ED 603 Trends, Issues, and Diversity in Education Fall 2013

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Office Hours: T: 11:00am – 1:00 p.m., W: 9:00am-11:00am, 3:59pm-4:59pm, R: 11:00am-1:00pm
Occasionally other obligations (University Committee meetings, etc.) may impose upon stated office hours.

Texts:

Course Description:
This course is a study of the assumptions about learning which underlie various educational practices. It is designed to acquaint students with different theories of learning and to provide students with an opportunity to explore some of the current trends in learning theory and research as they apply to education.

Course Topics:
1. Foundations of educational psychology.
2. Cognitive development and intelligence.
4. Brain basics and approaches to learning.
5. Methods and evaluation of teaching.
6. Motivation and classroom management.
7. Special needs and socioeconomic issues.
8. Cultural diversity.

Objectives of the course:
At the completion of this course students will be able to:
1. Discuss historical theories/backgrounds of educational psychology.
2. Discuss behavioral and cognitive approaches to learning.
3. Discuss learning theories.
4. Discuss theories of motivation.
5. Apply theories to student learning.
6. Present relevant findings from current research.
7. Demonstrate knowledge of safe, responsible, legal, and ethical uses of technologies including fair-use and copyright guidelines and internet user protection policies.

Course Objectives
The student will be able to:

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<thead>
<tr>
<th>Standard Code</th>
<th>Standard:</th>
<th>Assessment:</th>
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<tbody>
<tr>
<td>290-3-3-.03(3)(c)1.(ii)</td>
<td>Knowledge of the impact of native language and linguistic background on language acquisition.</td>
<td>Selected reading assignments, class discussion, and reflection paper. Will be assessed with a LiveText rubric. CF 1, 5</td>
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<tr>
<td>290-3-3-.42(4)(b)1</td>
<td>Facilitate and inspire student learning and creativity by providing a variety of learning environments that foster collaboration and innovative thinking to solve real world issues and authentic problems using digital tools and resources.</td>
<td>Reflection paper of at least one activity in which students explain/demonstrate enhancing learning environments that foster collaboration and innovative thinking to solve real world issues and authentic problems using digital tools and resources. Will be assessed with a LiveText rubric. CF 4</td>
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<td>290-3-3-.03(5)(c)1.(ii)</td>
<td>Knowledge of the roles and responsibilities of members of different teams including, but not limited to, Building Based Support Teams.</td>
<td>Reflection (in writing) of member responsibilities. Give an APA reference supporting your reflection. Will be assessed with a LiveText rubric. CF3</td>
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<tr>
<td>290-3-3-.03(5)(c)6.(i)</td>
<td>Knowledge of laws related to students’ and teachers’ rights and responsibilities and the importance of complying with those laws. Such knowledge includes major principles of federal disabilities legislation (IDEA, Section 504, and ADA) as well as Alabama statutes on child abuse and neglect.</td>
<td>Review (in writing) of journal article. Should be from professional journal that relates to your field/educational interests. Give an APA reference. Will be assessed with a LiveText rubric. CF1</td>
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**Grading**

There is a great diversity of backgrounds and interests among the students in this class, and no matter what I do as a teacher I won’t be able to please everyone. If you disagree with that statement, then you have just proven me right. Therefore, I have decided to offer you a
considerable range of latitude with the grading system in this course which should allow each of you to accomplish the goals that you set for yourself. You will set up your own personal grading system by choosing from the possible means of achieving points in this course.

***Numbers 1, 2, 18, 19, 20 and "x" are required of all students.***

Possible Means of Achieving Points

1. Statement of goals. List your occupational goals and the relevancy of this course to them. What do you want to get out of this course? What are a few of your personal goals? What strategy will you pursue in achieving the stated goals? How will you achieve your points for this course, and what grade do you expect to earn? Be specific and give details. 50 points

2. Attendance, read assignments, and class participation. Everyone will be expected to lead class discussions at different times throughout the semester. 200 points

3. Review (in writing) of journal article. Should be from professional journal that relates to your field/educational interests. Give an APA reference. 20 points per review

4. Book review. Must be related to educational issues. Please do NOT use one that is required for another class. Give an APA reference. 50 points

5. Movie or TV program review. The program must be concerned with education. 20 points per review

6. Research proposal. Write up the proposal for an actual research project. Give details. 40 points

7. Perform an actual experiment/research project. 70 points (possibly more)

8. Group project/experiment. 60 points per person

9. Letter to the editor (or any publication). Letters should be related to educational issues. Must be published. Minimum of 30 points

10. Examination. You may choose to take an exam on readings and class discussions. 100 points.

11. Original essay. 40 points

12. Research paper (must be original paper for this class). 80 points

13. Media report related to education (video, tape, etc.). 20 points

14. Field trip. Go to an alternative school, juvenile detention center, children’s clinic/center, adolescent treatment center, children’s mental institute, remote school,
hearing/vision impaired class, reservation school, specialized school, etc. How will this experience help you become a better educator? 40 points

15. Sensitivity modules. See Sensitivity Modules page for details. 40 points each

16. Take any one dominant aspect of our society (leisure time, TV, mass media, etc.) and suggest ways that our schools/teachers should treat that issue. 30 points

17. Select an aspect from our reading and/or discussions and expound upon the educational implications for your grade level and/or teaching area. 40 points

18. Write your own personal teaching philosophy. Include a brief explanation of how you teach and why. 40 points

19. You will probably be required to write 2 or 3 papers of one page each. (failure to complete will result in negative points)

20. Self evaluation. You must review the work that you have done during this course and evaluate it in terms of how meaningful it was to you and your goals. You must also indicate if you completed your contract. 50 points

21. Anything else?

22. Reflection of at least one activity in which you explain/demonstrate enhancing your own professional growth using technology.

If you find that your interests change as the semester progresses, you may submit changes to your Statement of Goals.

A = 550 – 600
B = 500 – 550
C = 450 – 500
D = 400 – 450
F = Below 400

***Please type and double space all work for this course.

UNA Academic Honesty Policy: All members of the university community are expected to be honorable and observe standards of conduct appropriate to a community of scholars. Students are expected to behave in an ethical manner. Individuals who disregard the core values of truth and honesty bring disrespect to themselves and the University. A university community that allows academic dishonesty will suffer harm to the reputation of students, faculty and graduates

UNA Attendance Policy: Regular and punctual attendance at all scheduled classes and activities is expected of all students and is regarded as integral to course credit. Each student is directly responsible to the individual professor for absences and for making up work missed. Particular
policies and procedures on absences and makeup work are established for each class, are announced by the professor at the beginning of the term, and for excessive absences, may provide for appropriate penalties including reduction in grades or ultimate dismissal from class with a failing grade. Official written excuses for absences are issued only for group absences incurred in connection with required regularly scheduled university-sponsored activities such as intercollegiate athletics (see University of North Alabama Athletic Manual for further requirements) and special performances.

For all other types of group or individual absences, including illness, authorization or excuse is the province of the individual professor. Whenever a student’s cumulative absences for any reason - excused or unexcused - exceed the equivalent of four weeks of scheduled classes and activities (one week in each four-week session or two weeks in the eight-week summer term), no credit may be earned for the course. When extended absences are caused by illness or similar extraordinary conditions, the student has recourse to the official withdrawal procedure and the WP-WF options provided therein; otherwise, the grade reported will be F.

Accommodation Statement
In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendment Act of 2008, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Disability Support Services to initiate the process to develop an accommodation plan. This accommodation plan will not be applied retroactively. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Disability Support Services (256-765-4214).

UNIVERSITY OF NORTH ALABAMA
COLLEGE OF EDUCATION
CONCEPTUAL FRAMEWORK

“Engaging Learners,
Inspiring Leaders,
Transforming Lives”
The Conceptual Framework establishes a shared vision in preparing educators to work effectively in P–12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, service and accountability. The Conceptual Framework is continuously evaluated in an outcome based system, and is knowledge-based, articulated, shared and consistent with the University of North Alabama’s institutional mission –


The Conceptual Framework is designed to reflect current research-based knowledge and effective practices through professionalism, assessment, collaboration, technology, diversity and reflection. The UNA College of Education prepares

“Knowledgeable Practicing Professionals”

who:

1. Have content and pedagogical knowledge to demonstrate professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of their practice;

2. Have the knowledge and ability to use assessment strategies to guide teaching and learning, especially impact on student learning, and to strengthen instruction and increase professional growth

3. Form communities of learners with other teachers, parents, and members of the community, through collaboration, teamwork, and research-based approaches;

4. Use technology to support assessment, planning and instruction for promoting student learning;

5. Value and plan for diversity in curriculum development, instructional strategies and in the promotion of social consciousness;

6. Know and use self-awareness and reflection as decision-making tools for assuring student learning, professional performance and personal growth.

Graduates of the University of North Alabama’s College of Education are knowledgeable practicing professionals who are prepared as outstanding educators and leaders through achievement of the highest standards of knowledge and practice to assist all students to learn.

Syllabus (Professor’s copy)
I have received a copy of the syllabus for ED 601. I have read the syllabus and have been offered an opportunity to ask questions about it.

I understand and agree to the requirements and grading mentioned in this syllabus. I also understand that lying about any field experiences and/or cheating on any assignment will result in an “F” in this course.

Signature

Print Name in Block Letters

Date