

COURSE SYLLABUS

SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Elementary, Early & Special Education Course No. EL657

Course: How Students Learn

New: FA '01



“The Teacher as Professional Educator”

Catalog Description: An advanced course in the study of learning that is based in research and theory from different disciplines.

Course Description: Students in this course will learn how to use research to help increase elementary students’ learning as a result of their teaching of the physical, emotional, social, cognitive and reflective learning systems. The course foci are on knowing and understanding each learner, in the context of a deeper understanding of the learning process itself. Students will achieve this through engagement in quantitative research practices.

Rationale: The course advances a teacher’s understanding of student learning and of the quantitative instruments that may be used to measure that learning. Participants in this course will learn how to develop quantitative data and how best to present student test results and other data to stakeholders.

Credit Hours: 3

Prerequisites: Successful completion of Introduction to Online Instruction and Portfolio Development and Inquiry Into Practice. Schools, Students and Society may be taken concurrently.

Conceptual Framework:

Course Objectives:

The student will:

- A. know how to recognize individual differences in their students.
- B. know about a wide range of teaching strategies.
- C. know about multiple methods to meet the teachers’ instructional goals.
- D. know how to understand critical policy issues.
- E. know understand standards based teaching.
- F. know about standardized assessment reports.
- G. be able to use varied strategies to meet the needs of learners with exceptional needs.
- H. be able to generate multiple paths to knowledge.
- I. be able to apply multiple methods in their teaching.
- J. be able to make the difficult choices that test their judgment.
- K. be able to seek the advice of others to draw on educational research and scholarship to improve their practice.
- L. be able to contribute to school effectiveness by collaborating with other professionals.
- M. be able to communicate about students, teaching and learning to multiple audiences.
- N. be able to create a student progress report suitable for multiple audiences.

Course Content: This course was developed in an outcomes-based format and was designed to conform to the 45 contact hour expectation common for three credit hour courses. The specific course content, outlined in the course objectives, will be delineated by the instructional design team and the instructor of record.

- 1) Basic data analysis
- 2) Categories of student demographics
 - a) Exceptionality
 - b) At-risk

- c) Gifted
- d) IQ
- 3) Teaching strategies
 - a) Cooperative learning
 - b) Problem based/project based
 - c) Mediated Scaffolding
 - d) Concept mapping
 - e) Technology integration
- 4) Collaboration
 - a) Grade level
 - b) Content area
 - c) Inter-disciplinary
 - d) Inter-building
- 5) Communication
 - a) Team sharing
 - b) Parent/student notification
 - c) Administrative sharing
- 6) Assessment
 - a) Formal and informal
 - b) Evaluate and interpret case studies
 - c) Writing student progress reports
 - d) Consolidation and interpretation of data sets

Methods of Instruction: E-mail, chat, search, document sharing, journals, webliographies, threaded discussions, online assessments, narrated presentations, interactive assignments and activities.

The student's host institution will provide support services for quantitative and other data analysis processes.

Evaluations:

- 1) Create three evaluation reports* and from the reports develop individualized educational plans for a gifted, an "average," and a special need student.

* A report is a collection of data--such as observations, weekly work, interviews (such as with a significant person in the child's family or former teachers and special education personnel), checklists, and other forms of standardized evaluations--to help develop a prescriptive strategy to be used in the classroom to meet the student's needs.

- 2) Complete a case study as a participant of a student assistance team to determine effective educational practices for a pre-referral process for a specific student. No information submitted identifies the student. All school district procedures for a student study must be followed.
- 3) The pre-referral report and instructional intervention results must be passed on to the next grade level teacher.

Portfolio Requirement: A portfolio module will be developed to give evidence of competencies addressed in this class. Possible suggestions for the portfolio module for this course are:

- 1) A sample student evaluation report.
- 2) A student case study report generated from the student assistance process followed by the student.

Research Component: The students will research instructional strategies that best meet the identified needs.

Grading Policy: Specifics to be determined by the instructional design team and the instructor of record

- Research review of classroom learning strategies 20%
- Class research project 30%
- Threaded discussion participation 20%
- Portfolio project 30%

Course Schedule: To be determined by the instructional design team and the instructor of record

Textbooks (Title, Author, ISBN): Selected by the instructional design team and the instructor of record. Suggested texts:

Parsons, R.D., Hinson, S. L., & Sardo-Brown, D. (2001). *Educational psychology: A practitioner-researcher model of teaching*. Belmont, CA: Wadsworth/Thomson Learning.

Schumm, J. S. (1999). *Adapting reading and math materials for the inclusive classroom*. ERIC/OSEP.

Lehrer, K. (2000). *Theory of knowledge*. Westview Press.

Library Review: A review of literature will be required to support the action research project.

Other Required Software, Materials and Equipment: Additional materials may be selected by the instructional design team and the instructor of record

Statement on Non-Discrimination: Missouri's public universities are equal-opportunity educational institutions and do not discriminate on the basis of race, color, national or ethnic origin, religion, sex, or sexual orientation for programs, activities, or employment, in accordance with the Civil Rights Act of 1964 and Title IX of the Educational Amendments.

Statement on Academic Honesty: Missouri's public universities are committed to intellectual integrity in their academic pursuits. Academic dishonesty constitutes unacceptable behavior and includes unauthorized assistance in completing required course assignments or testing. Unauthorized assistance includes electronic transfer. Plagiarism, that is, submitting someone else's work or part there of, as your own, is considered to be cheating.

Breaches of intellectual integrity will result in disciplinary measures, based on the policies and procedures of the student's home institution. These may include:

- 1) a failing grade for a particular assignment;
- 2) a failing grade for the course;
- 3) suspension for various lengths of time from the university; and/or
- 4) permanent expulsion from the university.

Statement on Student Disabilities: Reasonable accommodations will be provided upon request for persons with disabilities in accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act of 1990. If you are a person with a disability, either learning related or physical, who requires an accommodation to participate in university programs, services, or activities please contact the disability services staff at your university of record.

Expected Enrollments: 20-25

Special Fees: None

Bibliography:

Heward, W.L. (2000). *Exceptional children: An introduction to special education* (6th ed.). Columbus, OH: Merrill.

Meese, R.L. (2001). *Teaching learners with mild disabilities: Integrating research and practice* (2nd ed.). Belmont, CA: Wadsworth/Thomson Learning.

Sands, D.J., Kozleski, E.B., & French, N. K. (2000). *Inclusive education for the 21st century*. Belmont, CA: Wadsworth/Thomson Learning.

Slavin, R.E. (1997). *Educational psychology: Theory and practice* (5th ed.). Boston: Allyn and Bacon.

Witt, J.C., Elliott, S. N., Daly III, E. J., Gresham, F. M., & Kramer, J. J. (1998). *Assessment of at-risk and special needs children* (2nd Ed.). Boston: McGraw-Hill.

