

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

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COURSE CREDIT: 3 graduate 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 e-learning journal for personal retention.

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 journal, student workshop produced learning tools.

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 four-page analysis of the article's discussion. Selected article topic should be from the course content.

Course Grading:

Post Seminar Reflection Paper	50%
Research Article Analysis Paper:	50%

Writing Assignment:

Please respond to the following questions/statements in one complete 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 between 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. Post Seminar Reflection Paper. (5 pages)

Part 2. Research: Find two journal articles written by two different authors that are related to the topics in this course. Then:

- (a) compare and contrast the theories (positions) presented in the articles, or
- (b) interpret each article and discuss implications for your practice or
- (c) write a constructive critique of each author's conclusion (4 pages)

Return your student assignment by email to:

Email submission:

Mr. Richard Gonzales
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:

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.