

**George Mason University  
Graduate School of Education  
Advanced Studies in Teaching and Learning**

**EDUC 613  
HOW STUDENTS LEARN  
*Summer/Fall 2004***

**Professors:**

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**Office Hours:** Before or after class and by appointment

**COURSE DATES/TIMES/LOCATIONS:**

2:00-6:00 p.m.—July 6, 8, 13, 15, 16, 20, 22; FEA Building; Professional Development Center

5:00-8:30 p.m.— Tuesdays: August 31, September 14, 21, 28; October 5, Johnson Center, Room C

**COURSE DESCRIPTION**

An advanced course in the study of learning that is based in research and theory from different disciplines. Practicing educators will learn how to use this research to help increase students' learning through the study of the intellectual, affective, personal/social, developmental, and individual difference factors that impact learners and learning. EDUC 613 focuses on knowing, understanding, and monitoring student learning in the context of a deep understanding of the learning process itself.

Prerequisites: Admission to Graduate School and ASTL Course EDUC 612

**STUDENT OUTCOMES**

This course is designed to enable students 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 a series of case studies 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 613 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*. Specifically, this course is aligned with Propositions:

- I. Teachers are committed to students and their learning.
- III. Teachers are responsible for managing and monitoring student learning.
- IV. Teachers think systematically about their practice and learn from experience.
- V. Teachers are members of learning communities.
- VI. Teachers attend to the needs of culturally, linguistically, and cognitively diverse learners.
- VII. Teachers are change agents, teacher leaders, and partners with colleagues and families.

The focus of EDUC 613 is to deepen teachers' ability to recognize individual differences, understand student development and learning, treat students equitably in all domains of learning, and analyze how he or she is managing and monitoring student learning.

## **REQUIRED TEXTS**

Jensen, E. (1998). *Teaching with the brain in mind*. Alexandria, VA: Association for Supervision and Curriculum Development. Alexandria, VA: Association for Supervision and Curriculum Development.

Silver, N. F., Strong, R. W., & Perini, M. J. (2000). *So each may learn: Integrating learning styles and multiple intelligences*.

One of the following, as determined by book study group:

Tileston, D. W., (2004). *What every teacher should know about diverse learners*. Thousand Oaks, CA: Corwin.

Tileston, D. W., (2004). *What every teacher should know about learning, memory, and the brain*. Thousand Oaks, CA: Corwin.

Tileston, D. W., (2004). *What every teacher should know about special learners*. Thousand Oaks, CA: Corwin.

Tileston, D. W., (2004). *What every teacher should know about student motivation*. Thousand Oaks, CA: Corwin.

## **RELATED RESOURCES**

American Psychological Association (2001). *Publication manual of the American Psychological Association* (5<sup>th</sup> ed.). Washington, DC: American Psychological Association.

## **SUPPLEMENTAL READINGS—*Online or Electronic Reserves:***

Astington, J. (1998). Theory of mind goes to school. *Educational Leadership* 56(3), 46-48.

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.

- Featherstone, H. (1988). Studying children: "The Philadelphia Teachers' Learning Coop." *Assessing Student Learning: from Grading to Understanding*, 66-83. Danvers, MA: Teacher's College.
- 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.
- 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.
- Keefe, J., & Jenkins, J. (February 2002). A special section on personalized instruction. *Phi Delta Kappan*, 440-448.
- King-Friedrichs, J. (November 2001). Brain-Friendly techniques for improving memory. *Educational Leadership*, 76-79.
- Levine, M. (October 2003). Celebrating diverse minds. *Educational Leadership*, 12-18.
- Perkins, D. (1999). The many faces of constructivism. *Educational Leadership* 57(3), 6-11.
- Rogers, S., & Renard, L. (1999). Relationship-driven teaching. *Educational Leadership* 57(1), 34-37.
- Rosiek, J. (November/December 2003). Emotional scaffolding. *Journal of Teacher Education*, 54(5), 399-411.
- Shelton, C. (2000). Portraits in emotional awareness. *Educational Leadership* 58(1), 30-32.
- Thousand, J. & Villa, R. (October 2003). Making inclusive education work. *Educational Leadership*, 19-23.
- Tomlison, C. (October 2003). Deciding to teach them all. *Educational Leadership*, 7-11.
- Urban, V. (1999). Eugene's story: A case for caring. *Educational Leadership* 56(6), 69-70.
- Willard-Holt, C. (October 2003). Raising education for the gifted. *Educational Leadership*, 72-96.

## **MODE OF COURSE DELIVERY**

Course delivery will be through mini-lectures, cooperative learning groups based on learning theorists, and case study groups linking student learning to national standards and program/student outcomes. To meet course objectives, the delivery of EDUC 613 is accomplished

through a combination of experiential learning activities, in-class collaborative work groups, and mini-lectures designed to help meet the needs of all learners and learning styles. These include:

- *Presentations* (i.e., mini-lectures/lecturettes, 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);
- *Guest lectures*;
- *Student sharing and mini-presentations*;
- *Videos*;
- *Blackboard 5* web-based course management and portal system.

## **GSE SYLLABUS STATEMENTS OF EXPECTATIONS**

The Graduate School of Education (GSE) expects that all students abide by the following: Students are expected to exhibit professional behavior and dispositions. See [gse.gmu.edu](http://gse.gmu.edu) for a listing of these dispositions.

## **HONOR CODE**

As stated on the GMU web site: “Please familiarize yourself with the Honor System and Code, as stated in the George Mason University *Undergraduate Catalog*. When you are given an assignment as an individual, the work must be your own. Some of your work may be collaborative; source material for group projects and work of individual group members must be carefully documented for individual contributions.” Students must follow the guidelines of the University Honor Code. See [http://www.gmu.edu/catalog/apolicies/#TOC\\_H12](http://www.gmu.edu/catalog/apolicies/#TOC_H12) for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

## **STUDENTS WITH SPECIAL NEEDS**

Students who require any special accommodations or those with disabilities that may affect their ability to participate fully in the course are encouraged to work with the instructor to ensure their successful participation. Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.

## **COURSE REQUIREMENTS, ASSIGNMENTS, AND EVALUATION CRITERIA**

All students must obtain and use an electronic mail account with access to the Internet. GMU makes such accounts available and provides training at no cost to the student.

### **1. CRITICAL JOURNAL WRITING (15%)**

Each student will prepare **one short critical journal response to be posted on Blackboard** (5%) and **one longer CJR to hand in on August 31<sup>st</sup>** (10%). Articles will be available on the library E-Reserves. See the appropriate section of the syllabus for additional instructions and the rubric containing criteria for evaluation. (Outcomes A, B, and C)

## 2. COOPERATIVE LEARNING GROUP PROJECTS (20%)

**a. Learning Theory Groups (10%).** Each student will be part of a cooperative learning theory group that applies a theoretical perspective to learning and discusses its implications for teaching. Each discussant should: 1) address the salient principles and assumptions about learning, 2) reference current articles that address learning from that theoretical perspective, and 3) relate that theory to the teacher's role in facilitating learning. The discussant should make clear where he or she stands on that theory and why. The discussant should also consider a variety of ways to share the information, including technology, to highlight and convey the salient points. Members of the group should be assigned a short reading prior to presentation; the discussant should provide the other members a one-page, reflective summary of the salient ideas.

**b. Classroom Connection Groups (10%).** Each student will be part of a cooperative learning group that summarizes and presents salient points gleaned from one of four different texts. Each group will develop and share the key points of the book and provide a short handout (1 – 2 pages) referenced to the text. The presentation also needs to connect to classroom practice (15 minutes).

**Criteria for evaluation:** accuracy of content, salient principles and assumptions addressed, a clear stand on the theoretical perspective is taken. Evaluation will also include peer feedback using a group-designed rubric. See page 12 for rubrics containing criteria for evaluation. (Outcomes, A, C, and D)

## 3. 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. 8-9 for specific guidelines for form and content. Rubrics containing **Criteria for Evaluation** are attached at the end of this syllabus).(Outcomes B, C, D, E, and F)

## 4. CLASS PARTICIPATION (15%)

Active participation in article discussions (both oral and written), being a responsive audience participant for each panel discussion, and regular participation in electronic conferencing 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; regular and thoughtful participation in e-mail discussions that reflect the topics under discussion, including your developing case; and regular and thoughtful participation in in-class discussions and experiential learning. See end of syllabus for rubrics containing criteria for evaluation. (Outcomes A-F)

### Grading Scale:

A+ = 98-100

A = 94-97

A- = 90-93

B+ = 85-89

B = 80=84

C = 70-79

F = Did not meet course requirements

## PROPOSED CLASS SCHEDULE

Date	Topic/Learning Experiences	Readings and Assignments for This Class
July 6	<ul style="list-style-type: none"> <li>• Introduction to the Course</li> <li>• Define learning, learner-centered experiences, cycle of learning</li> <li>• Teacher Beliefs Self-Assessment</li> </ul>	<p><b>Read</b> Silver: Ch 1 &amp; complete Appendix A Jensen, Ch 1</p> <p>D'Arcangelo, The scientist in the crib.</p>
July 8	<p>Getting Students Ready to Learn</p> <p>Learning Styles: Who are we as learners?</p> <p>Multiple Intelligences and The Learning Brain Video – MI</p> <p>Go over Critical Journal Response format (<i>Reminder</i>: short CJR on BB due on July 22 and long CJR due on Sept. 14)</p>	<p><b>Read</b> Jensen, Chaps 2 &amp; 3 Silver, Ch 2 and 3, &amp; complete Appendix B</p>
July 13	<p><i>Affective Learning Factors</i> Motivation &amp; Rewards; Emotions and Learning --Learning climate --Getting the brain's attention --Threats, stress, and learning</p> <p>Video: Emotional Intelligence—Goleman</p> <p><i>Connecting MI &amp; Learning Styles</i></p> <p><b>Form</b> cooperative learning discussion groups of learning theorists</p>	<p>BB: How do you see yourself using LS and MI Theory in your classroom next year?</p> <p><b>Read</b> Jensen, Ch. 5, 6, 7, &amp; 8 Cobb &amp; Mayer, Emotional intelligence: What the research says May article: Emotional Intelligence Rosiek article Emotional scaffolding: An exploration of the teacher knowledge at the intersection of student emotion and the subject matter</p>
July 15	<p><i>Personal &amp; Social Learning Factors</i> --Coop Learning --Peer Tutoring --Equity, caring, and respect</p> <p>Cooperative Learning Theory Groups – work group time</p>	<p><b>Read</b> TBA</p> <p>Work in teams to plan and conduct research on your identified aspect of theorist; meet in groups to share information and prepare presentation for July 20th.</p>
July 16	<p><i>Developmental Learning Factors</i> --Movement and Learning</p>	<p><b>Read</b> Jensen, Ch 9</p>

	Cooperative Learning Theory Groups – work group time	
July 20	Cooperative Learning Theory Groups Presentations Reinforcement Theory: Skinner Self-Efficacy and Social Learning: Bandura Socio-cultural Theory: Vygotsky Constructivist Theory: Piaget	Each Learning Theory Group prepares a short Handout for class members about your Learning Theorist
July 22	Enjoy the rest of your Summer Break!	<b>Post</b> short Critical Journal Response on Blackboard by July 22  Cooperative Book Summary groups - <b>Presentations on August 31</b>

**At school opening**, begin to focus strategically on your case study learner. Begin on-site observation, target your journaling, begin to formulate your data collection plan. Share this with your case study learning group, and please cc your instructors. Begin the school year by targeted, regular journal keeping.

August 31	Group Book Study Presentations  Levine Video  Integrative Case Study Discussion – Choosing a student to study Beginning to collect data	<b>Presentation handout to accompany book study</b>  Print out Case Study Handouts posted on BB Maintain regular journal writing now focused on your case study learner
Sept. 14	<i>Intellectual Learning Factors</i> --The Brain as Meaning-Maker --Memory and Recall  Integrative Case Study: How students learn	<b>Read</b> Jensen, Ch 10 & 11  <b>Critical Journal Response Due</b>
Sept. 21	<i>Individual Learning Factors</i> --Student Diversity & a look at our second language learners --Enriched Environments for the Brain ASCD Video: Brain, Part II  Integrative Case Study: Making Recommendations	<b>Read</b> White & Coleman, Ch. 5 – 6 (BB)  Online discussion groups focused on case study learner: On site observation, data collection, and interviewing for case study <b>Bring to class</b> the <u>draft</u> of Setting and Student Description (CS, Part I)
Sept. 28	<i>Teaching Students with Diverse Learning Abilities</i> Re-take initial self-assessment on teacher beliefs	<b>Read</b> Jensen, Read/review Ch. 4 White & Coleman, Read/consult Ch. 7 (support for your case study analysis – on BB)

	Integrative Case Study: Self-Evaluation	Online discussion groups focused on case study learner: On site observation, data collection, and interviewing for case study <b>Bring to Class</b> the <u>draft</u> of Hypothesis and Recommendations (CS, Part II)
Oct. 5	<p><i>Assessing Learner Understanding</i></p> <p>Synthesizing Class: Autobiographical Discussion: How Does This New Information About Learning Apply To Me in My Professional Role? Where Do I Go From Here?</p> <p>Portfolio Reflection Point #1 Discussion and in-class draft Course Evaluations</p>	<p><b>Read</b> Silver, Ch 6</p> <p><b>Bring to class</b> the <u>draft</u> of Part II, Reflective Discussion.</p> <p><b>Integrative Case Study due no later than</b> October 19, 2004</p>

## GUIDELINES FOR ARTICLE DISCUSSION

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 Journal Responses

**Objective:** To engage learners thoughtfully and meaningfully with current writings in the field of learning research and theory, and to apply their emergent analyses and reflections to classroom practices and application.

Critical journal responses 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. They will require that you formulate thoughts on paper and connect those thoughts to current research.

The short Critical Journal Response (to be posted on Blackboard) should be between 1-2 pages and the longer CJR should be between 2-4 pages. They should reflect what your readings *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. The short CJR should be comprised of two parts (or levels): 1) *description*; and 2) *reflection* on the content and its meaning to you in your current/future professional role. The longer response (to hand in on august 31<sup>st</sup>) should include three parts (or levels): 1) *description*; 2) *analysis, application, and interpretation*; and 3) *reflection* on the content and its meaning to you in your current/future professional role.

### ***Details to guide you in your analysis:***

**Level One, Description:** Describes the article in around a paragraph in length. This tells briefly **what or which** the article is about. One to two paragraphs in length only.

**Level Two, Analysis, Application, and Interpretation:** This section is where you, the analyzer, apply your knowledge to comment on the theory(is), core ideas, or research described and discussed in the article. It concerns your interpretation of the material based on your readings to date. This section tells **how or why**. In this section, utilize at least *three supporting sources* from your readings, using correct APA style. Cite references within the text and include a References page at the end of your journal critique. These citations may be taken from your text, other supporting articles read for class, or articles you may have read on your own.

**Level Three, Reflection:** This is a section where you will connect the article you are analyzing to yourself and your own classroom. What does this article mean to you? You will reflect on the reading by synthesizing the material personally and evaluating your description and analysis, stating what this means to you as an educator. Tell 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 environment. This section personalizes the description, analysis, and interpretation to your individual situation.

## **EDUC 613**

### **Guidelines for Classroom Connection/Book Summary**

Each cooperative learning group needs to lead a discussion that summarizes the salient points found in the book that was read by each group member. The discussion should be conducted in an informal format in which each group member talks about one of the principle points or sections of the book. The discussion needs to include *connections* to other EDUC 613 course readings. For example, you could address the question: How does Tileston compare to the points made by Jensen and Silver, Strong, & Perini as well as other 613 articles? In addition, the discussion should address the question: How might this information be applied in your classrooms? Each group should include some specific examples of how the salient points that you present connect to your classrooms.

The discussion should allow for equal presentation time for each group member. Each group needs to prepare a short (1 to 2 page) handout to be distributed to classmates that summarizes the salient points found in the book.

**EDUC 613: How Students Learn**  
**Cooperative Learning Theory Groups Rubric**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

	<b>No Evidence</b> 1	<b>Beginning</b> (Limited evidence) 2	<b>Developing</b> (Clear evidence) 3	<b>Accomplished</b> (Clear, convincing, substantial evidence) 4	<b>SCORE</b>
<b>Research &amp; Information Gathering</b>	Does not collect any useful information	Collects very little useful information	Collects some information related to topic	Collects a great deal of useful information	
<b>Attendance &amp; Punctuality</b>	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	
<b>Sharing Tasks &amp; Preparing the Project Handout</b>	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	
<b>Communicating</b>	Dominates OR does not participate in the conversation and 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	
<b>Cooperation</b>	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	
<b>Content</b>	Provides no information about the learning theorist	Provides very little information about the learning theorist	Provides and organizes some information about the learning theorist	Provides and organizes a great deal of information about the learning theorist	
				<b>TOTAL Out of 24</b>	

Comments:

A+ = 24; A = 22-23; B+ = 20-21; B = 17-19; B-14-16; C = 11-13; F = &lt; 11

Adapted from Freeman &amp; Brown's Collaboration Rubric

## 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:

- 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)
- 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.
- 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.

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

- Make some hypotheses about *why* this child learns in this way, based securely on the information you have. 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, the kinds of teaching styles, the materials to be used, the kind of relationships needed, and more.

**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. 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?

**Appendix.** This is where you put all the observational data and evidence that you have collected as noted above. Use APA (5<sup>th</sup> edition) guidelines for organizing and citing your appendixes (Ex.: Appendix A).

**Case Study Timeline** (August 31-October 19).

<u>Week</u>	<u>Tasks to be Accomplished</u>
1-3	Choose your student as soon as you can. Write description (draft copy) of your setting and your student (Part One). Bring draft to class in week 4.
3-5	Collect data/evidence of learning factors and begin analysis of learning factors (Part Two). Write hypothesis.
4-5	Continue analysis and data collection; write recommendations (Part Two)
5-6	Write reflective discussion (Part Three); complete final draft of case study to hand in

**During the final class of 613, course participants will draft their first Portfolio Reflection point for inclusion in the ASTL Portfolio. This should be emailed to your professor upon completion.**

**ASTL PROGRAM PORTFOLIO ENTRY  
REFLECTION POINT #1:  
Teacher as Knowing and Understanding Learning and Learners**

For Reflection Point #1, ASTL candidates will reflect on your own learning and that of students in your classroom. The reflections and the products you include provide evidence of your knowledge and skill in understanding learning and learners and your impact on student learning. Your reflections should address one or more of the following principles and show *how* your course products provide evidence of your knowledge:

- 1) commitment to student learning
- 2) managing and monitoring student learning
- 3) members of learning communities

Potential course products to be used as evidence:

1. Handout from Learning Theory Group Presentation (EDUC 613)
2. Multigenre Paper (EDUC 612)
3. Case Study of Learner (EDUC 613)
4. Other (be specific)

**EDUC 613: INTEGRATIVE CASE STUDY RUBRIC**

	<b>No Evidence</b>  F	<b>Beginning</b> (Limited evidence)  C	<b>Developing</b> (Clear evidence)  B	<b>Accomplished</b> (Clear, convincing and substantial evidence)  A
<b>Descriptive Discussion</b>  15 points	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 five descriptive elements listed under Accomplished	Case study includes: *Physical description *Background *Setting  *Other significant information (5 pts.) *At least three learning factors that characterize your learner (5 pts.)  *SES, ethnic, linguistic background (5 pts.)
<b>Analytic Discussion</b>  35 points	No analysis included	Case study includes three of the five elements <b>OR</b> Discussion includes only one learning factor	Case study includes cursory discussion of hypotheses, theoretical perspectives, learning factors, student’s ways of learning, and recommendations <b>OR</b> Case includes only four of the five elements <b>OR</b> Discussion includes only two learning factors	Case study includes thoughtful, thorough, and reflective discussion of: *Hypotheses about <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 (15 pts.)  *Student’s ways of learning, learning challenges, learning strengths (5 pts.)  *Research-based recommendations based on your understanding of this learner (15 pts.)

<b>Reflective Self-Evaluation</b>  20 points	No reflection included	Very limited discussion <b>OR</b> One of the four elements is missing	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	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 (15 pts.)  *Changes in the way you teach, think about, or relate to students as learners (Insights about yourself) (5 pts.)
<b>Appendix</b>  15 points	No appendixes included	*Appendixes are included, but they do not relate to the descriptive, analytic, and reflective discussion *Appendixes do not include observational data and/or evidence that support your hypotheses and recommendations	*Appendixes show a weak relation to the descriptive, analytic, and reflective discussion *Appendixes are missing observational data or evidence that supports your hypotheses and recommendations	*Appendixes relate strongly to the descriptive, analytic, and reflective discussions *Appendixes include observational data and evidence that support your hypotheses and recommendations
<b>Referencing</b>  10 points	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.
<b>Overall Style</b>  5 points	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.

## Critical Journal Response Rubric

Critical Journal Responses	5 points for the first and 10 points for the second (one Blackboard + one handed in)	0 – 1 point	2 points	3– 4 points	5 points
		< 5 points	5 - 6 points	7 - 8 points	9 - 10 points
		<ul style="list-style-type: none"> <li>- Does not choose an approved article or one from a refereed journal, or does not follow requirements and guidelines in the syllabus</li> <li>- Critique is not organized coherently, or does not follow guidelines,</li> <li>-Referencing not in APA style</li> <li>- Contains many stylistic errors or error patterns</li> <li>- Does not contain a reflections/connections section</li> </ul>	<ul style="list-style-type: none"> <li>- Article chosen meets requirements stated in the syllabus</li> <li>- Critique organization a bit hard to follow, but contains only a few written errors</li> <li>- Referencing lacks some compliance with correct APA style</li> <li>- Contains only a short reflective statement, or does not make personal connections to the article</li> </ul>	<ul style="list-style-type: none"> <li>- Article well chosen, meets requirements &amp; guidelines in the syllabus for the 5 or 10 point CJR</li> <li>- Critique generally well organized, but may need more work on one of the sections.</li> <li>- Well written with few spelling/stylistic errors</li> <li>- Referencing in APA Style, but may contain some minor errors</li> <li>- Includes reflective statement with connections to classroom practice, but needs to delve more deeply into the application to the classroom or personal connections to the article</li> </ul>	<ul style="list-style-type: none"> <li>-Article well chosen, follows all guidelines and requirements in the syllabus</li> <li>- 5 point CJR: Critique well organized with a clear description and a well developed reflection ;</li> <li>- 10 point CJR: Critique well organized with a clear description, a section for analysis, interpretation, &amp; connection to readings, and a personal reflection.</li> <li>- Well written with few or no errors or error patterns</li> <li>- Referencing done in APA Style</li> <li>- Includes a strong reflective statement that connects journal article to classroom practice and clear statement of personal connections to the article (both 5 and 10 point CJRs)</li> </ul>