

TEEL 673, Problems in Education I: RELATIONSHIPS IN LEARNING
(Undergraduate Version)

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COURSE CREDIT: 3 undergraduate credits

DATES, TIMES, NUMBER OF SESSIONS: Organization dependent (26-40+ each, fifty-minute sessions, each semester, annually)

COURSE DESCRIPTION: This interactive, participatory course invites participants to explore and experience ways to deliver classroom instruction in an optimal learning environment enabling students to become more self-directed, motivated, responsible learners. Participants will make meaningful connections to learning by understanding and building relationships with themselves, the students and the curriculum. Through a process of modeling and coaching, participants will learn to apply techniques, skills and strategies while integrating programs across curriculum subject areas in order to make learning more creative, effective and fun.

The course simulates experiences within a classroom setting and encourages the use of practices that most effectively engage students in the learning process. Presentations and session activities are based on the 4 Phase Lesson design. Strategies, techniques and tactics are modeled and practiced throughout the week. Connections are made by building relationships through integration of programs. Pre-seminar reading requirements will allow students to maximize their workshop participation in demonstrations of whole-brain teaching techniques, varied communication styles, and dynamic presentation techniques.

COURSE OBJECTIVES: Students will . . .

- Build relationships and make meaningful connections for instructor and student learning
- Increase integration and application of six learning strategies across content units using the four-phase lesson plan
- Utilize tools to better know self and students as learners (data collection)
- Increase the use of various Intellilearn teaching skills, tactics, and strategies
- Foster a positive school environment

Required Texts:

1. Williams, R. Bruce and Steven E. Dunn. BRAIN COMPATIBLE LEARNING FOR THE BLOCK (*Special Edition*). Old Tappan, NJ: Pearson Custom Publishing, 2000.
2. Neilson, Stefan. CHARACTER EDUCATION. Mamarineck, NY: Aeon Hierophant Publishing, 2002.

COURSE REQUIREMENTS:

Attendance at all seminar and workshop sessions is mandatory for participants.

A student produced elearning journal.

Post-seminar examples of classroom integration of workshop-learned instructional techniques, and a personal reflection paper on the seminar outcomes.

Class participation will be evaluated through the production of each student's prepared personal reflections ejournal, student workshop produced learning tools and by instructor observed participation in small group presentation and participation in small group sessions.

Student Writing Assignment:

The student will complete a five-page reflection paper on concepts presented during the seminar that includes describing two concepts or instructional techniques they have implemented in their classroom, and the resulting outcomes on classroom performance. The student will select one outside reading (*journal or essay*) – and write a two-page analysis of the article's discussion. Selected article topic should be from the course content. Student will submit a copy of their seminar produced eJournal with their paper only upon request of their instructor.

Return your student assignment by email to:

Email submission:

Mr. Richard (Monty) Gonzales

mgonzalesusa@gmail.com

Telephone: **580.583.6817**

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:

Post Seminar Reflection Paper:	50%/
Outside article analysis paper:	25%
Student Produced E-Journal	25%

Grade Distribution:

93%-100%	A
85%-92%	B
78%-84%	C
70%-77%	D
69% and below	F