 613

	No Evidence F	Beginning (Limited evidence) C	Developing (Clear evidence) B	Accomplished (Clear, convincing, & substantial evidence) A
<p>Descriptive Discussion 15 points</p> <p><i>NBPTS – Learning Outcome 1</i> <i>ASTL – Learning Outcome 1</i></p>	Case study includes two or fewer descriptive elements listed under Accomplished	Case study includes three of the six descriptive elements listed under Accomplished	Case study includes three or four of the six descriptive elements listed under Accomplished	Case study includes all of the following: <ul style="list-style-type: none"> *Introduction *SES, ethnic, linguistic background *Physical description *Background *Setting *Other significant information *At least three learning factors that characterize your learner
<p>Analytic Discussion 35 points</p> <p><i>NBPTS – Learning Outcome 3</i> <i>ASTL – Learning Outcome 3</i></p>	No analysis included	Case study includes three of the five elements OR Discussion includes only one learning factor	Case study includes cursory discussion of potential explanations, theoretical perspectives, learning factors, student’s ways of learning, and recommendations OR Case includes only four of the five elements OR Discussion includes only two learning factors	Case study includes thoughtful, thorough, and reflective discussion of: <ul style="list-style-type: none"> *Introduction *Potential explanations for <i>why</i> the child learns this way *Theoretical perspectives about student learning *How the three learning factors affect one another and influence the student’s learning *Student’s ways of learning, learning challenges, learning strengths *Research-based recommendations based on your understanding of this learner

<p>Reflective Self-Evaluation 20 points</p> <p><i>NBPTS – Learning Outcome 4</i> <i>ASTL – Learning Outcome 4</i></p>	No reflection included	<p>Very limited discussion OR One of the four elements is missing</p>	<p>Cursory discussion of: *Your choice of this student *Lessons you learned *Your ideas and feelings *Changes in the way you teach, think about or relate to students as learners</p>	<p>Rich, thorough discussion of: *Your choice of this student *Lessons you learned about learning and yourself as a learner *Your ideas and feelings about learning *Changes in the way you teach, think about, or relate to students as learners (Insights about yourself)</p>
<p>Appendix 5 points</p> <p><i>NBPTS – Learning Outcome 3</i> <i>ASTL – Learning Outcome 3</i></p>	No appendices included	<p>Appendices: *are included, but they do not relate to the descriptive, analytic, and reflective discussion *do not include observational data and/or evidence that support your inferences and recommendations</p>	<p>Appendices: *show a weak relation to the descriptive, analytic, and reflective discussion *are missing observational data or evidence that supports your inferences and recommendations</p>	<p>Appendices: *relate strongly to the descriptive, analytic, and reflective discussions * include observational data and evidence that support your inferences and recommendations</p>
<p>Draft Sections Submitted by Due Date 15 points</p>	No drafts submitted.	One draft submitted to instructor by due date.	Two drafts submitted to instructor by due dates.	All three drafts submitted to instructor by due dates.
<p>Referencing 5 points</p> <p><i>NBPTS – Learning Outcome 4</i> <i>ASTL – Learning Outcome 4</i></p>	No evidence of references OR References are not in APA style.	Limited use of course readings and other current readings; References contain errors	Course readings and other current readings are referenced; References contain minor errors.	The paper integrates course readings and other current, authoritative relevant readings that are properly referenced; References are in APA style.
<p>Overall Style 5 points</p> <p><i>NBPTS – Learning Outcome 4</i> <i>ASTL – Learning Outcome 4</i></p>	Contains many grammatical errors or error patterns.	Lacks in grammatical or stylistic form OR contains many errors or error patterns	Grammatically and stylistically well written, but contains some errors or error patterns.	Grammatically and stylistically well written with few errors or error patterns.

PARTICIPATION RUBRIC EDUC 613

	Unsatisfactory (6 or less pts.)	Basic (7 pts.)	Proficient (8 pts.)	Distinguished (9-10 points)
Attendance & Participation	The student is late for class. Absences are not documented by following the procedures outlined in this section of the syllabus. The student is not prepared for class and does not actively participate in discussions.	The student is on time, prepared for class, and participates in group and class discussions. The student attends all classes and if an absence occurs, the procedure outlined in this section of the syllabus is followed.	The student attends all classes, is on time, is prepared and follows outlined procedures in case of absence; the student makes active contributions to the learning group and class.	The student attends all classes, is on time, is prepared and follows outlined procedures in case of absence, the student actively participates and supports the members of the learning group and the members of the class.