

AEP 673(g) - Problems in Education: CURRENT PERSPECTIVES IN EDUCATION
(Graduate Version)

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COURSE CREDIT: 3 graduate credits

DATES/TIMES: online

COURSE DESCRIPTION:

This course is designed to address issues in education related to student engagement and performance through concrete application of research-based instructional strategies and program innovations. Students will learn to identify learning and behavior preferences and teach their classroom students how to employ the strategies to identify preferences in others and to use that knowledge to better manage behaviors, communicate with others, and resolve conflicts. Through identification of how higher levels of emotional intelligence can predict higher levels of academic achievement, the importance of relationships and a positive classroom experience will be explored. Students will use their knowledge from the seminar, readings, and preliminary exercises to personalize and differentiate instruction and develop facilitation skills as well as construct, develop, and apply lesson and learning plans. These plans will include communication strategies and tools to not only teach concepts but promote learner responsibility and optimize achievement. In this course, students will also assess the benefits of using a classroom performance system and integrate a cadet portfolio in their instruction and assessment. Students will describe the results they achieve through the implementation of the strategies they learn and program activities they incorporate. In each assignment students will reflect on how they have used the knowledge attained and their implementation and application to their classrooms and programs. All assignments will be completed demonstrating writing skills and use of APA format.

COURSE OBJECTIVES: Students will . . .

1. Explore learning styles and student preferred behaviors through the Winning Colors (WC)[®] Process
2. Use the WC[®] Process to help students understand their strengths and weaknesses
3. Teach students to use the WC[®] Process to prevent conflicts
4. Create an activity using the WC[®] Process
5. Describe how higher levels of emotional intelligence can predict higher levels of academic achievement
6. Justify the use of a student response system in the classroom
7. Depict four ways the integrations of the Cadet Portfolio can improve student learning
8. Construct a lesson plan using four phases (Inquire, Gather, Process, and Apply)

9. Construct a learning plan integrated with your lesson plan
10. Highlight leadership and classroom accomplishments

TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

Citizen Schools (2018). Lesson plan template. Retrieved from <https://backend.edutopia.org/sites/default/files/pdfs/citizenschools/edutopia-citizenschools-lesson4-LessonPlanTemplate.pdf>

Clapper, T.C., & Rice, D.M. (2017, May). Teaching conflict resolution in the bioecological system: Implementing Winning Colors®. *Simulation & Gaming*, 48(4), 539-552.
doi:10.1177/1046878117709842

Lesson Plan: Use the format of your district, profession, JROTC or CHiSL Curriculum, Link to Citizens Schools template, or use the guide here:
<https://www.dropbox.com/s/yjcklgr7rsryo9i/Lesson%20Plan%20Template.docx?dl=0>

Learning Plan: Use the format of your district, profession, JROTC or CHiSL Curriculum or the guide here:
<https://www.dropbox.com/s/xfp12nnwlubng5v/Learning%20Plan%20Template.docx?dl=0>

Rice, D.M. (2005) Evaluation of the Winning Colors® Process. Retrieved from: <https://www.dropbox.com/s/j9kxalrxmz0lw7e/Winning%20Colors%20Evaluation%20June%2016%202005.doc?dl=0>

Rice, D. M. (2018). The relationship of emotional intelligence to academic achievement. *National Teacher Education Journal*, 11(1), 27-32.

Rice, D. M., Wilson, J., & Bennetts, A. (2018). Effectiveness of a student response system supported curriculum and a middle school leadership program. *International Journal of Conceptual Structures and Smart Applications (IJCSSA)*, 6(1), 48-62.
doi:10.4018/IJCSSA.2018010104

Rice, D. M. (2011). Qualities that Exemplify Student Leadership. *Techniques*, 86(5), 28-31.

Srikanchana, Brian (2018). Cadet Portfolio Information Paper/Software. Retrieved from: <https://www.cadetportfolio.com>

Test Cadet:

User: michael@stewart.com

Pass: itabs123

Test Instructor:

User: steve@jay.com

Pass: itabs123

FORT HAYS STATE UNIVERSITY MISSION STATEMENT:

Fort Hays State University provides accessible quality education to Kansas, the nation, and the world through an innovative community of teacher-scholars and professionals to develop engaged global citizen-leaders.

COLLEGE OF EDUCATION AND TECHNOLOGY MISSION STATEMENT:

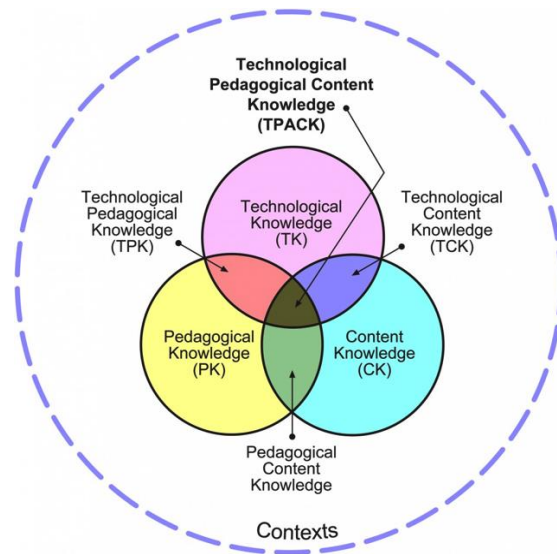
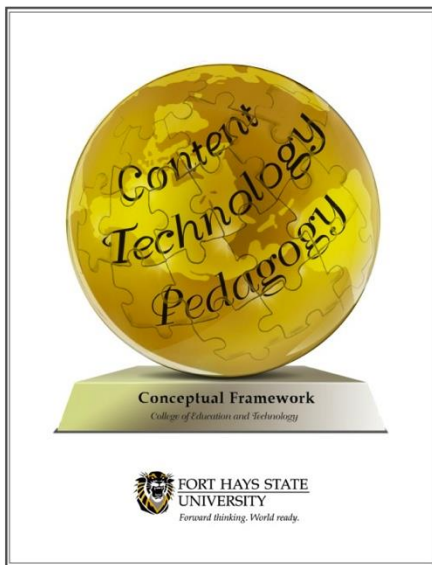
Education professionals prepared in the College of Education and Technology at Fort Hays State University will have the technological, pedagogical and content knowledge, skills, and dispositions to lead, model, teach and collaborate in diverse settings.
(For Steering Committee approval, September 2012)

CURRENT MISSION:

Professional educators prepared at Fort Hays State University will have the knowledge, skills, and disposition to ensure excellence in teaching while actively investing in their own professional development.

DEPARTMENT MISSION STATEMENT:

The mission of the Advanced Education Department is to prepare 21st century global leaders who serve in educational and community settings. Degree programs focus on the interaction among innovative technologies, relevant content, diversity and best practices.



The Conceptual Framework for Professional Educators at FHSU

Technological Pedagogical and Content Knowledge (TPACK)
<i>TPACK 1</i> – Candidates integrate current and emerging digital tools to collect, analyze, and present information.
<i>TPACK 2</i> – Candidates demonstrate proficiency in oral and written communication skills.
<i>TPACK 3</i> – Candidates select, design, administer, and interpret a variety of appropriate assessments.
<i>TPACK 4</i> – Candidates incorporate theories and research to design and implement effective learning environments for all students.
Technological Knowledge (TK)
<i>TK 1</i> – Candidates model and teach safe, legal, and ethical use of digital information and technology.
Technological Content Knowledge (TCK)
<i>TCK 1</i> – Candidates design/facilitate diverse learning activities that incorporate digital tools and resources.
Content Knowledge (CK)
<i>CK 1</i> – Candidates design/facilitate lessons/opportunities that reflect subject content and academic knowledge.
<i>CK 2</i> – Candidates design/facilitate and implement interdisciplinary units of study.
Pedagogical Content Knowledge (PCK)
<i>PCK 1</i> – Candidates make/facilitate curricular decisions based on data.
<i>PCK 2</i> – Candidates collaborate with other professionals to identify and design strategies and interventions to ensure student/teacher learning.
<i>PCK 3</i> – Candidates design/facilitate and adapt lessons/opportunities to meet the diverse needs of all students.
<i>PCK 4</i> – Candidates reflect on their practice and make necessary adjustments based on data to develop effective learning opportunities for all students and teachers.
Pedagogical Knowledge (PK)
<i>PK 1</i> – Candidates model the dispositions expected of professional educators as identified in state and institutional standards.
<i>PK 2</i> – Candidates engage in and reflect on professional learning opportunities.
Technological Pedagogical Knowledge (TPK)
<i>TPK 1</i> – Candidates communicate and collaborate using digital tools.

Disposition Statement: Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as candidates interact with students, families, colleagues and communities. These behaviors support student learning and development. Candidates are expected to demonstrate observable behaviors that are consistent with the ideas of fairness and the belief that all students can learn. (NCATE definition, 2001)

Definition for **DIVERSITY:** Differences among groups of people and individuals based on culture, ethnicity, race, socioeconomic status, gender, exceptionalities, language, migrant status, religion, sexual orientation, and geographical area.

DIVERSITY FIELD PLACEMENT definition: The FHSU COET definition of a diverse placement for students includes practicums, clinicals, internships, student teaching experiences,

and course assignments. These experiences provide the candidate with the opportunity to interact with P-12 students in environments where the following indicators of diversity are present: 20% of the student population is economically disadvantaged (on free or reduced lunch), 5% of the student population has identified disabilities (are on IEPs), or 5% of the student population is non-white (self-reporting of student or parent).

DIVERSITY PROFICIENCIES:

1. Recognizes and explains the nature of diversity in the community to inform instruction.
2. Understands and can articulate characteristics and attributes of student populations which contribute to commonality and differences.
3. Recognizes and applies appropriate educational options for all students.
4. Understands and applies results of assessment data for educational placement and accommodations.
5. Utilizes appropriate technology to gather and disseminate information.
6. Reflects on diversity experiences from a variety of perspectives (emotional, informational, and developmental) for diagnostic purposes and self-growth.

SOCIAL MEDIA GUIDELINES FOR STUDENTS:

All social media sites created for instruction and communication purposes by Advanced Education Programs faculty will be set up as *secret* or private.

Site purpose

The purpose of the site will be stated by your instructor. It is in line with Advanced Education Program's mission to help prepare 21st Century learners and provide them content and pedagogical knowledge online via innovative technology. A general guideline will be: *This site is to be used exclusively for the purpose of responding constructively to class discussions, assignment submission, uploading videos, and asking questions regarding course work. Your instructor has the right to remove any comments, discussions, questions, etc. that are not consistent with the stated purpose of this site.*

Know copyright laws

Always use a URL link when posting videos, full articles, etc. In other words, if you embed them on the site, be sure to provide sources and/or permissions.

Be accurate

Always provide clear and consistent information based on research and fact.

Be respectful

It's okay to disagree, but be polite and constructive in your manner.

No defamatory or harmful information about any individual—including students, colleagues, faculty, or administrators will be tolerated. All such content will be not be tolerated and may result in removal of the violator from the social media site at the discretion of the instructor.

Remember--Anything that's not appropriate for the classroom or the evening news is not appropriate online.

Students Who Do Not Want to Participate

Students who may not want to participate for various reasons are encouraged to discuss concerns with your instructor.

Be transparent

Note that any opinions expressed are your own, and communicate in a professional and appropriate manner. Your instructor will likewise follow these guidelines: *Anything that the instructor says is strictly his/her opinion and is not speaking on behalf of FHSU.*

Safeguard others' privacy

When telling stories about real students and classroom, school, and district challenges, *don't* identify the location, names, job titles or any other personal information protected by state and federal privacy laws.

Adhere to the Golden Rule of Social Media: Post about others as you would have them post about you.

COURSE REQUIREMENTS

Attend three-day seminar

Lesson Topics

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

Lesson 1 – Using the Winning Colors® Process in your Classroom - This lesson will enable you to understand the importance of getting to know your students, your students getting to know each other, and how your students can work better together with this information.

Readings:

- Seminar notes
- Read

Rice, D.M. (2005) Evaluation of the Winning Colors® Process. Retrieved from: <https://www.dropbox.com/s/j9kxalrxmz0lw7e/Winning%20Colors%20Evaluation%20June%2016%202005.doc?dl=0>

Clapper, T.C., & Rice, D.M. (2017, May). Teaching conflict resolution in the bioecological system: Implementing Winning Colors®. *Simulation & Gaming*, 48(4), 539-552. doi:10.1177/1046878117709842

Objectives:

1. Explore learning styles and student preferred behaviors through the Winning Colors (WC)® Process
2. Use the WC® Process to help students understand their strengths and weaknesses

Assignment: Write a 4-page (1200 word) APA compliant paper containing the following:

- Explain the Winning Colors® Process

- Relate how the process was presented at the seminar and is presented in the articles.
- Discuss how your students interact with each other using the process especially in leadership roles.
- Create an activity to help your students integrate the process in their everyday functions



Lesson 2 – Learning Profiles references - This lesson will enable you to understand the ways in which learners are different and how they can recognize, understand, and work with differences in others.

Readings:

Seminar notes

Clapper, T.C., & Rice, D.M. (2017, May). Teaching conflict resolution in the bioecological system: Implementing Winning Colors[®]. *Simulation & Gaming*, 48(4), 539-552.
doi:10.1177/1046878117709842

Objectives:

3. Teach students to use the WC[®] Process to prevent conflicts
4. Create an activity using the WC[®] Process

Assignment: Prepare an 8-slide PowerPoint containing the following:

- Identify the ways that learners are different
- Present how you can use the Winning Colors[®] Process to teach conflict resolution
- Create a slide with - an activity using the process to help students understand how to use it

Lesson 3 – In this lesson you will explore how higher levels of emotional intelligence relate to higher levels of academic achievement?

Readings:

- Seminar notes
- An article of your choice on the importance of teaching soft skills such as emotional intelligence and personal responsibility.
- Rice, D. M. (2018). The relationship of emotional intelligence to academic achievement. *National Teacher Education Journal*, 11(1), 27-32.
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Objective:

5. Describe how higher levels of emotional intelligence can predict higher levels of academic achievement

Assignment: Present an argument supporting the use of tools such as the skills map or responsibility map to measure soft skills. Explain how teaching soft skills can improve achievement in a 10-slide PowerPoint presentation. Include an introduction and conclusion and a slide with references. Follow the rule of 6 words per line, 6 lines maximum and details on note pages,

Lesson 4 – In this lesson you will explore how a student response system/portfolio supported curriculum and a leadership program could improve student engagement and achievement.

Readings:

- Seminar notes
- Outline of the Cadet Portfolio
- An article of your choice on response systems or the importance of data-driven instruction
- Rice, D. M., Wilson, J., & Bennetts, A. (2018). Effectiveness of a student response system supported curriculum and a middle school leadership program. *International Journal of Conceptual Structures and Smart Applications (IJCSSA)*, 6(1), 48-62. doi:10.4018/IJCSSA.2018010104

Objectives:

6. Justify the use of a student response system in the classroom
7. Depict four ways the integrations of the Cadet Portfolio can improve student learning

Assignment: Create a 2- page or trifold brochure describing the benefits of using a response system, how it is used in your class, and ways it can improve student learning and assessment (formative and summative). Depict how the response system and cadet portfolio within a leadership program produce a data stream that can help your students in class, school, and life.

Lesson 5 – Upon completing this lesson you will know how to create a four-phased lesson plan design and explain the teacher’s role in each phase. You will be able to describe the importance of the phases to student learning.

Readings:

- Seminar Notes
- Lesson Plan (you may use lesson plans you have already developed or that you were provided). Or use the link here:
<https://www.dropbox.com/s/yjcklgr7rsryo9i/Lesson%20Plan%20Template.docx?dl=0>

Objective:

8. Construct a lesson plan using four phases (Inquire, Gather, Process, and Apply).

Assignment: Using the lesson plan in the readings as a guide, construct your own lesson plan.

Explain the teacher’s function in each phase and how the structure promotes student learning. You only need one example in each area in the template

Lesson 6 – In this lesson you will develop a student learning plan that coincides with your lesson plan. Using the example, you will include a competency, core abilities, objectives, activities, and a performance assessment. Note the learning plan is a subset of the lesson plan.

Readings:

- Seminar Notes
- Learning Plan (you may use learning plans you have already developed or that you were provided). Or use the example here:
<https://www.dropbox.com/s/xfp12nnwlubng5v/Learning%20Plan%20Template.docx?dl=0>

Objective:

9. Construct a learning plan integrated with your lesson plan

Assignment: Using the learning plan in the resources as a guide, construct your own learning plan integrated with and following the objectives of the lesson plan you developed in Lesson 5. Identify the benefits of using a learning plan and discuss why it is important to apply the concepts of sharing expectations and outcomes with your students. Finally, discuss how learning plans can help students take responsibility for their own learning and why that is important. You only need one example in each area in the template

Lesson 7 – Course Culminating Activity –

Readings:

Seminar Notes

Rice, D. M. (2011). Qualities that exemplify student leadership. *Techniques*, 86(5), 28-31.

Objective:

10. Highlight leadership and classroom accomplishments

Assignment: Writing assignment to provide a comprehensive summary of the course. Prepare a presentation including at least 15 slides promoting your program. Incorporate how you used concepts from the article, “Qualities that exemplify student leadership” into the presentation. Highlight the results you achieved from the application of strategies and program activities explored throughout this course (Use of Winning Colors, the skills or responsibility map, and how your lessons, learning plans, and activities promote achievement. Discuss how your program contributes to the school mission. Follow the format in Lesson 3.

Return your student assignments and a copy of your seminar completion certificate by email to:

Email submission:
Dr. Donna Rice

drdonnausa@gmail.com
Telephone: 1.757.871.1336

Students have one full semester to complete the assignments. 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 – F scale based on the thoroughness and quality of the assignments.

Grade Distribution:

Student Produced Electronic Learning Journal	
(Seminar notes)	10 points
Seminar Completion Certificate	10 points
Assignment 1	10 points
Assignment 2	10 points
Assignment 3	10 points
Assignment 4	10 points
Assignment 5	10 points
Assignment 6	10 points
Assignment 7	20 points

EVALUATION PROCEDURES AND CRITERIA

Grading Scale

Grade	Percentage	Points
A	100-93	100 - 93
B	92-85	92 - 85
C	84-76	84 - 76
D	75-67	75 - 67
U	66 or below	66 or below
I		

Explanation of Points

50 points are awarded for each lesson in the online course. Evidence of completing the lessons is the submission of the certificate of completion. Product 1 points are awarded for the submission of the table of postings on the discussion page. Evidence of posting will be verification of posting on the discussion page by the instructor. Product 2 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 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.