AEP 670, CONTEMPORARY AMERICAN EDUCATION
(Undergraduate Version)

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COURSE CREDIT: 3 undergraduate credits

DATES/TIMES: online

COURSE DESCRIPTION:

This course is designed to prepare participants on how improving student achievement by using research based instructional strategies, carry out student centered learning, apply learning profiles preferences in differentiating instruction, develop and implement facilitation skills, write four-phase lesson plans and acquire communication strategies and tools to optimize learning. This course will also explore how multiple intelligences and learning styles can affect curriculum development and learning.

COURSE OBJECTIVES: Students will . . .

1. Recognize and state the nine essential instructional strategies as presented by Marzano et. al. (2001)
2. Illustrate the application of these strategies in the classroom for teaching students
3. Explain the concept of size effect as it relates to research specifically as described in Marzano et. al. (2001)
4. Explore learning styles
5. Plan building a learning community
6. Recognize the diversity of learners
7. Distinguish the characteristics of multiple intelligence theory
8. Identify and explore the significance of brain structures and functions in relation to learning
9. Acquire facilitation skills
10. Implement student centered learning
11. Prepare four-phase lesson plans
12. Acquire and demonstrate coaching and mediation skills
13. Practice active listener

TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

Required Texts: Classroom Instruction that Works, Marzano, R.J., Pickering, D.J., Pollock, J.E, 2001, Association for Supervision and Curriculum Development.

COURSE REQUIREMENTS: (2 PRODUCTS)

Welcome - The Welcome section provides instructions on how to use this course, materials needed for this course, and references used in developing this course.

Each lesson includes content sources, and in lieu of a textbook, material composed of narrative plus either links to articles, YouTube presentations, or graphics. You will find yourself being more of a researcher than simply referring to a depository of content as is sometimes common when reading a traditional textbook as a way to gain content knowledge. You will find some of the content redundant, but in education we like to call this repetition which can be an instructional strategy. You also will find that sometimes the sources are not in agreement. This is okay too. Some sources will require careful and thoughtful reading while others will invite you to a less formal perusal. You will probably find the YouTube presentations and the graphics particularly helpful for providing summaries of the content concepts. Feel free as a researcher to explore other websites to gather further information.

Explanation of Points

Product One: Evidence of completing the lessons is the submission of the certificate of completion. This score is strictly a pass option with scores of 70% or more required. Exam must be retaken for any score below 70%.

Product Two: Up to 650 points will be awarded based on the quality and thoroughness of the responses to writing assignment prompts. Final grade will be determined as a percentage of points earned calculated on total possible points.

Product One:
As you proceed through this course, you will initially be required to access and complete the appropriate topic identified online lesson package, earning a mandatory completion certificate for the subject matter content. You can access your topic by logging on and registering yourself at this web page: https://www.leadershipcredit.info/dod-jrotc-certification/.

Once you complete the online effort with a successful score of 70% or better for this topic you will be provided a completion certificate; which in turn will be submitted along with ***Product Two,*** page 38 below, as a scanned attachment to your instructor.

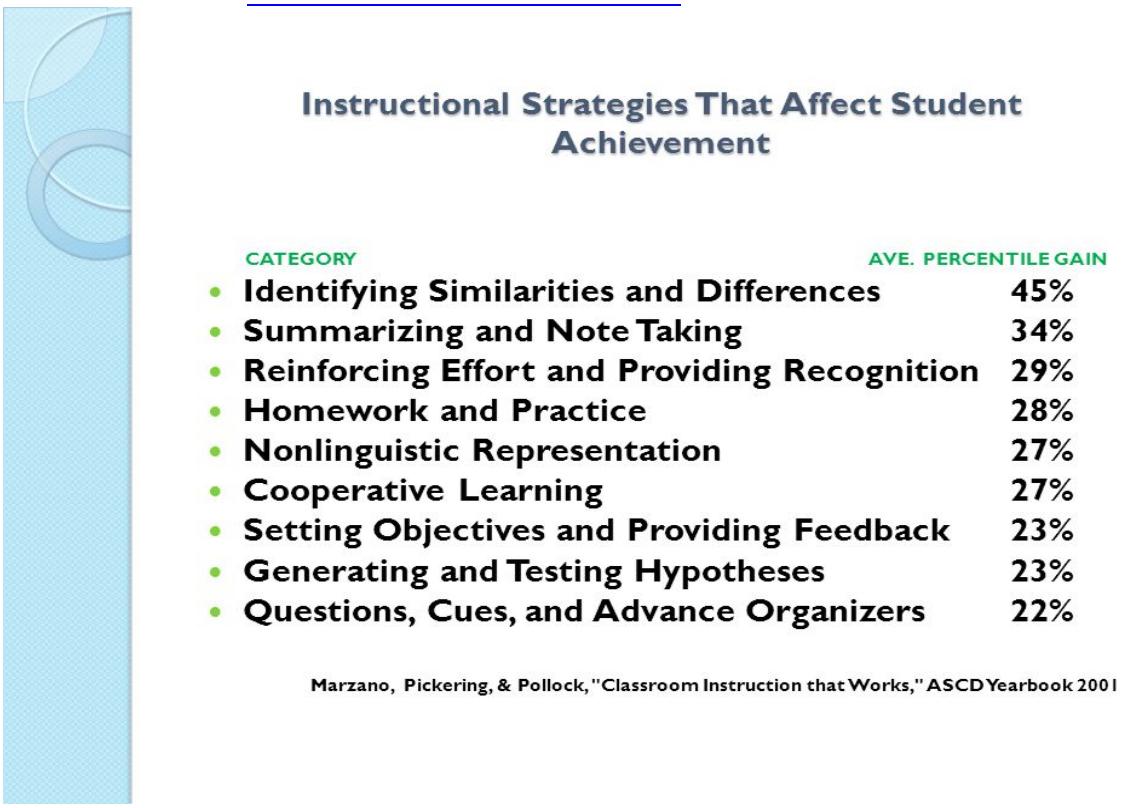
Lesson 1 - Improving Student Achievement - This lesson will enable you to understand school improvement initiatives and how to tap into and use Marzano's factors and resources effectively.

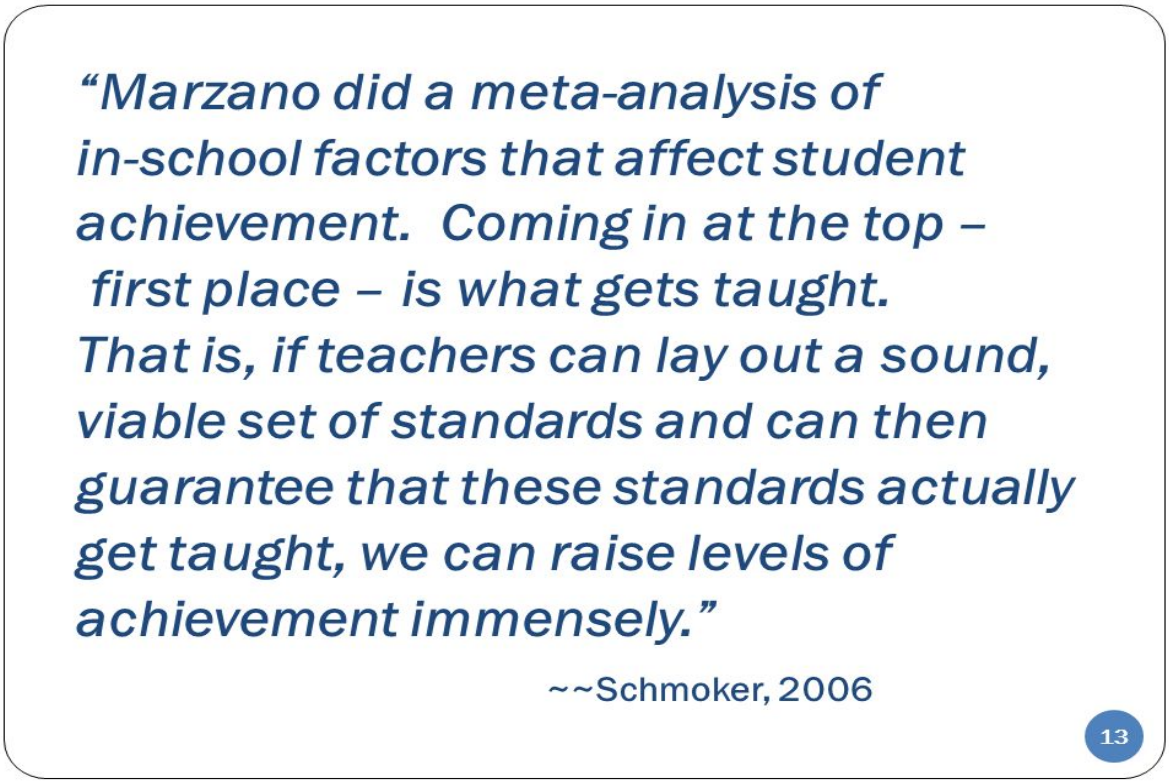
Objectives:

- Identify resource materials that explain school improvement initiatives
- Identify Marzano's 11 factors at the school, teacher and student levels
- Identify Marzano's 12th factor
- Explain various methods to implement Marzano's resources most effectively

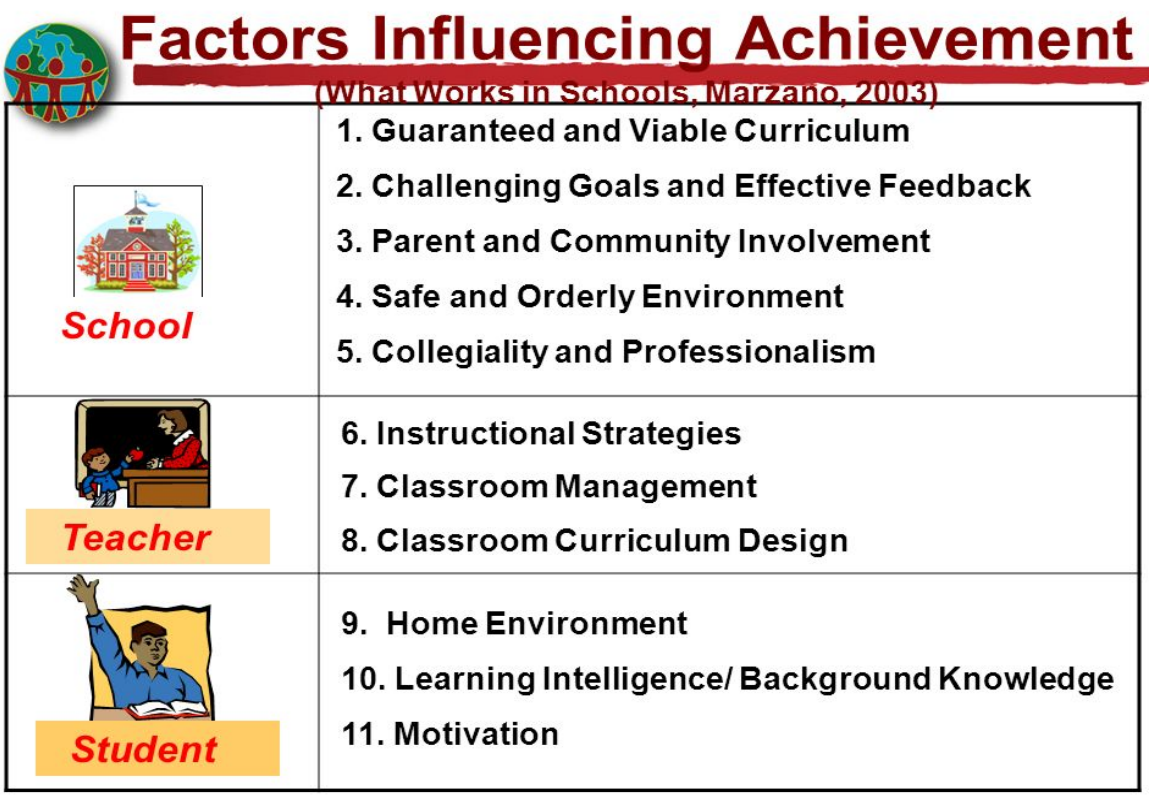
Reading Assignment:

- Read Marzano's Classroom Instruction that Works.

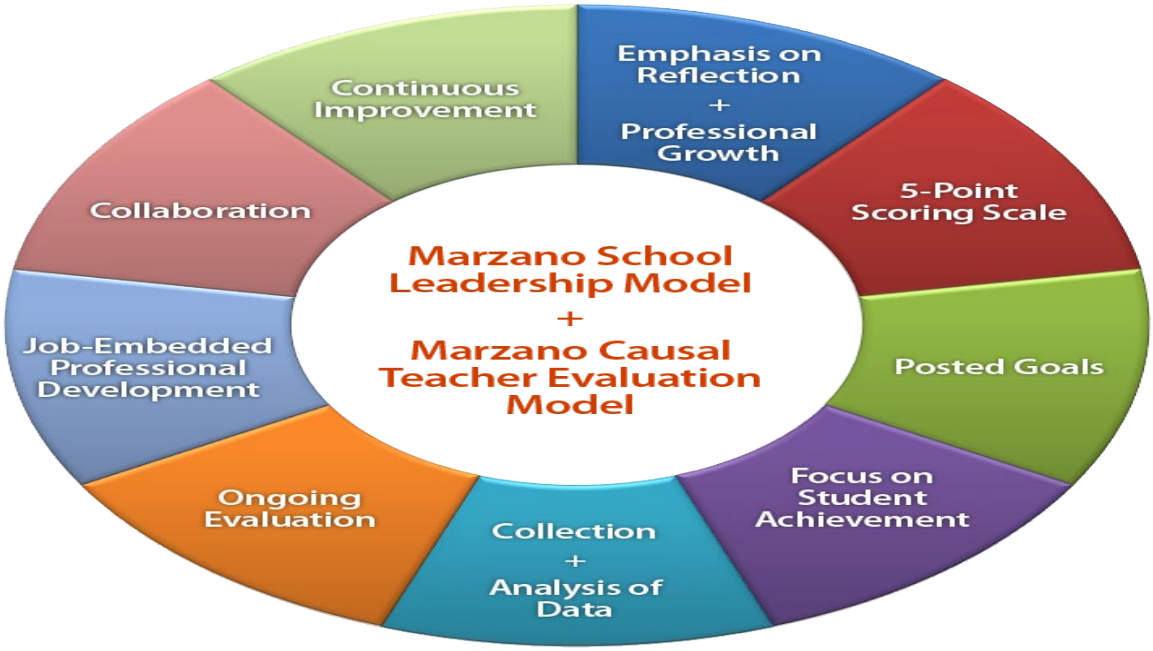




Marzano's eleven factors.



Marzano's twelfth factor.



The 21 Responsibilities of School Leaders

with correlations to

Student Academic Achievement

- Affirmation
- Change Agent
- Contingent Rewards
- Communication
- Culture
- Discipline
- Flexibility
- Focus
- Ideals/Beliefs
- Input
- Intellectual Stimulation
- Involvement in Curriculum, Instruction, and Assessment
- Knowledge of Curriculum, Instruction and Assessment
- Monitoring/Evaluating
- Optimizer
- Order
- Outreach
- Relationships
- Resources
- Situational Awareness
- Visibility

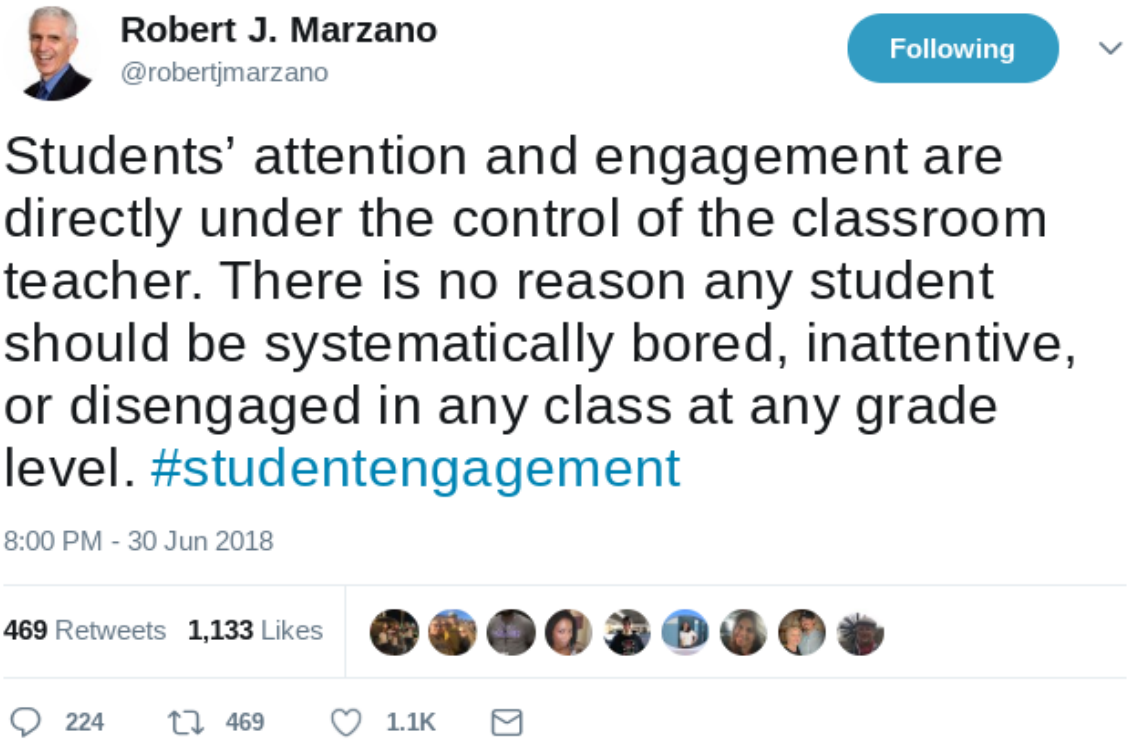
Source: School Leadership That Works. Marzano, Waters, McNulty (2005)

Student Achievement

The teacher is probably the single most important factor affecting student achievement.

Effective teachers appear to be effective with students of all achievement levels regardless of the levels of heterogeneity in their classes.

Tennessee
Exemplary Educators
at EDVANTIA



Lesson 2 - Student Centered Learning - This lesson will enable you to understand what is the focus of the course and why to focus on cadets. It also will enable you to understand student centered learning, active learning and the eight main intelligences.

Objectives:

- Explain the Student Centered Learning approach to academic instruction
- Identify the dominant learning styles
- Explain Active Learning
- Identify the eight main intelligences, including:
  - Bodily Kinesthetic
  - Intrapersonal
  - Interpersonal
  - Linguistic
  - Logical
  - Musical
  - Spatial
  - Naturalist
- Explain how to incorporate the 5 Secrets of Learning, including:
  - Explore Your Learning Style
  - Building a Learning Community
  - Discover the Diversity of Learners

- Develop Multiple Intelligences
- Brain Structures and Functions

Reading Assignment:

https://www.edutopia.org/blog/student-centered-learning-starts-with-teacher-john-mccarthy

https://www.gettingsmart.com/2017/08/8-things-look-student-centered-learning-environment/

https://www.youtube.com/watch?v=WvzVAQkuSqU

Learning styles.

https://www.learning-styles-online.com/overview/

https://www.youtube.com/watch?v=uQkTho2or8U

https://www.youtube.com/watch?v=RlAan5G4Nag

Gardner's eight intelligences.

https://www.verywellmind.com/gardners-theory-of-multiple-intelligences-2795161

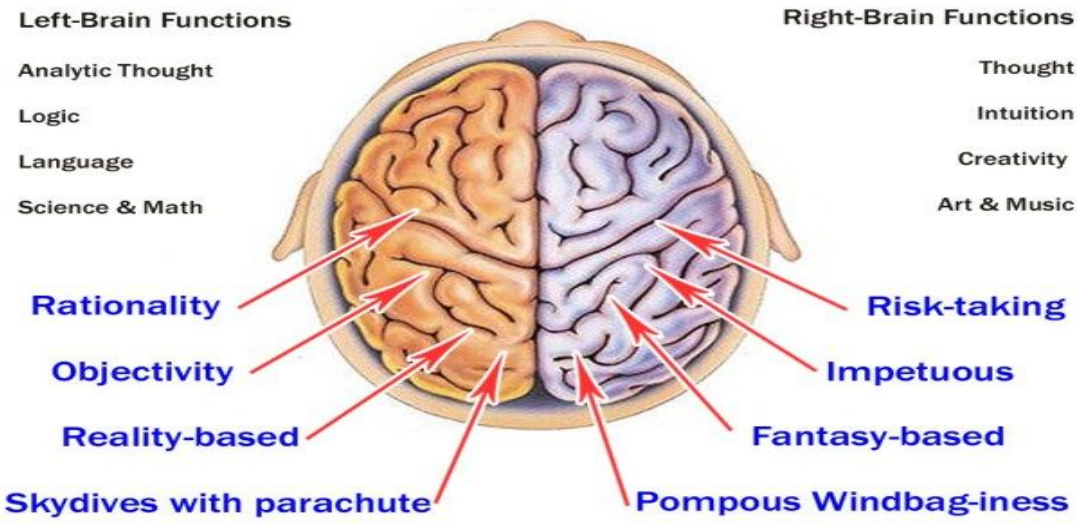
https://www.edutopia.org/video/howard-gardner-multiple-intelligences

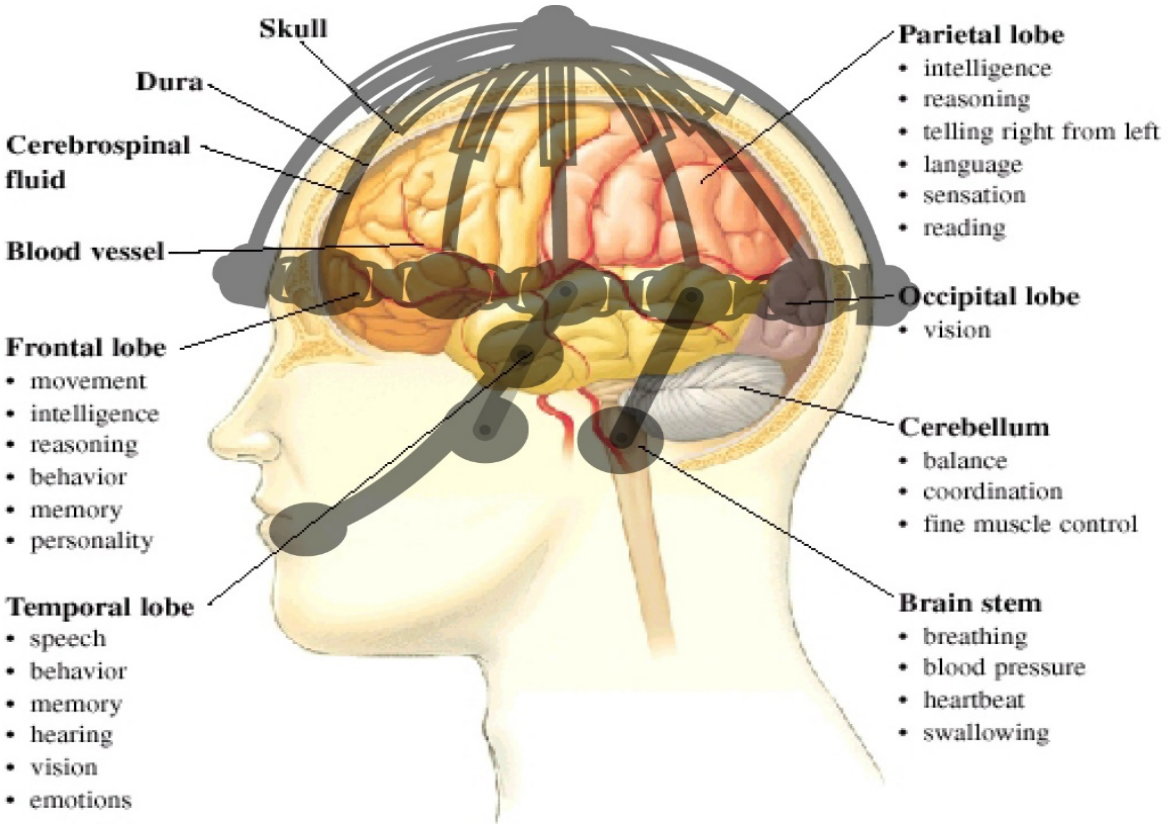
https://www.youtube.com/watch?v=s2EdujrM0vA

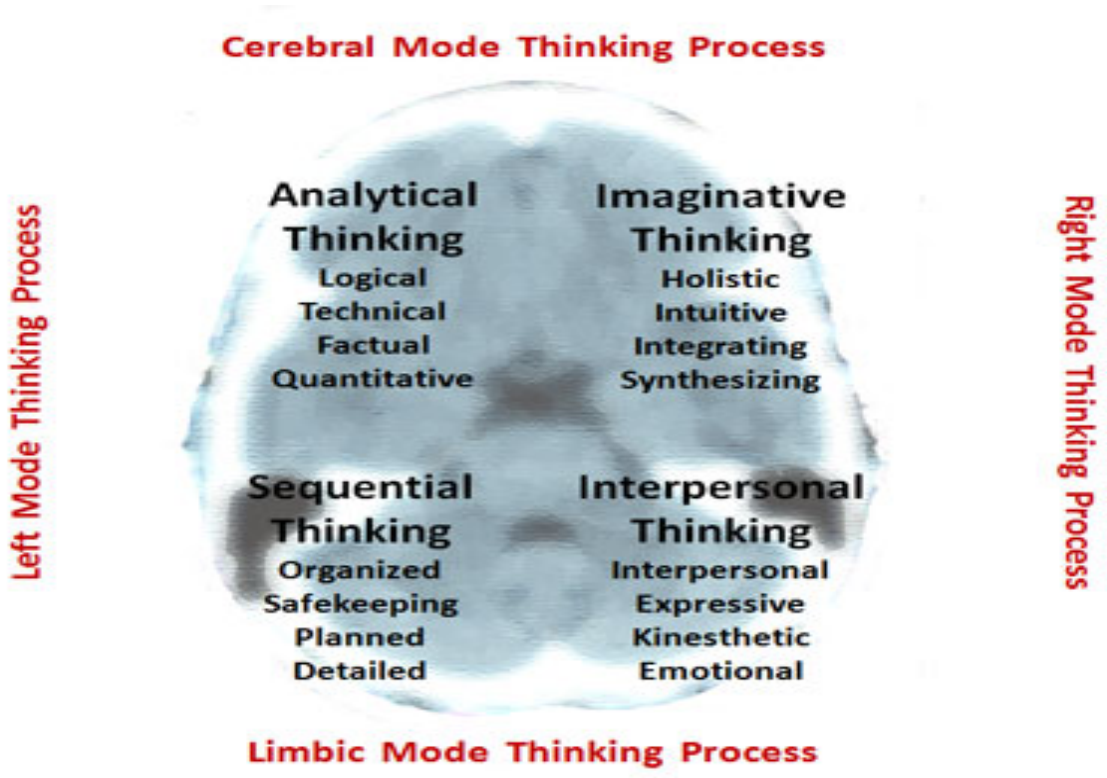
Whole brain functioning.

https://www.youtube.com/watch?v=uqGz7uqoPZ4

Left and Right Brain Functions







Lesson 3 - Learning Profiles Preferences - This lesson will enable you to understand the ways in which learners are different.

Objectives:

- Explain the ways that learners are different, considering the following factors:
  - Diversity of Learners
  - Types of Learners
  - Learning Styles
  - Emotional Intelligence

Reading Assignment:

https://teach.com/blog/how-to-engage-a-classroom-of-diverse-learners/

https://www.youtube.com/watch?v=NkvIXHa6ITo

Applications in Teaching and Learning Process

1. Encourage learners to share their personal history and experiences.
2. Integrate learning experiences and activities which promote students' multicultural and cross-cultural awareness.
3. Aside from highlighting diversity, identify patterns of unity than transcend group differences.
4. Communicate high expectations to students from all sub-groups.
5. Use varied instructional methods to accommodate student diversity in learning styles and multiple intelligences.

Types of learners.

https://blog.prezi.com/the-four-different-types-of-learners-and-what-they-mean-to-your-presentations-infographic/

https://www.youtube.com/watch?v=3gThi4jEYCM

Learning Styles.

https://www.rasmussen.edu/degrees/education/blog/types-of-learning-styles/

https://www.youtube.com/watch?v=rzusTitB3-I

Emotional Intelligence.

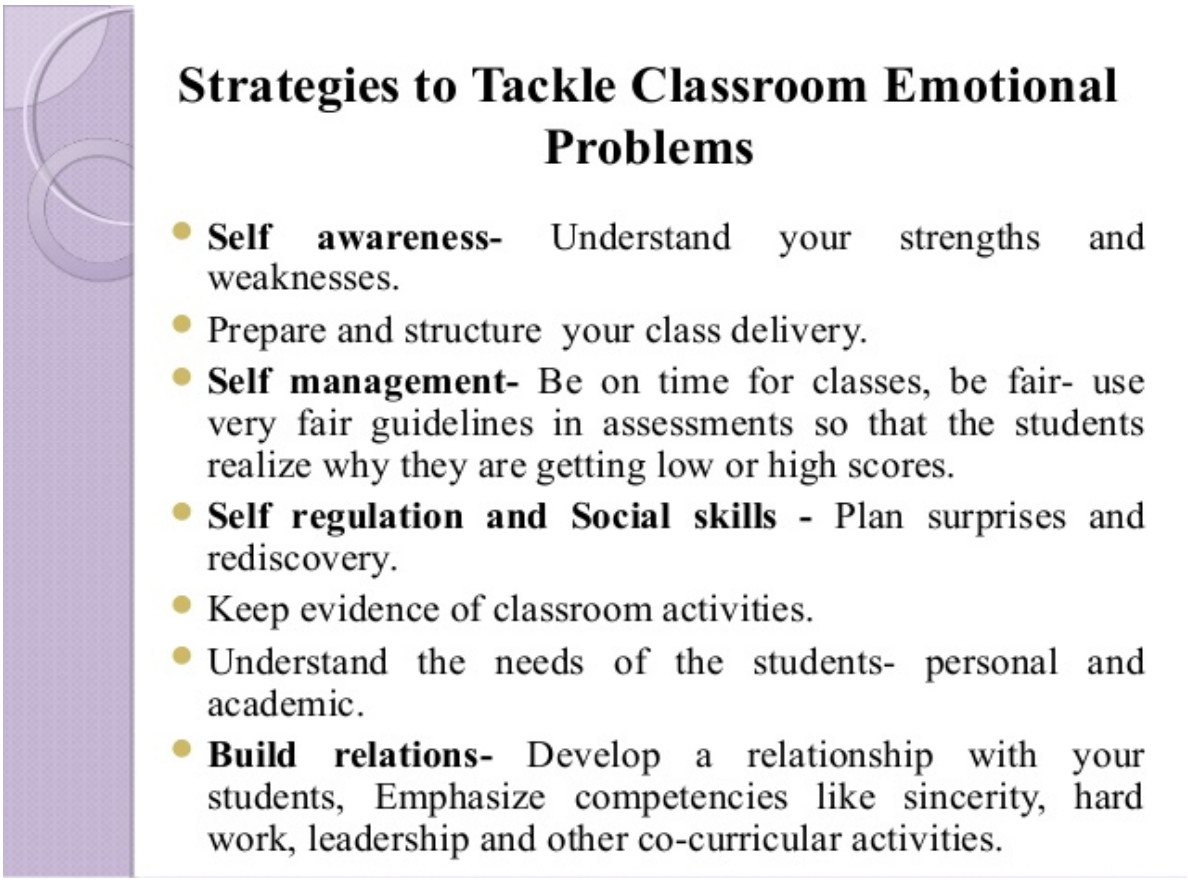
https://www.theguardian.com/teacher-network/2017/nov/03/emotional-intelligence-why-it-matters-and-how-to-teach-it

https://www.youtube.com/watch?v=MikBRguJq0g

https://www.youtube.com/watch?v=LgUCyWhJf6s

What is Emotional Intelligence?

- Emotional intelligence (EQ) is the ability to identify, assess, and control one's own emotions, the emotions of others, and that of groups.
  - Self-awareness is the ability to recognize and understand personal moods and emotions and drives, as well as their effect on others.
  - Self-regulation is being able to control or redirect disruptive impulses and moods, suspend judgment and think before acting.
  - Internal motivation is the want from within to accomplish, help, pursue goals, etc.
  - Empathy is the ability to understand others' feelings, their emotional makeup.
  - Social skills would be described as the ability to manage relationships, build networks, find commonalities with others and build rapport. (Goleman, 1995)



Lesson 4 - Facilitation Skills - This lesson will enable you to understand the characteristics and guidelines for a great facilitator, active listening, group dynamics, roles and debates, collaboration among cadets and brainstorming.

Objectives:

- Identify the methods used to facilitate learning in a classroom environment, including:
  - Characteristics and guidelines for a great facilitator
  - Active listening
  - Group dynamics
  - Group roles
  - Collaboration among cadets
  - Brainstorming
  - Group experience for cadets
  - Group debates for cadets

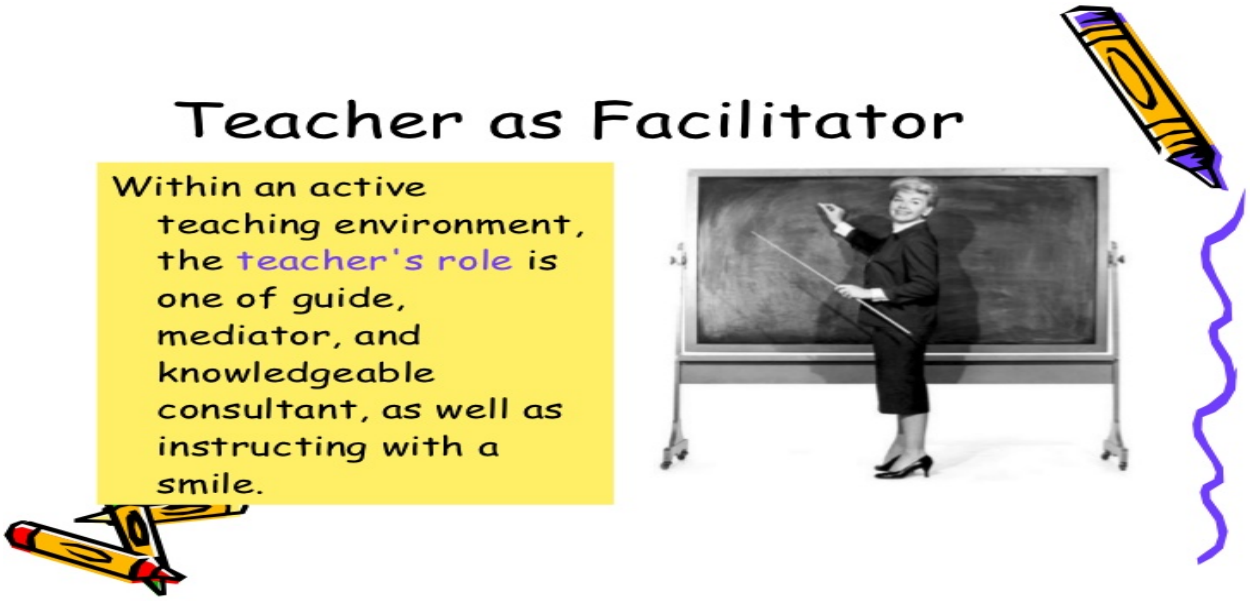
Reading Assignment:

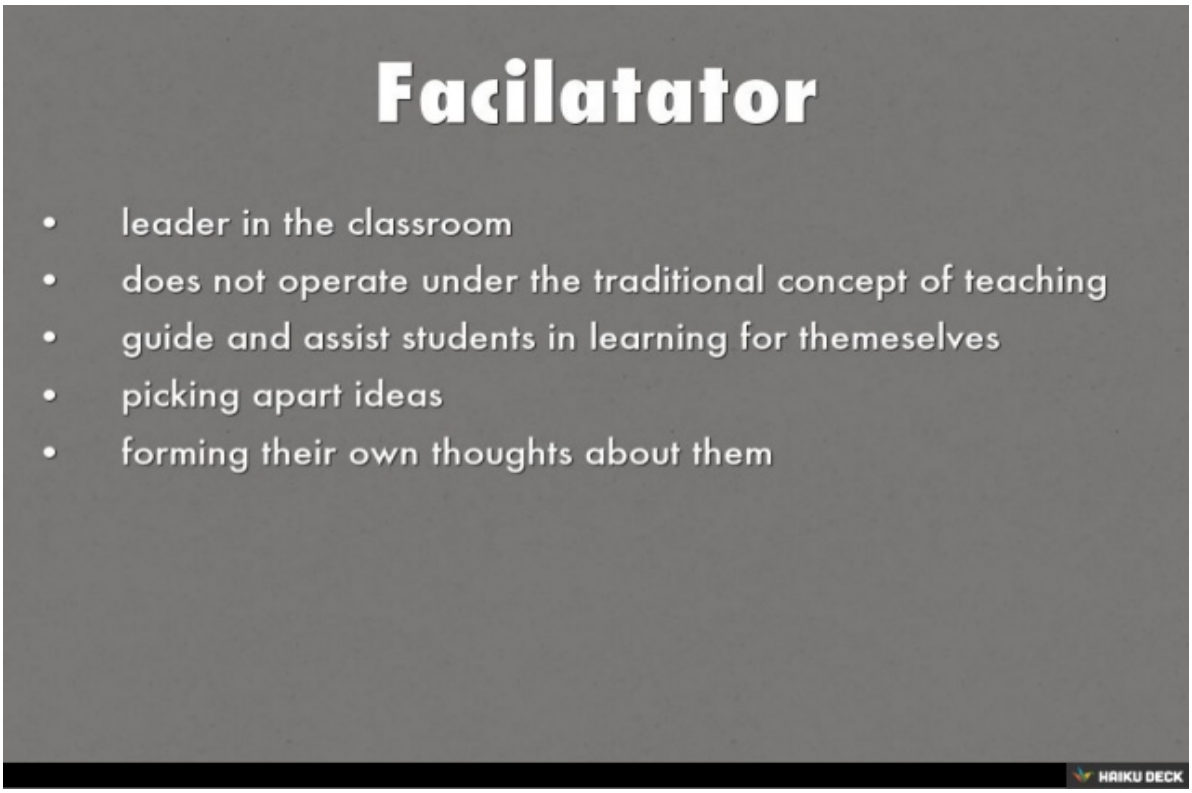
The teacher as a facilitator.

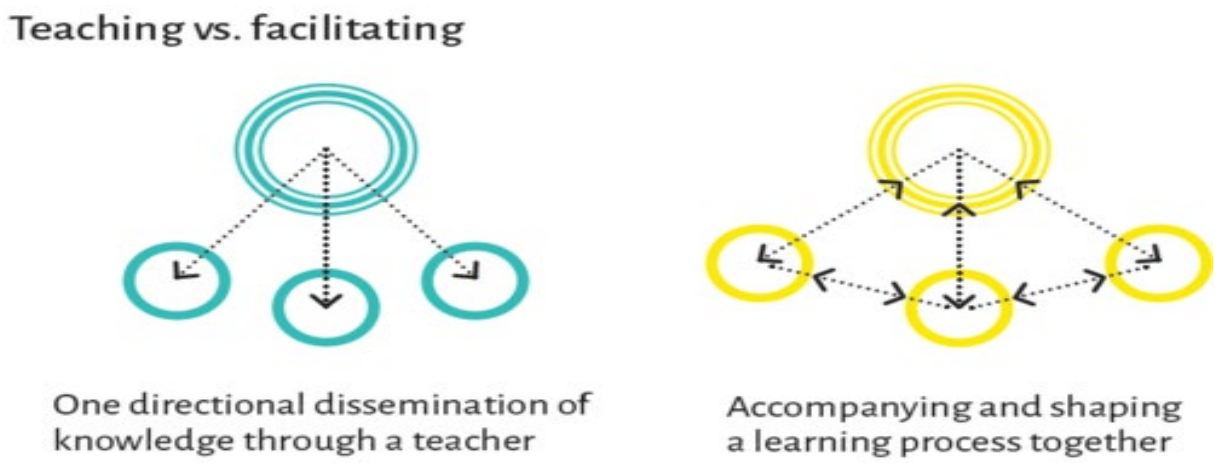
https://educationaldividends.com/teachers-as-facilitators/

https://work.chron.com/difference-between-facilitators-teachers-11510.html

https://www.youtube.com/watch?v=J3IUyZiXAQo







Active listening.

https://www.thoughtco.com/active-listening-for-the-classroom-6385

https://www.forbes.com/sites/womensmedia/2012/11/09/10-steps-to-effective-listening/#1b9e8e653891

https://www.youtube.com/watch?v=4_MLEPKj-tA

Active Listening Checklist
1. Look
Keep your eyes on the person who is speaking Concentrate on what is being said.
2. Smile!
Use body language and a friendly face to show that you are listening.
3. Listen without interrupting.
It is okay for the other person to share their feelings. Do not interrupt. You do not have to feel the same way.
4. Ask questions
Make sure you understand what has been said. Paraphrase to let the other person know what you have heard. E.g. "It sounds like you are saying that..."
©TeachThis.com (2011)

Group dynamics.

https://www.facultyfocus.com/articles/teaching-and-learning/what-group-dynamics-can-teach-us-about-classroom-learning/

https://www.quora.com/How-do-group-dynamics-work-in-high-school-classrooms

https://www.forbes.com/sites/womensmedia/2012/11/09/10-steps-to-effective-listening/#1b9e8e653891

https://www.youtube.com/watch?v=N_HPLMQStug

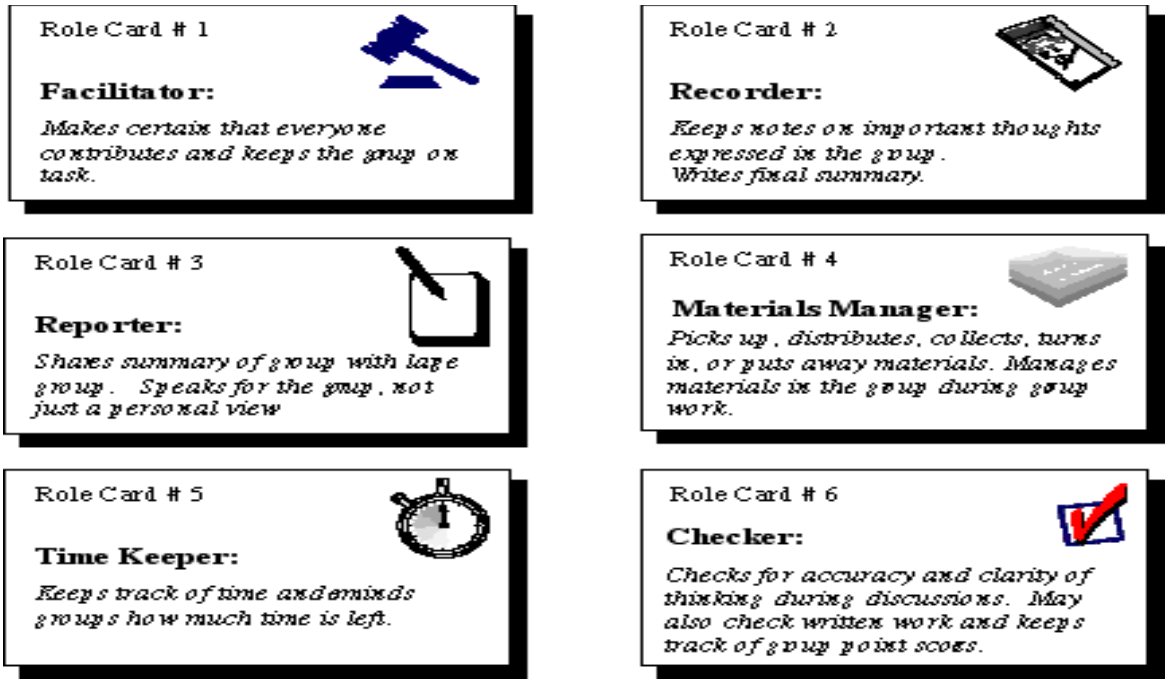
https://www.youtube.com/watch?v=N_HPLMQStug

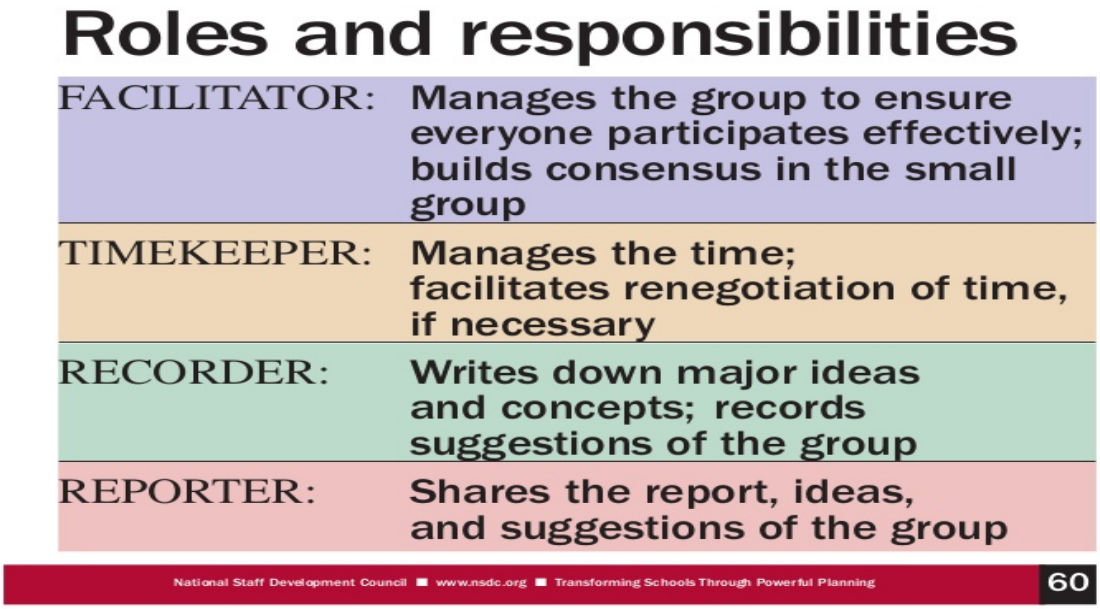
https://www.youtube.com/watch?v=OdnR9knF_3A

Group roles.

https://teachingcenter.wustl.edu/resources/active-learning/group-work-in-class/using-roles-in-group-work/

https://www.youtube.com/watch?v=LiKJ1vI4Hro





Student collaboration.

https://gsehd.gwu.edu/articles/10-strategies-build-student-collaboration-classroom

https://www.edutopia.org/article/5-strategies-deepen-student-collaboration-mary-burns

https://www.youtube.com/watch?v=pzr5x2cLljg

https://www.youtube.com/watch?v=K_JThhtTqgo

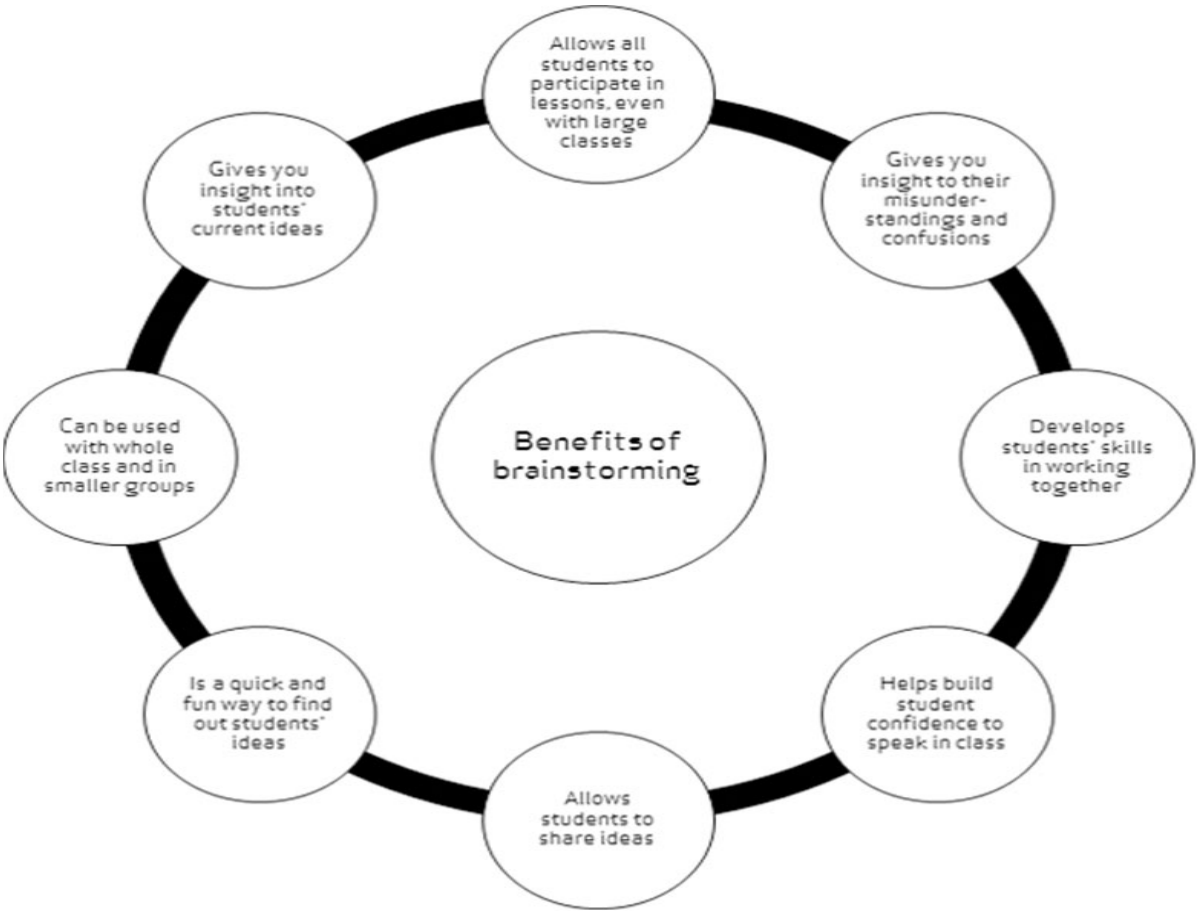
Brainstorming.

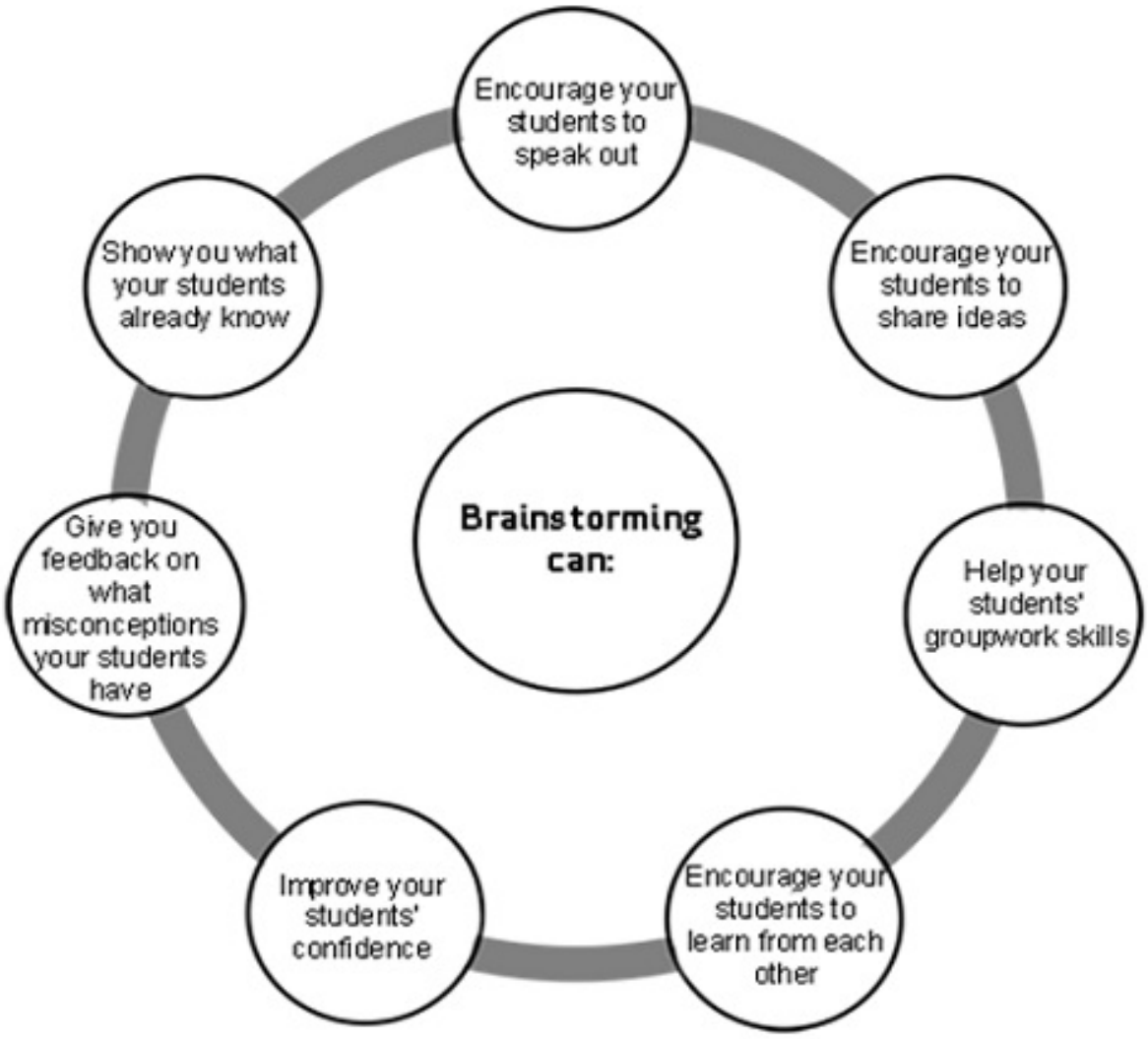
http://www.niledu.com/2018/04/27/5-benefits-of-brainstorming-in-the-classroom/

https://k12teacherstaffdevelopment.com/tlb/how-can-i-facilitate-brainstorming-in-the-classroom/

https://www.youtube.com/watch?v=GLpZ6RZHyoM

https://www.youtube.com/watch?v=yAidvTKX6xM


Benefits of brainstorming
Allows all students to participate in lessons, even with large classes
Gives you insight to their misunder-standings and confusions
Develops students' skills in working together
Helps build student confidence to speak in class
Allows students to share ideas
Is a quick and fun way to find out students' ideas
Can be used with whole class and in smaller groups
Gives you insight into students' current ideas



Group debates.

https://busyteacher.org/7245-conducting-class-debate-essential-tips.html

https://www.thoughtco.com/fast-debate-formats-for-the-classroom-8044

https://www.youtube.com/watch?v=yi6Im-Sb6Vw

Structured Classroom Debate Schedule

Affirmative Argument Summary (5 min.)	Summarize your point and your group's reasons for it.
Opposing Argument Summary (5 min.)	Summarize your counter-point and your groups reasons for it.
Affirmative Argument 1 (5 Min)	Share further reasons for your position and respond to points of the opposing team with evidence.
Opposing Argument 1 (5 min.)	Share further reasons for your position and respond to points of the affirmative team with evidence.
Recess (5 min.)	Take five minutes to solidify rebuttals and closing statements. No new evidence for your side's argument can be added at this point, but you can plan further responses to the other side's argument.
Opposing Rebuttal (5 min.)	Defend your point and then rebut the affirmative team's point without adding new evidence.
Affirmative Rebuttal (5 min.)	Defend your point and then rebut the opposing team's point without adding new evidence.
Opposing Closing (3 min.)	Summarize the debate and explain why your group's point is better than the affirmative's.
Affirmative Closing (3 min.)	Summarize the debate and explain why your group's point is better than the opposing's.
Closing Rebuttal from Opposing (1 min.)	Brief response to the affirmative's closing.
Closing Rebuttal from Affirmative (1 min.)	Brief response to the opposing's closing.

Lesson 5 - 4-Phase Lesson Plan Design - This lesson will enable you to identify the various sections, steps and phases of the four-phase lesson plan. It will also enable you to understand the purpose, benefits as well as the teacher's role of each of the four phases.

Objectives:

- Explain the purpose and examples of commonly used energizers
- Define the structure of the four-phase lesson plan, including:
  - Inquire
  - Gather
  - Process
  - Apply
- Explain how to implement the instructional strategies covered in each of the four phases
- Identify the Lesson Plan Terms commonly utilized in the creation of lesson plans

Reading Assignment:

http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=8&ved=2ahUKEwjv3LSJ6rHiAhUSQK0KHbA6ClwQFjAHegQICRAC&url=http%3A%2F%2Fwww.usarmyjrotc.com%2Finstructor%2Fdoc%2Finstructor%2Ftrainingops%2Fjsocc%2Fttt2017%2F8th_BDE_JUMS_Clothing_Requirements.docx&usg=AOvVaw29iFydqdrJz-gXuiIgmDgz

https://www.youtube.com/watch?v=KMWM0hqvdyU

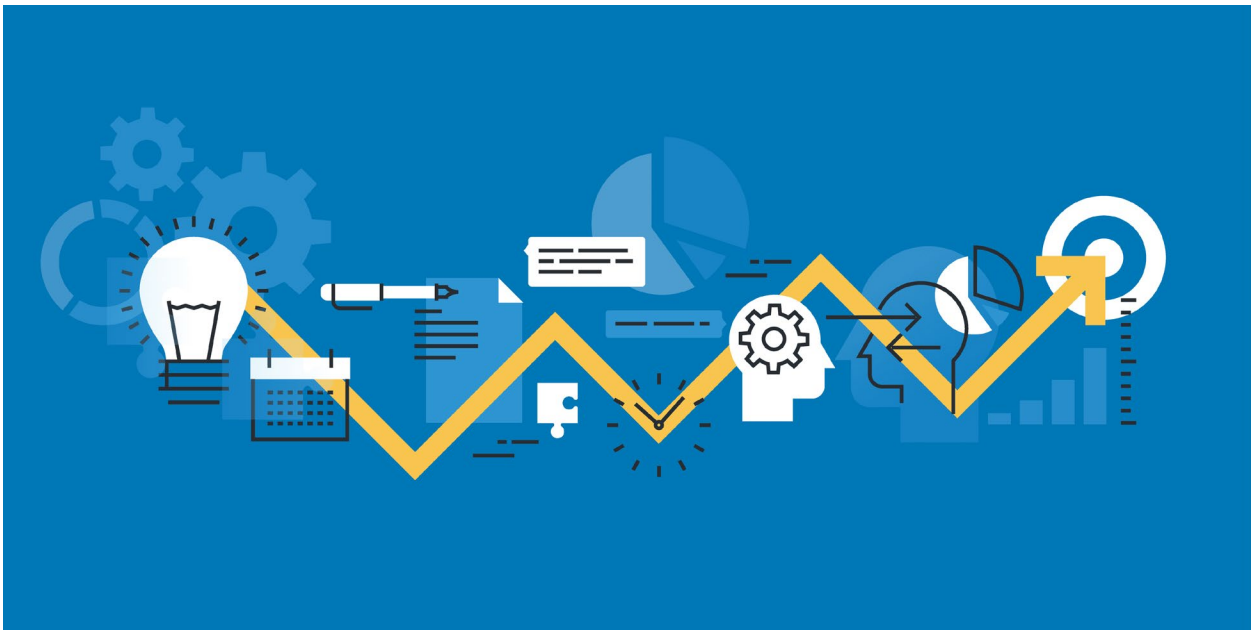
https://www.youtube.com/watch?v=ESLICf11T_k

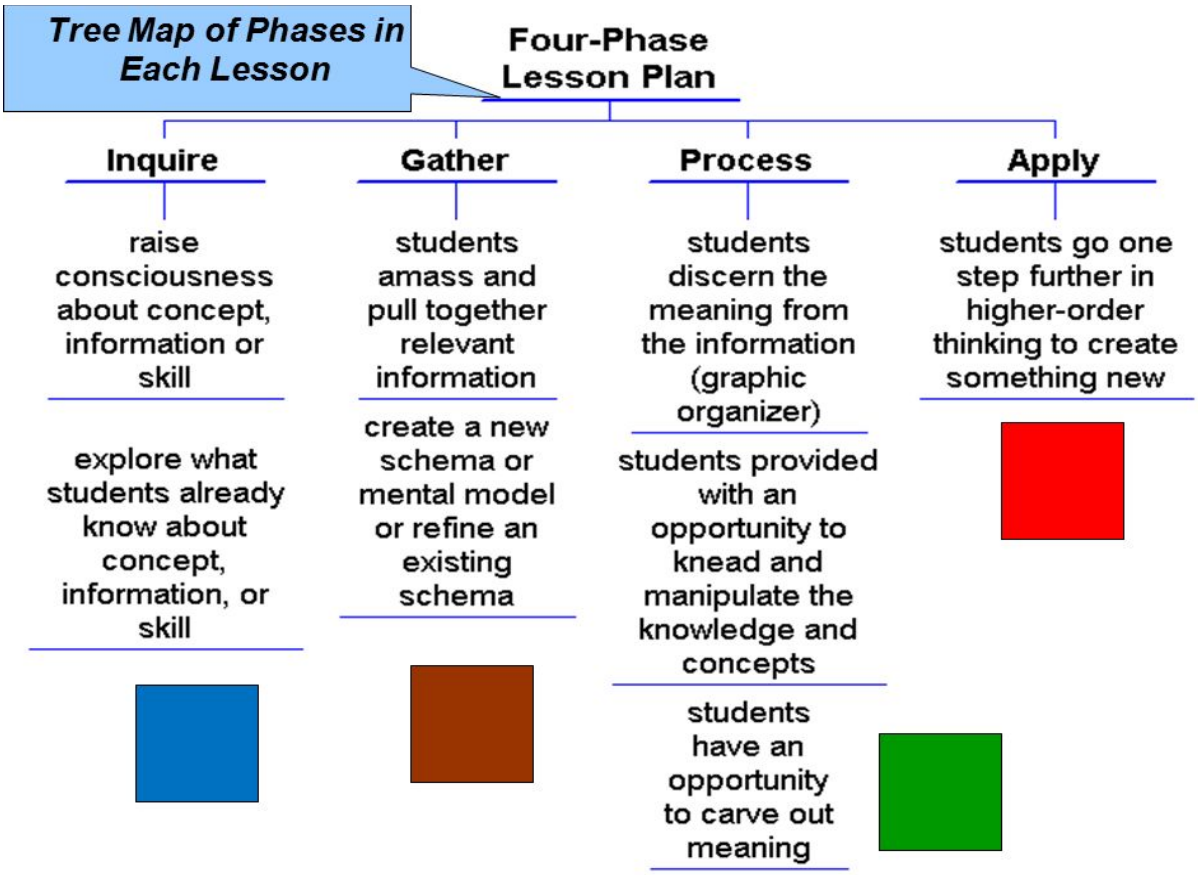
Inquire.

Gather.

Process.

Apply.





Lesson 6 - Communication - This lesson will enable you to understand the importance of questions and of prompt and helpful feedback. It will also enable you to identify challenges in the classroom.

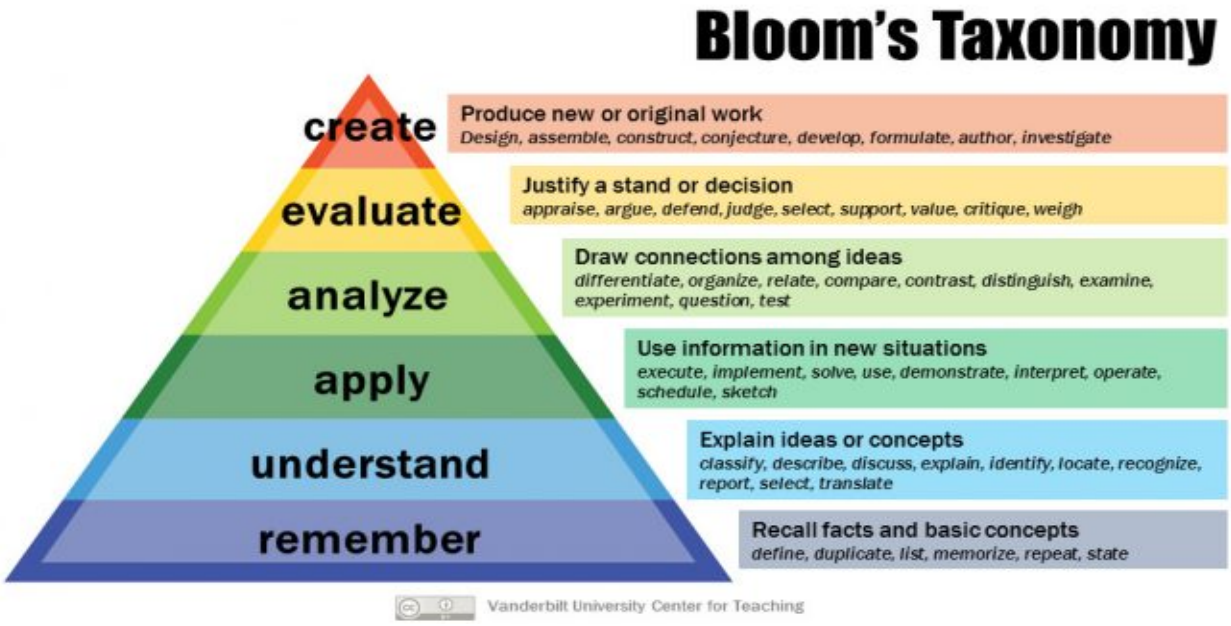
Objectives:

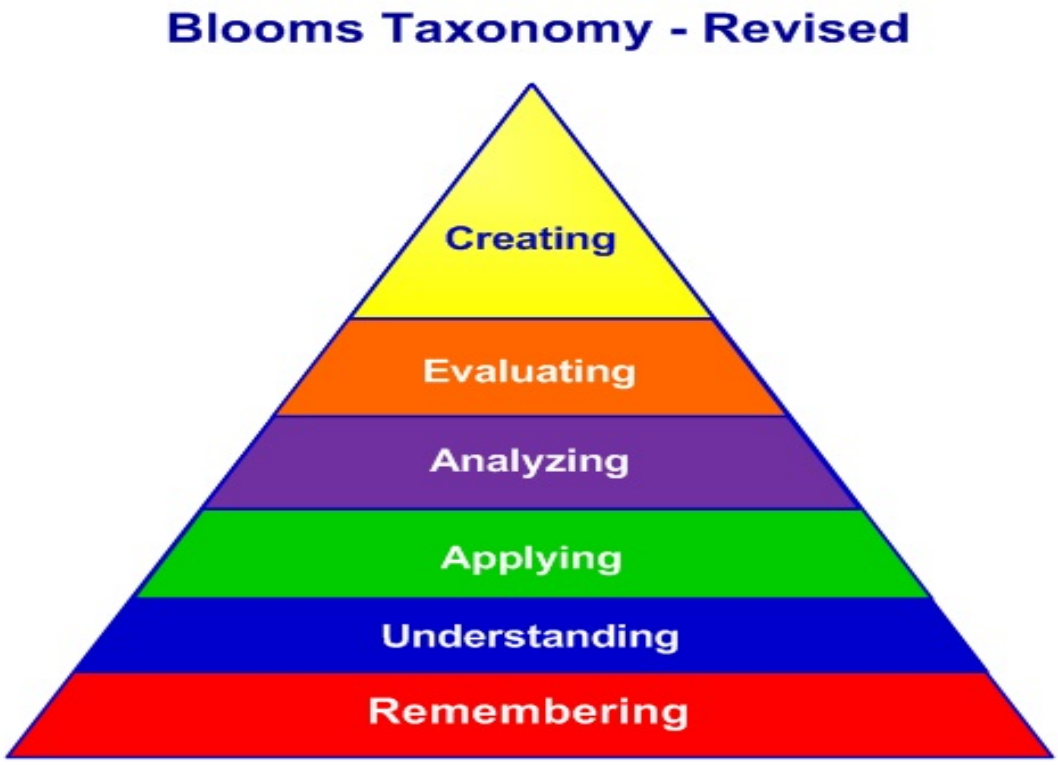
- Identify question types that address different levels of knowledge mastery, including Knowledge and Comprehension
- Explain types of questions to implement as well as types of questions to avoid
- Identify methods of incorporating effective feedback
- Identify the behaviors of challenging learning types in the classroom, including
    - The Arguer
    - The Over-talkative Cadet
    - The Silent One
    - The Grade Grumbler
- Identify possible methods used to address each challenging behavior successfully

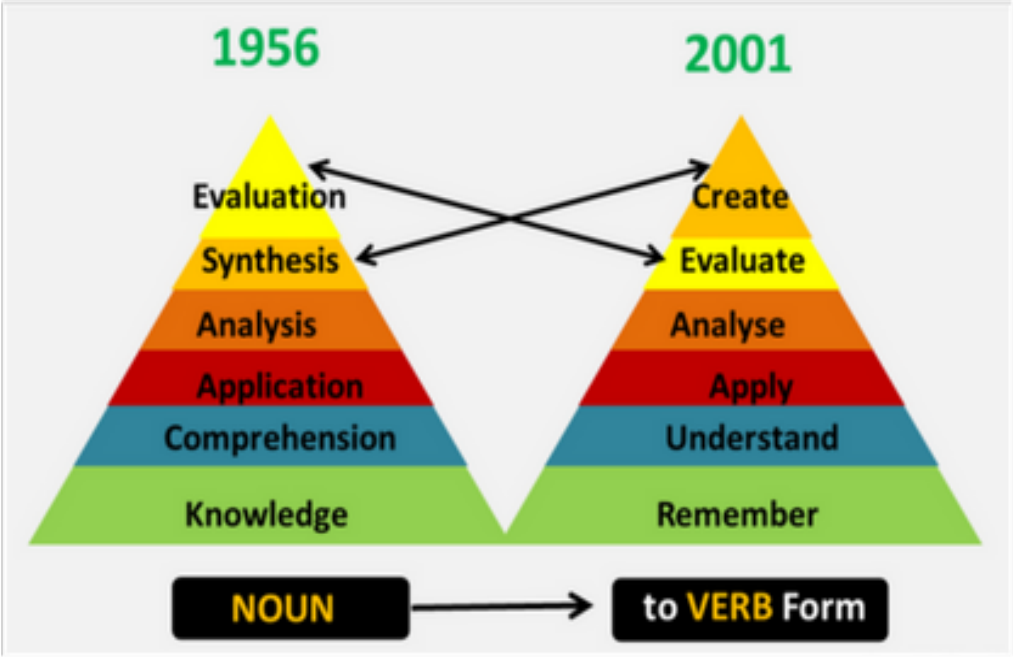
Reading Assignment:

http://www.nwlink.com/~donclark/hrd/bloom.html
https://www.youtube.com/watch?v=OOy3m02uEaE

https://www.youtube.com/watch?v=rljHmqDwoVo







Questions.

https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/alternatives-lecturing/questions/asking-questions-six-types

https://education.stateuniversity.com/pages/1836/Classroom-Questions.html

https://www.youtube.com/watch?v=RdNgA8SLrfo

https://www.youtube.com/watch?v=1dO0dO__wmE

TYPES OF QUESTIONING

Different types of questions are recognizable based on the intensions of the questions and the nature of the anticipated answers.

1. **Factual questions** are used to get information from the students and often test rote memory.
2. **Clarification questions** intend to provide clarity to both students and teachers. Such questions have important clueing effects' and help students to revisit their earlier statements with alternative perspectives,
3. **Broadining or extension questions** enlarge the existing theme. explore implications of the response and can be useful in opening up further possibilities such questions can be used to assess additional knowledge of the students,

Classroom Questioning

Focusing Questions

Help push student thinking forward

- Where could you start?
- What are you trying to figure out?
- Why does that work?
- Is there another way to approach it? To represent it?
- How are these ideas related?

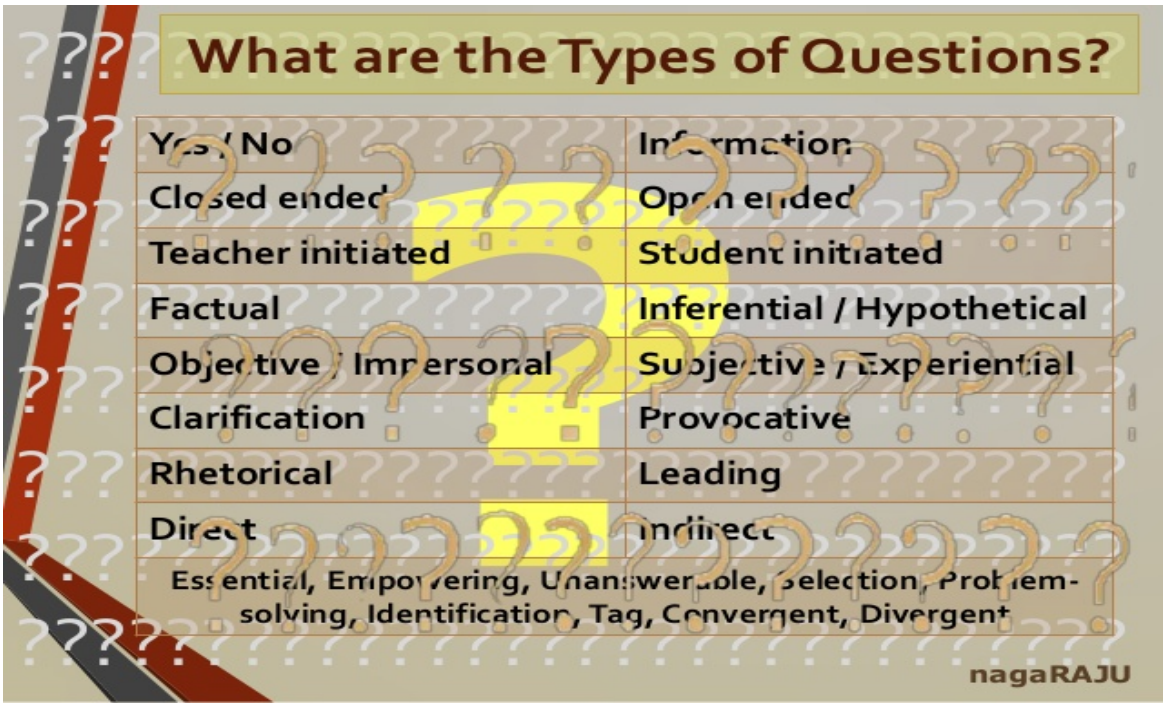
Funneling Questions

Guide the student down the teacher's chosen path.

- What if you tried *this* here?
- So you could find *this* first?
- What if you did *this* instead of *that*?

Herbel-Eisenmann, B. A., & Breyfogle, M. L. (2005). Questioning our patterns of questioning. Mathematics Teaching in the Middle School, 10(9), 484–489.

ORIGO EDUCATION



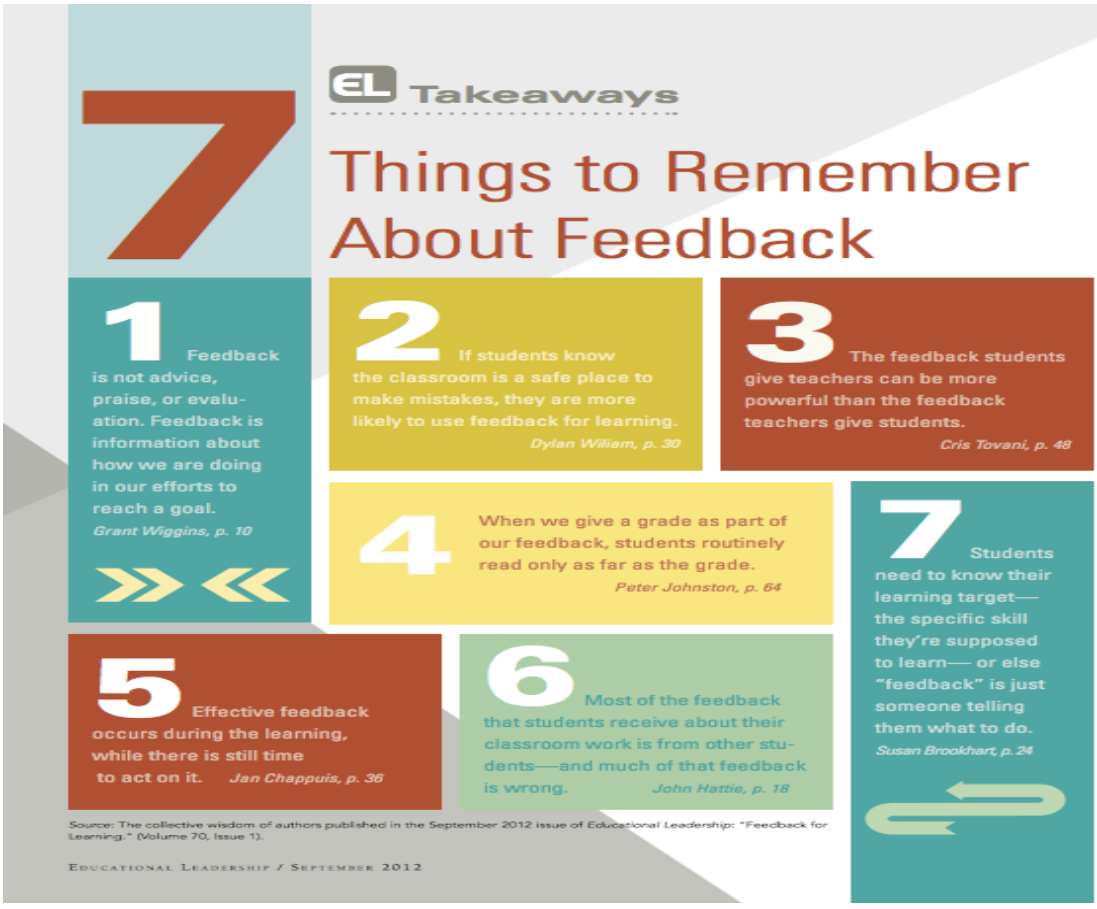
Feedback.

https://www.teachthought.com/pedagogy/20-ways-to-provide-effective-feedback-for-learning/

https://www.youtube.com/watch?v=LjCzbSLyIwI

https://www.youtube.com/watch?v=MPdp2fVkBk8

7 KEYS TO EFFECTIVE FEEDBACK
BY GRANT WIGGINS VIA ASCD
GOAL-REFERENCED
Feedback leads student to reach a goal.
TANGIBLE & TRANSPARENT
The desired results should be clear.
ACTIONABLE
Students should know what to do with feedback.
USER-FRIENDLY
Students should know what to do with feedback.
TIMELY
It shouldn't take too long for them to get feedback.
ONGOING
Students get lots of opportunities to improve.
CONSISTENT
Feedback needs to be stable, accurate and trustworthy.
From "Seven Keys to Effective Feedback" by Grant Wiggins via ASCD
DITCH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EL Takeaways
Things to Remember About Feedback
1 Feedback is not advice, praise, or evaluation. Feedback is information about how we are doing in our efforts to reach a goal. Grant Wiggins, p. 10
2 If students know the classroom is a safe place to make mistakes, they are more likely to use feedback for learning. Dylan Wiliam, p. 30
3 The feedback students give teachers can be more powerful than the feedback teachers give students. Cris Tovani, p. 48
4 When we give a grade as part of our feedback, students routinely read only as far as the grade. Peter Johnston, p. 64
5 Effective feedback occurs during the learning, while there is still time to act on it. Jan Chappuis, p. 36
6 Most of the feedback that students receive about their classroom work is from other students—and much of that feedback is wrong. John Hattie, p. 18
7 Students need to know their learning target—the specific skill they're supposed to learn—or else "feedback" is just someone telling them what to do. Susan Brookhart, p. 24
Source: The collective wisdom of authors published in the September 2012 issue of Educational Leadership: "Feedback for Learning." (Volume 70, Issue 1).
Educational Leadership / September 2012

Lesson 7 - Strategies and Tools - This lesson will enable you to create an effective learning environment and to present new strategies and tools to help promote learning.

Objectives:

- Create an effective learning environment, using:
    - Balance of responsibilities
    - Heart-to-heart talks
    - Stress reduction
    - Ergonomics
    - Class climate and culture
    - Basic classroom techniques
- Present new strategies and tools to help promote learning, including:
    - Essential tools
    - Emotional strategies
    - Activating tactics
    - Tools for teaching

Reading Assignment:

Instructional strategies. The Marzano textbook is an excellent resource for effective instructional strategies.

Classroom environment for learning.

http://inservice.ascd.org/six-tips-for-creating-a-positive-learning-environment-in-your-classroom/

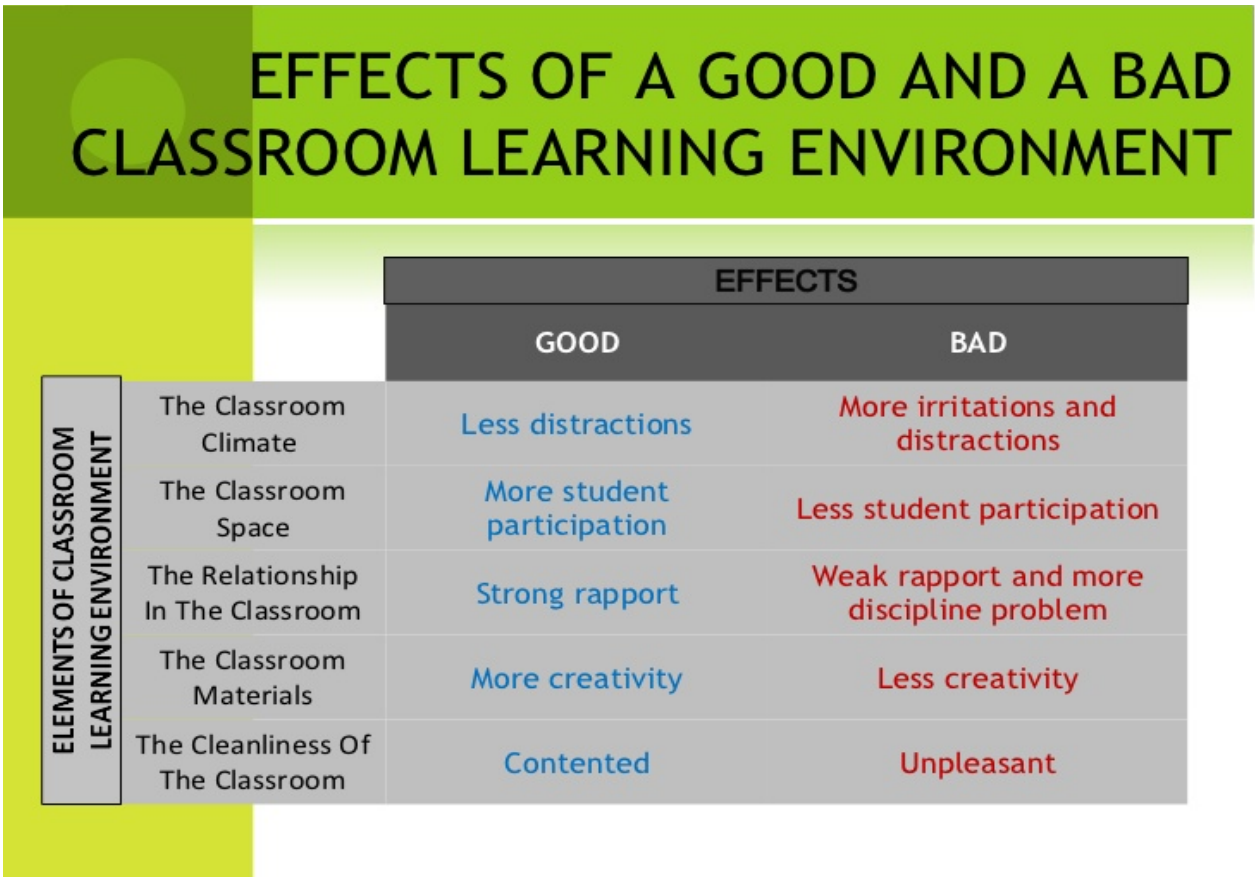
https://www.teachthought.com/learning/10-characteristics-of-a-highly-effective-learning-environment/

https://www.youtube.com/watch?v=DFP6hDl8es4

WHAT IS CLASSROOM LEARNING ENVIRONMENT?

- As cited by Khine and Chiew (2001) from Wilson (1996),

"Classroom learning environment refers to a space or a place where learners and teachers interact with each other and use a variety of tools and information resources in their pursuit of learning activities."



Course Culminating Activity – Writing assignment to provide a comprehensive summary of the course. (Read attached writing assignment.)

Objectives:
- Reflect knowledge from course lessons
- Demonstrate implementation and application to classroom and program
- Demonstrate writing skills and use of APA format

Submit Paper:

To Dr. Elden Daniel, Instructor of Record

Student Writing Assignment:

Please respond to the following questions/statements in one paper. Please be thorough in your discussion. Each part should contain an introduction, main body and a conclusion/summary. Be sure to include a title page, number pages and include course title. Writing tip: Be sure to use spell check and grammar check, and have someone proofread your paper before you submit it.

(Your paper's combined responses should be a minimum of nine pages in length.) Many students find that they need to write more pages to thoroughly cover the content of the writing assignment. That is okay!

Part 1. Using the text, CLASSROOM INSTRUCTION THAT WORKS (Marzano, Pickering and Pollock, 2001): (1) Explain the research rationale of effect size upon which Marzano's Nine Essential Instructional Strategies are based (Chapter 1) and (2) identify, explain and give examples of each of the Nine Essential Instructional Strategies (Chapters 2-10) (250 pts) (4-5 pages)

Part 2. Choose two of the following and explain the concept and discuss how you apply them to improve your instruction. (150 pts) (2-3 pages)

- Learning styles
- Active listening
- Teacher as facilitator
- Student groups

Part 3. Explain the steps in the four-stage lesson pattern, inquire, gather, process and apply. Discuss your experience in using this plan. (150 pts) (2-3 pages)

Part 4. In your view what are the most significant contributions your subject area of expertise makes to your school mission? (Why? How?) How can the use of innovative teaching methods within your classroom add to these contributions? (100 pts) (1-2 pages)

Return your student assignment and a scanned copy of your online completion certificate by email to:

Email submission: drdaniel@gojade.org
Dr. Elden Daniel Telephone: 719-480-2089

Students have one full semester to complete the written assignment. All papers should be in APA format. You may learn more about APA style online at apastyle.org or in any grammar handbook, such as: Diana Hacker's "Rules for Writers."

COURSE GRADING:

Grading will be on an A – U scale based on the thoroughness and quality of the writing assignments.

Online EXAM ***Product One*** Completion Certificate a must!

Grade Distribution:

EVALUATION PROCEDURES AND CRITERIA

Grading Scale

Grade	Percentage	Points
A	**100-93**	**650 - 605**
B	**92-85**	**604 - 553**
C	**84-76**	**552 - 494**
D	**75-67**	**493 - 435**
U	**66 or below**	**434 and below**
I		

Explanation of Points

Product One: Evidence of completing the lessons is the submission your certificate of completion. This score is strictly a pass option with scores of 70% or more required. Exam must be retaken for any score below 70%.

Product Two: Up to 650 Points will be awarded based on the quality and thoroughness of the responses to writing assignment prompts. Final grade will be determined as a percentage of points earned calculated on total possible points.

EVALUATION CRITERIA:

A 100 - 93 = Demonstrates a thorough understanding of course concepts and principles and provides insight into the inter-relatedness of the information. There is clear, convincing, and consistent evidence that the candidate demonstrates achievement. The evidence is comprehensive, thoughtful, and integrated.

B 85 – 92 = Displays a complete and accurate understanding of course concepts and principles. There is clear evidence that the candidate knows what to do, and does it. The evidence is specific and reasonable. However, at times the evidence may be somewhat uneven, with specific features addressed more effectively than others.

C 76 – 84 = Displays an incomplete understanding of course concepts and principles and have some notable misconceptions. There is limited evidence that the candidate knows what to do, how to do it, or when to do it.

D 67 – 75 = Demonstrates severe misconceptions about course concepts and principles. Candidate does not have a grasp of information; student cannot answer questions about the subject matter presented. There is little or no evidence that the candidate has demonstrated achievement.