

**GEORGE MASON UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT  
ADVANCED STUDIES IN TEACHING AND LEARNING PROGRAM**

**EDUC 613.6DL  
HOW STUDENTS LEARN  
3 credits, Fall 2013 (Summer/Fall Hybrid)  
CRN 77842**

**Meeting Times/Days:**

Summer 2013: Tues & Thurs June 25-July 25, 11 a.m. – 2 p.m. (no class meeting on July 4)  
Location: Robinson Hall B203

Fall 2013: Online via Blackboard:  
Aug 27 – October 15

**Professor:**

**Nancy Holincheck, Ph.D., NBCT**

**Office Hours:** By appointment, and open time before or after class.

Online via Skype or Collaborate by appointment

**Office Location:** 2507 Thompson Hall

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**COURSE DESCRIPTION:**

This is an advanced course in the study of learning based on research and theory from different disciplines. Focuses on increasing students' learning through the study of different learning systems and understanding each learner in the context of the learning process itself.

*Prerequisites: Admission to Graduate School and ASTL Course EDUC 612*

**LEARNER OUTCOMES/OBJECTIVES:**

As a result of EDUC 613, ASTL participants will be able to:

- A. define learning and learner-centered teaching;
- B. develop the ability to link observational data of learners to individualizing learning in the classroom;
- C. examine a teacher's role as a facilitator and scaffolder of learning;
- D. identify and apply learning theories ;
- E. read, analyze, and reflect on course readings to examine influences on the processes of learning; and
- F. develop an in-depth case study of one student.

**RELATIONSHIP TO PROGRAM GOALS & PROFESSIONAL ORGANIZATION**

EDUC 613 is the second of five courses in the ASTL CORE. It is aligned with the following GSE Priorities: Diversity and Equity, Children, Families, and Communities, and High Standards and Research-Based Practices.

EDUC 613 is aligned with the National Board for Professional Teaching Standards' (NBPTS) propositions, specifically with

- NBPTS Proposition 1 – Teachers are committed to students and their learning.
- NBPTS Proposition 3 – Teachers are responsible for managing and monitoring student learning
- NBPTS Proposition 4 – Teachers think systematically about their practice and learn from experience.

EDUC 613 is aligned with the additional three learning outcomes that guide the ASTL core:

- Teachers account for the needs of culturally, linguistically, and cognitively diverse learners
- Teachers are change agents, teacher leaders, and partners with colleagues
- Teachers use technology to facilitate student learning and their own professional development.

### **REQUIRED TEXTS**

Jensen, E. (2005). *Teaching with the brain in mind* (2<sup>nd</sup> Ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

### **RELATED RESOURCES**

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> Ed.). Washington, DC: American Psychological Association.

*We will also use textbooks required for EDU 612:*

Falk, B., & Blumenreich, M., (2005). *The power of questions: A guide to teacher and student research*. Portsmouth, NH: Heinemann.

Silver, H, Strong, R., & Perini, M. (2000). *So each may learn: Integrating learning styles and Multiple intelligences*. . ASCD: Alexandria, VA.

### **REFERENCES FOR ASSIGNED ARTICLES**

Bailey, D. B. Jr., (2002). Are critical periods critical for early childhood education? The role of timing in early childhood pedagogy. *Early Childhood Research Quarterly*, 17, 281-294.

Beland, K. (2007). Boosting social and emotional competence. *Educational Leadership*, 64(7), 68-71.

Belluck, P. (2011, January 20). To really learn, quit studying and take a test. *The New York Times*. Retrieved from <http://www.nytimes.com>

Cobb ,C., & Mayer, J. D. (2000). Emotional intelligence. *Educational Leadership* 58(3), 72-75.

Denig, S. J. (2004). Multiple intelligences and learning styles: Two complementary dimensions. *Teachers College Record* 106,(1) 96-111/

Diemand-Yauman, C., Oppenheimer, D.M., & Vaughan, E.B. (2011). Fortune favors the bold (and the italicized): Effects of disfluency on educational outcomes. *Cognition*, 118, 111-115.

Jensen, E. (2008). A fresh look at brain-based education. *Phi Delta Kappan*, 89, 408-417.

Joseph, N. (2010). Metacognition needed: Teaching middle and high school students to develop strategic learning skills. *Preventing School Failure*, 54, 99-103.

Karpicke, J.D. & Blunt, J.R. (2011). Retrieval practice produces more learning than elaborative studying with concept mapping. *Science*, 331, 772-775.

Lang, J.M. (2012, June 3). The benefits of making it harder to learn. *The Chronicle of Higher Education*. Retrieved from <http://chronicle.com>

Lehrer, J. (2009, May 18). Don't: The secret of self-control. *The New Yorker*. Retrieved from <http://www.newyorker.com>

Pappano, L. (2013). 'Grit' and the new character education. *Harvard Education Letter*, 29, 1-3.

Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2009). Learning styles: Concepts and evidence. *Psychological Science in the Public Interest*, 9(3), 105-119.

Rosiek, J. (2003). Emotional scaffolding: An exploration of the teacher knowledge at the intersection of student emotion and the subject matter. *Journal of Teacher Education*, 54, 399-412.

Sharan, Y. (2010). Cooperative learning for academic and social gains: Valued pedagogy, problematic practice. *European Journal of Education*, 45, 300-313.

## **COURSE REQUIREMENTS AND ASSIGNMENTS**

### **Course Delivery**

This course will be delivered using both asynchronous format and face-to-face format. The asynchronous part of the course will use the Blackboard 9.1 course management system on the MyMason portal. Course delivery will be through mini-lectures, experiential learning activities, cooperative learning groups based on learning theorists, and case study groups linking student learning to national standards and program/student outcomes. Additional learning activities include:

- *Presentations* (i.e., mini-lectures, often assisted by Power Point and other visuals);
- *Discussions* (i.e., active involvement of students in learning by asking questions that provoke critical thinking and verbal interaction);
- *Cooperative learning* (i.e., small group structure emphasizing learning from and with others);
- *Collaborative learning* (i.e., heterogeneous groups in an interdisciplinary context);
- *Student sharing and mini-presentations*;
- *Videos*;
- *Blackboard Learning System* web-based course management and portal system.

To participate in this course, students will need the following resources:

- Internet access (Check the list of compatible, supported Web browsers at <http://chhs.gmu.edu/de/blackboard.cfm>)
- GMU email account
- MS Office 2007 or later, or OpenOffice 2007 or later desktop software
- Adobe Flash Player, available for free downloading at <http://get.adobe.com/flashplayer>

The Blackboard course site will be open to students at the end of August. To access the course, go to the MyMason portal login page at <https://mymasonportal.gmu.edu/webapps/portal/frameset.jsp>. Your GMU email user name is also your MyMason Portal ID and your GMU email password is also your MyMason Portal password. After logging in, click on the COURSES tab at the top of the page to see your list of course, then select EDUC 613 How Students Learn.

*During the Summer of 2013 you will find our course information under "Organizations" rather than courses. Find the "Organizations" tab at the top of the page, click on "ASTL Core Cohorts" and then click on the "Content" tab on the left of the page. There is an EDU 613 folder on this page.*

For our online sessions, our week will "start" on Monday and end on Sunday at 11:59 pm EST.

## Assignments:

	<i>Points</i>	<i>Grade %</i>
Critical article reviews	40	(20%)
Cooperative learning group projects	30	(15%)
Integrative case study of a learner	100	(50%)
Class participation	20	(10%)
Personal journal reflections and blackboard postings	10	(5%)
<b><i>Total Points</i></b>	<b>200</b>	

### *Critical Article Reviews (20%)*

Each student will prepare **three critical article reviews (CARs)** that are due at different times throughout the course. Articles are available through the library website & provided with the assignment. Students will describe and synthesize a journal article, analyze & critique the article using relevant literature, and reflect on the topic's connection to classroom teaching. See pages 11-12 of the syllabus for additional instructions and pages 20-21 for the appropriate rubric containing criteria for evaluation. (*Course outcome E*)

### *Cooperative Learning Group Projects (15%)*

Each student will be part of a cooperative learning theory group that applies a theoretical perspective to learning and discusses its implications for teaching. (*Course outcomes D & E*)

Each discussant should:

- 1) **Describe & evaluate the learning theory:** address the salient principles and assumptions about learning,
- 2) **Connect the theory to relevant, current literature:** reference current articles that address learning from that theoretical perspective, and
- 3) **Connect the theory to practice:** relate that theory to the teacher's role in facilitating learning.
  - The discussant should provide the other class members a one-page, reflective summary of the salient ideas and make clear where he or she stands on that theory and why.
  - Each group will also prepare a presentation that highlights the major points and concepts of the theorist. See pages 13-14 of the syllabus for the rubrics containing criteria for evaluation.
    - The discussant may consider a variety of ways to share the information and salient points to class members, including technology (e.g., powerpoint slide show, youtube video, podcast, or a website). The use of Web 2.0 (i.e. web applications that facilitate interactive collaborating, designing, and sharing of information on the World Wide Web) provides further options for preparing a presentation including the following:
      - a) nonlinear presentation using prezi at <http://prezi.com>,
      - b) a photo story using Photo Story 3 for Windows,
      - c) an online poster using <http://Glogster.com>, or
      - d) a collaborative presentation using Google Docs.

*The form used must be accessible to other students in the class.*

### *Integrative Case Study Of A Learner (50%)*

Each student will identify one learner and follow that learner over a 6-week period. Knowing a learner deeply enables the professional educator to make appropriate instructional decisions. The purpose of this case study is to help you create a full and varied picture of an individual learner. The data you collect, including descriptive narratives, anecdotal records, artifacts, and interview results will comprise the core of your case study essay. You will then make some recommendations for working with your case study student based on insights from your work. Finally you will evaluate what you yourself have learned from following one student over time. (See pp. 15-19 for specific guidelines for form and content. Rubrics containing **Criteria for Evaluation** are included on pp. 18-19). (*Course outcomes B, C, D, E, and F*)

\*(Please note that **15 of the total case study points** are associated with the three draft sections due to Instructor.

NOTE: This performance-based assessment (PBA) MUST be uploaded *and* submitted to Taskstream for evaluation when the assignment is due. ONLY PBAs posted to Taskstream will be graded. This means NO final grades will be posted until all materials are on Taskstream.

### *Class Participation (10%)*

Active participation in article discussions (both oral and written), being a responsive audience participant for each panel discussion, and participation in electronic responses about your readings, cooperative group project, and developing case study are essential to each student's learning. **Criteria for evaluation:** regular and thoughtful evidence preparation for article discussions and asking of higher order questions related to the readings and regular and thoughtful participation in in-class discussions and experiential learning. See end of syllabus (page 22) for rubric containing criteria for evaluation. (*Course outcomes A, C, D, E*)

### *Personal Journal Reflections And Blackboard Postings (5%)*

Periodically in EDUC 613 you will be asked to hand in journal entries or post a reflection on Blackboard. Personal journal reflections will either be handwritten and completed in class or turned in via the Blackboard journal. Blackboard discussion comments from the online portion of our course must be posted within the week assigned (due by 11:59 pm on Sunday). (*Course outcomes A, D, E*)

The criteria for evaluating the entries and postings is as follows:

**Adequate (2 points):** Assignment is thorough, thoughtful, correctly done, and submitted on time.

**Marginal (1 point):** Assignment is carelessly prepared, not thoughtful, or incomplete.

**Inadequate (0 points):** Assignment has little or no value, or is not submitted on time.

## **GRADING SCALE**

95-100 =A 90-94 =A- 86-89=B+ 83-85=B 80-82= B- 70-79=C Below 70=F

## **TASKSTREAM REQUIREMENTS**

Every student registered for EDUC 613, How Students Learn, is required to submit the following assessment, the *Integrative Case Study*, to TaskStream. Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

### ***PROMPT FOR ASTL PORTFOLIO REFLECTION POINT 2***

***(to be completed at the end of the 613/614 semester)***

In this reflection point, you will focus on how coursework, related readings, and products in EDUC 613 and EDUC 614 have led you to think more deeply about the learning process and your own students and to focus more carefully on the teacher as designer of curriculum and assessment. You should also consider how you are incorporating technology into your teaching practice and your Core experience. As you reflect on your own learning and your growth and change at this point in the Core, please address any of the applicable eight program learning outcomes and the ways in which the performance assessments included in this section provide evidence of your knowledge.

Suggested course products which may be provided as evidence of knowledge:

1. Case Study of a Learner (EDUC 613)
2. Learning Theory Group product/website (EDUC 613)
3. Video analysis of teaching practice with analysis of teaching and impact on student learning (EDUC 614)
4. Other, as selected by individual (be specific)

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## **GMU POLICIES AND RESOURCES FOR STUDENTS**

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/> ]
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/> ]
- c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experiences and academic performance [See <http://caps.gmu.edu/> ]
- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/> ]
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during the class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/> ]

## **COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**

### **Professional dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times.

### **Core values commitment**

The College of Education and Human Development is committed to *Social justice, Innovation, Research-based practice, Ethical leadership, and Collaboration*. Students are expected to adhere to these principles. [See <http://cehd.gmu.edu/values> ]

### **Graduate school of education**

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/> ]

**PROPOSED CLASS SCHEDULE: Summer 2013**

<i>Date</i>	<b>EDU 613 Class Topic</b>	<b>Assignments due for EDU 613 (11 am - 2 pm)</b>
<p>June 27 <b>Class One</b></p>	<ul style="list-style-type: none"> <li>• Introduction to the Course</li> <li>• Discussion: What is Learning?</li> <li>• Brief overview of learning theories, including Multiple Intelligences</li> <li>• Examining education research: who is it for, what do we look for in it, what is most useful to you?</li> </ul>	<p><b>Read</b> Articles posted to BB: Belluck Karpicke &amp; Blunt Diemand-Yauman Lang</p>
<p>July 2 <b>EDU613 Class Two</b></p>	<ul style="list-style-type: none"> <li>• Learner-centered classroom, what does learner-centered teaching look like?</li> <li>• APA Learning Factors: connecting to theorists</li> <li>• Review Learning Styles and MI <i>Differentiating/Connecting MI &amp; Learning Styles</i></li> </ul> <p>Go over Critical Journal Response format (<i>Reminder: first CAR due on July 16, second CAR due July 23, third CAR due on Sept. 10</i>)</p>	<p><b>Read</b> Jensen: Ch. 1, 2 &amp; 3  Silver: Ch. 1, 2 &amp; 3</p> <p><b>Start in class: work on your first Personal Reflection, due July 9<sup>th</sup>:</b> <i>How do you see yourself using Multiple Intelligences differently in the upcoming year? Reflect on how you have used MI in the past (if you have) and how you think you will apply it in the future. (Turn in paper copy on 7/9)</i></p>
<p>July 9 <b>EDU613 Class Three</b></p>	<ul style="list-style-type: none"> <li>• Learning Styles and MI <i>What does the research tell us?</i></li> </ul> <p><b>Motivational &amp; Affective Factors:</b> <i>Affective Learning Factors:</i></p> <ul style="list-style-type: none"> <li>• Emotions &amp; Learning</li> <li>• Emotional Intelligence</li> </ul>	<p><b>Read</b> Denig, Multiple intelligences and learning styles: Two complementary dimensions</p> <p>Pashner, McDaniel, Rohrer &amp; Bjork: Learning Styles</p> <p>Rosiek, Emotional scaffolding</p> <p>Cobb &amp; Mayer, Emotional intelligence: What the research says</p> <p>Beland, Boosting social and emotional competence.</p> <p><b>Personal Journal Reflection from 7/2 is due in class.</b></p>
<p>July 11 <b>EDU613 Class Four</b></p>	<p><b>Motivational &amp; Affective Learning Factors</b></p> <ul style="list-style-type: none"> <li>• Motivation &amp; Emotion</li> <li>• Intrinsic Motivation</li> <li>• Motivation &amp; Effort</li> </ul> <p><b>Developmental &amp; Social Learning Factors</b></p> <ul style="list-style-type: none"> <li>• Cooperative Learning: Form cooperative learning theories groups</li> </ul>	<p><b>Read</b> Lehrer, Motivation: Secret of self-control</p> <p>Pappano: Grit and the New Character Education</p> <p>Jensen, ch. 7 &amp; 8</p> <p>Sharan, Cooperative Learning for Academic and Social Gains</p>

<p>July 16</p> <p><b>EDU613 Class Five</b></p>	<p><b><i>Developmental Learning Factors</i></b></p> <ul style="list-style-type: none"> <li>• Social Influences on Learning <ul style="list-style-type: none"> <li>○ Cooperative/Collaborative Learning</li> </ul> </li> <li>• Developmental Influences on Learning <ul style="list-style-type: none"> <li>○ Critical Periods of Development</li> <li>○ Movement &amp; Learning</li> </ul> </li> </ul> <p>For Case Study Research: <b><i>Planning your research</i></b></p>	<p><b>Read</b></p> <p>Bailey, Are critical periods critical for early childhood education?</p> <p>Jensen, Ch. 4 &amp; 6</p> <p>Falk &amp; Blumenreich ch. 5</p> <p><b>FIRST Critical Journal Response Due to BB– Affective and Personal/Social Learning Factors (select only one article)</b></p> <p>Start in class: work on your second Personal Reflection, due July 18<sup>th</sup>: <i>How do you see yourself learner-centered teaching &amp; the learning factors in your teaching next year? What do you find most useful about what we have discussed or read? (Turn in paper copy on 7/18)</i></p>
<p>July 18</p> <p><b>EDU613 Class Six</b></p>	<p><b><i>Intellectual: Cognitive &amp; Meta-cognitive Learning Factors</i></b></p> <ul style="list-style-type: none"> <li>○ Memory &amp; Recall</li> <li>○ Thinking about Thinking</li> <li>○ Context &amp; Learning</li> </ul> <p><b><i>Individual Learning Factors</i></b></p> <ul style="list-style-type: none"> <li>• Diversity</li> <li>• Differences in learning</li> </ul> <p>For Case Study Research: <b><i>Data Collection Methods</i></b></p>	<p><b>Read</b></p> <p>Joseph, Metacognition needed.</p> <p>Falk &amp; Blumenreich ch. 6</p> <p>Jensen, Ch. 9, 10</p> <p>Sample case study</p> <p><b>Personal Journal Reflection from 7/16 is due in class.</b></p>
<p>July 23</p> <p><b>EDU613 Class Seven</b></p>	<p><i>Review of Learning Factors and Brain Based Teaching and Learning</i></p> <p>For Case Study Research: <b><i>Data Analysis</i></b></p>	<p><b>Read</b></p> <p>Falk &amp; Blumenreich ch. 7</p> <p>Jensen, Ch. 11, 12</p> <p>Jensen, A Fresh Look at Brain-Based Education (PDK article)</p>
<p><b>July 25</b></p> <p><b>EDU613</b></p>	<p><i>Independent Work Day: Meet with Cooperative Groups (if needed)</i></p>	<p><b>Cooperative Learning Theory Group Products due by 11:59 pm 7/25 or 7/30: handout &amp; presentation (in format of choice)</b></p>
<p><b>July 30</b></p> <p><b>EDU613 No class</b></p>	<p>No class meeting, due date for 2<sup>nd</sup> critical journal response</p>	<p><b>SECOND Critical Journal Response Due to BB by 2 pm on 7/30– Developmental and Intellectual Learning Factors (select only one article)</b></p>

<b>Week of Aug 26- Sep 1 Online Module 8</b>	Synchronous meeting via Blackboard's Collaborate	<b>Read:</b> Review case study requirements & rubric (in syllabus) Read exemplar case study on BB
<b>Week of Sep 2-Sep 8 Online Module 9</b>	Asynchronous class meeting	Post questions or comments regarding case study to our Blackboard COURSE discussion board.
<b>Week of Sep 9- Sep15 Online Module 10</b>	Individual meetings with instructor via skype or Blackboard's Collaborate	Discuss progress with case study research plans.  <b>THIRD Critical Journal Response Due to BB by 11:59 pm on 9/15– Individual Learning Factors (select only one article)</b>
<b>Week of Sep 16- Sep 22 Online Module 11</b>	Synchronous meeting via Blackboard's Collaborate with your peer review group only.	First draft of case study due to BB to instructor & to peer review group by Sep 22 <sup>nd</sup> .
<b>Week of Sep 23- Sep 29 Online Module 12</b>	Asynchronous meeting	Use BB group wiki/blog to provide feedback on peer's case study 1 <sup>st</sup> draft by Wednesday, Sep 25 <sup>th</sup> .  Second draft of case study due to BB to instructor by Sep 29 <sup>th</sup> .
<b>Week of Sep 30- Oct 6 Online Module 13</b>	Synchronous meeting via Blackboard's Collaborate with your peer review group AND with large group (whole class)	Third draft of case study due to BB to instructor & to peer review group by Oct. 6 <sup>th</sup> .
<b>Week of Oct. 7- Oct 13 Online Module 14</b>	Asynchronous class meeting	Use BB group wiki/blog to provide feedback on peer's case study 3 <sup>rd</sup> draft by Sunday, October 13 <sup>th</sup> .  Respond to prompts on the BB discussion board, schedule individual conferences with instructor as needed.
<b>Week of Oct. 14- Oct 20 No class meeting</b>	No meeting, work independently.	<b>FINAL draft of case study research paper due to BB by 11:59 pm, Oct. 20th.</b>
<b>Dec. 15</b>		<b>Portfolio Reflection Point 2 due to BB (following completion of EDUC 613 &amp; EDUC 614)</b>

## GUIDELINES FOR DISCUSSING ARTICLES IN CLASS

Article discussions provide opportunities to engage learners thoughtfully and meaningfully with current writings in the field of learning research and theory. These opportunities can help you consider different perspectives and think systematically when you reflect and make professional decisions. It is important to become critical consumers of the research literature on how students learn, as well as the general literature on teaching and learning. Article discussions can help you apply theory and research to your own practice as well as the practice of your colleagues.

Follow these five steps to guide your thinking and analysis of articles:

1. *Describe* in your own words the “key” ideas in the article.
2. *Identify* one or more significant learning issues. Tell why you selected this/these issue(s).
3. *Choose* a theory or a set of principles from other readings that best relates to this issue.
4. *Cite* evidence that supports the connections that you are making.
5. *Relate* the key ideas to incidences you have experienced in your own teaching. To help students learn, what might you do similarly or differently and why?

## EDUC 613 Critical Article Review

**Objective:** To engage learners thoughtfully and meaningfully with current learning research and theory, and to apply their emergent analyses and reflections to classroom practices and application. The purpose of the critical journal response assignment is to engage students in a thoughtful process that will help them become critical consumers of the research literature on how students learn, and will bring current course readings and additional research in the field together with classroom practice. The critical article responses will require that you formulate thoughts on paper and connect those thoughts to current research.

Each student needs to write a two to three page Critical Article Review (CAR) on 3 articles (from the list of articles that correspond to the different learning factors – CAR one is on an article from the affective and personal/social learning factor lists; CAR two is on an article from the developmental and intellectual learning factor lists and CAR three is on an article from the individual learning factor list). The CAR should include the following parts: description; analysis, application and interpretation; and reflection on the content and its meaning to you in your current/future professional role. Your article summary needs to include the article reference in APA style (**at the beginning of the CAR**). Each CAR needs to include a clear description or summary of the article content, what the reading *mean to you* as an educator, *how you relate to the ideas of the author*, and how and why you *can or cannot apply* these ideas into your current or future practice.

### *Details to guide you in your analysis:*

**Description:** **Describes** and summarizes the main points of the article. This tells briefly **what** the article is about. One to two paragraphs in length only.

**Analysis, Application, and Interpretation:** This section is where you, the critic/analyzer, apply your knowledge to comment on the theory(ies), core ideas, or research described and discussed in the article. This section focuses on your interpretation of the material based on related course readings. This section tells **how or why**. In this section, you need to compare and contrast the author's (or authors') points to other readings by using at least *three supporting sources* from related readings. Cite references within the text and include a references page at the end of your journal critique (*using correct APA style*). These citations may be taken from your text, other supporting articles read for class, or articles you may have read on your own.

**Reflection:** In this section you need to connect the article you are analyzing/critiquing to yourself and your own classroom practice. You need to address the question: What does this article mean to you? Your reflection on the reading should include a synthesis of the material personally and an evaluation of your description and analysis (which includes what this means to you as an educator). Think about what you would/might do **similarly** or **differently**, and **why**, to help students learn. Or, you may want to talk about what you learned through the article that will help you in the future in your particular teaching context. This section should personalize the description, analysis, and interpretation to your individual situation.

## **ARTICLES TO CHOOSE FROM FOR CRITICAL JOURNAL RESPONSES**

**For CAR One (Choose one article to critique from the list of affective and personal/social learning factors below)**

### *Affective Learning Factors*

Rosiek, J. (November/December 2003). Emotional scaffolding. *Journal of Teacher Education*, 54(5), 399-411.

Vespo, J. E., Capece, D., & Behforooz, B. (2006). Effects of the nurturing curriculum on social, emotional, and academic behaviors in kindergarten classrooms. *Journal of Research in Childhood Education, 20*(4), 275-285.

#### *Social Learning Factors*

Leonard, J., & McElroy, K. (2000). What one middle school teacher learned about cooperative learning. *Journal of Research in Childhood Education, 14*(2), 239-245.

Magnesio, S., & Davis, B. H. (2010). A novice teacher fosters social competence with cooperative learning. *Childhood Education, 86*(4), 216-223.

Parsons, E. C. (2003). A teacher's use of the environment to facilitate the social development of children. *Journal of Research in Childhood Education, 18*(1), 57-70.

#### **For CAR Two (Choose one article to critique from the list of developmental and intellectual learning factors below)**

#### *Developmental Learning Factors*

Bailey, D. B. Jr., (2002). Are critical periods critical for early childhood education? The role of timing in early childhood pedagogy. *Early Childhood Research Quarterly, 17*, 281-294.

Hardiman, M. M. (2001). Connecting brain research with dimensions of learning. *Educational Leadership, 59*(3), 52-55.

#### *Cognitive & Metacognitive Learning Factors*

Brand, S. T. (2006). Facilitating emergent literacy skills: A literature-based, multiple intelligence approach. *Journal of Research in Childhood Education, 21*(2), 133-148.

Kazemi, E., & Stipek, D. (2001). Promoting conceptual thinking in four upper-elementary mathematics classrooms. *The Elementary School Journal, 102*(1), 60-80.

Hoerr, T. (2004). How MI informs teaching at New City School. *Teachers College Record, 106*(1), 40-48.

Levine, M. (2007). The essential cognitive backpack. *Educational Leadership, 64*(7), 16-22.

#### **For CAR Three (Choose one article to critique from individual learning factors)**

#### *Individual Learning Factors*

Hickey, M. G. (2004). "Can I pick more than one project?" Case studies of five teachers who used MI-based instructional planning. *Teachers College Record, 106*(1), 77-86.

Sternberg, R. J., Grigorenko, E. L., & Kidd, K. K. (2005). Intelligence, race, and genetics. *American Psychologist, 60*(1), 46-59.

**George Mason University**  
**EDUC 613: How Students Learn**  
**Cooperative Learning Theory Groups: Peer Evaluation Rubric**  
*All group members should complete & submit this rubric for each other group member.*  
*The course instructor will use the rubric on the following page.*

<b>Name of Student Completing Rubric:</b>					
<b>Name of Group Member Being Evaluated:</b>					
	<b>No Evidence</b>  0	<b>Beginning</b> (Limited evidence) 1	<b>Proficient</b> (Clear evidence) 2	<b>Exceptional</b> (Clear, convincing, substantial evidence) 3	<b>SCORE</b>
<b>Research &amp; Information Gathering</b>	Does not collect any useful information	Collects very little useful information	Collects some information related to topic	Collects a great deal of useful information	
<b>Attendance &amp; Punctuality</b>	Does not attend meetings or have work ready as promised	Sometimes attends meetings and has work ready as promised	Usually attends meetings and has work ready when promised	Always attends meetings and has work ready as promised	
<b>Sharing Tasks &amp; Preparing the Project Handout</b>	Relies on others to do the work; does not help prepare the handout	Rarely does his/her share; makes some contributions to prepare the handout	Makes many useful contributions in the creation of the handout	Always does his/her share; plays an integral role in the creation of the handout	
<b>Communicating</b>	Dominates OR does not participate in the conversation & decision making	Often dominates discussion and decision making OR makes few contributions	Makes some useful contributions based on group conversations	Listens carefully, makes useful comments, facilitates decision making	
<b>Cooperation</b>	Consistently hard to get along with	Sometimes makes getting along difficult	Is a good team player; follows others' leads	Helps the team work together for success	
<b>Total (out of 15)</b>					

Comments:

Adapted from Freeman & Brown's Collaboration Rubric

***Cooperative Learning Theory Groups: Assessment of Group Project Content***  
*To be completed by the course instructor*

GROUP MEMBERS:							
	No Evidence 0	Beginning 1	Developing 2	Proficient 3	Skilled 4	Exceptional 5	SCORE
<b>Describe &amp; evaluate the learning theory</b>	Provides <i>no</i> information about the learning theory	Presents <i>very limited</i> information about the learning theory	Presents <i>limited</i> information about the learning theory	Presents & organizes an <i>adequate</i> amount of information about the learning theory, but presentation of the information may be scattered.	<i>Adequately</i> presents & organizes a <i>great deal of</i> information about the learning theory's salient principles and assumptions	<i>Clearly, concisely and thoroughly</i> presents & organizes a <i>great deal of</i> information about the learning theory's salient principles and assumptions	
<b>Connect the learning theory to literature</b>	Provides <i>no</i> references to connect theory to current literature	Provides only <i>1</i> reference to current, relevant literature and <i>does not adequately connect</i> the theory & literature	Provides <i>2</i> references to current, relevant literature but <i>does not connect</i> theory & literature OR Provides only <i>1</i> reference and <i>clearly connects</i> the theory & the literature	Provides <i>2</i> references to current, relevant literature AND <i>adequately</i> connects the learning theory to the literature	Provides <i>at least 3</i> references to current, relevant literature AND <i>adequately</i> connects the learning theory to the literature	Provides <i>at least 3</i> references to current, relevant literature AND <i>thoroughly, clearly and convincingly</i> connects the learning theory to the literature	
<b>Connect the learning theory to practice</b>	Neither the presentation nor the handout explain how the learning theory connects to teacher's role in facilitating learning.	Both the presentation AND the handout provide <i>very limited</i> explanation of the connection between the learning theory & teacher's role in facilitating learning.	Both the presentation AND the handout provide <i>limited</i> explanation of the connection between the learning theory & teacher's role in facilitating learning	Both the presentation AND the handout <i>adequately</i> explain how the learning theory explains/ describes the teacher's role in facilitating learning.	Either the presentation OR the handout <i>thoroughly, clearly and convincingly</i> explain how the learning theory explains/ describes the teacher's role in facilitating learning.	Both the presentation AND the handout <i>thoroughly, clearly and convincingly</i> explain how the learning theory explains/describes the teacher's role in facilitating learning.	
<b>Total of Above: Project Content Rubric (out of 15)</b>							
<b>Peer evaluation rubric mean total (out of 15)</b>							
<b>TOTAL SCORE (out of 30)</b>							

Comments:

## GUIDELINES FOR INTEGRATIVE CASE STUDY

The goal of this case study is to create a rich, meaningful picture of *one learner* by synthesizing all of the information you have collected on that learner. By describing one student as fully and in as balanced a way as possible, you begin to gain access to that student's modes of thinking and learning. You can see the world from the student's point of view; what catches his or her attention; what arouses curiosity; and what sustains interest. The case study will include a descriptive and analytic discussion of the learner, and a reflective evaluation of you as a learner.

**Part One: Descriptive Discussion:** Here you will include the following:

- Introduction: Overview of case study
- Physical description of the student: Age, race, exceptionality, languages, general appearance. Why did you select this particular student?
- Background: Relevant facts about parents, siblings, extended family, and what they say about the student (if available). Describe socioeconomic, ethnic/linguistic background, including home language. Note preferences and interests.
- Other significant information reported *without interpretation*: May include divorce, death, illness, substance abuse, geographic upheaval, the student's previous school experience (if available)
- Setting: A brief description of the classroom and school philosophy, curricular emphasis, and attendance. Discuss relevant characteristics of the instructional context in which learning is occurring.
- Describe the major aspects of at least three learning factors (i.e., intellectual, affective, personal and social, developmental, and individual needs) that characterize your learner. This may include relationships in school and out of school, in small or large groups, and with or without adults.
- Summary paragraph

**Part Two: Analytic Discussion:** Here you will analyze your descriptive data in a thoughtful discussion of the following:

- Introductory paragraph
- Develop potential explanations for *why* this child learns in this way, based on the data you have collected and educational theories. Here you will rely on theoretical perspectives to support your assertions about learning (e.g., Gardner, Bloom, Vygotsky, Bandura)
- Using your data, discuss and analyze the student's ways of learning, learning challenges, and learning strengths. Show how the different learning factors affect one another and influence that student's learning.

- Make research-based recommendations. Given your understanding of this learner, write about the specific ways in which you, the teacher, could best support this student's strengths and provide help for areas of difficulty. What kinds of learning experiences would be important for this student to have in school? Tell why. The answer to this may involve such things as the learning environment, the curricular approach, kinds of teaching styles, the materials to be used, the kind of relationships needed, and more.
- Summary paragraph

**Part Three. Reflective Self-Evaluation.** Here you will rethink your understanding of how students learn. In your reflection, tell whether or not you are pleased with having selected this student.

- In your reflection, tell whether or not you are pleased with having selected this student. What particular lessons did this student teach you about you, about human beings, about learning, or anything else? Have your ideas and feelings about this student and your relationship with him or her changed during this study? Your comments following your observations will be helpful to you here.
- What did you learn about other students in the class or about the group as a whole as a result of your study? Did you find anything about the *hidden curricular* aspect of the classroom (i.e., unplanned influences from the physical environment, scheduling, interaction patterns) as a result of your study?
- How has this process changed the way you teach, think about, or relate to students as learners?
- What changes could you make in the classroom as a result of what you learned from the case study? How will these changes impact student learning?

**Part Four. References.** Use APA (6<sup>th</sup> edition) guidelines for the reference list

**Part Five. Appendix.** This is where you put all the observational data and evidence that you have collected as noted above. Use APA (6<sup>th</sup> edition) guidelines for organizing and citing your appendixes (Ex.: Appendix A).

**Case Study Timeline** (August 27 – October 15).

<u>Week</u>	<u>Tasks to be Accomplished</u>
1-3	Choose your student as soon as you can. Write first draft of Description of your setting and your student (Part One). <b><i>Submit 1<sup>st</sup> draft to blackboard peer review group by September 22<sup>nd</sup>, read your partner(s)' work &amp; give feedback.</i></b>
2-4	Collect data/evidence of learning factors. Revise draft of Description (Part One). Begin writing Analytic Discussion (Part Two) Use BB group wiki/blog to provide feedback on peer's 1 <sup>st</sup> draft by Wednesday, September 25 <sup>th</sup> . <b><i>Submit 2<sup>nd</sup> draft to blackboard peer review group by September 29<sup>th</sup>, read your partner(s)' work &amp; give feedback.</i></b>
4-5	Continue analysis and data collection; Revise drafts of Description (Part One) and Analytic Discussion (Part Two). Complete 3 <sup>rd</sup> draft of case study with focus on Reflective Self-Evaluation <b><i>Submit 3<sup>rd</sup> draft to blackboard: draft of setting and description; learning factors and data sources for instructor review and feedback by October 6<sup>th</sup>.</i></b>
5-6	Revise drafts of hypothesis & analytic discussion Write reflective discussion (Part Three); Use BB group wiki/blog to provide feedback on peer's 3 <sup>rd</sup> draft by Sunday, October 6 <sup>th</sup> . Complete final draft of case study to hand in. <b><i>Turn in final version of case study by October 20<sup>th</sup>.</i></b>

### EDUC 613: INTEGRATIVE CASE STUDY RUBRIC

	<b>No Evidence</b> F	<b>Beginning</b> (Limited evidence) C	<b>Developing</b> (Clear evidence) B	<b>Accomplished</b> (Clear, convincing & substantial evidence) A
<b>Descriptive Discussion</b> <u>15 points</u> <i>NBPTS – Learning Outcome 1</i> <i>ASTL – Learning Outcome 1</i>	Case study includes two or fewer descriptive elements listed under Accomplished	Case study includes three of the six descriptive elements listed under Accomplished	Case study includes Three or four of the five descriptive elements listed under Accomplished	Case study includes: *Introduction *SES, ethnic, linguistic background (5 pts.) *Physical description *Background *Setting *Other significant information (5 pts.) *At least three learning factors that characterize your learner (5 pts.)
<b>Analytic Discussion</b> <u>35 points</u> <i>NBPTS – Learning Outcome 3</i> <i>ASTL – Learning Outcome 3</i>	No analysis included	Case study includes three of the five elements <b>OR</b> Discussion includes only one learning factor	Case study includes cursory discussion of hypotheses, theoretical perspectives, learning factors, student’s ways of learning, and recommendations <b>OR</b> Case includes only four of the five elements <b>OR</b> Discussion includes only two learning factors	Case study includes thoughtful, thorough, and reflective discussion of: *Introduction *Potential explanations about <i>why</i> the child learns this way *Theoretical perspectives about student learning *How the three learning factors affect one another and influence the student’s learning (15 pts.) *Student’s ways of learning, learning challenges, learning strengths (5 pts.) *Research-based recommendations based on your understanding of this learner (15 pts.)
<b>Reflective Self-Evaluation</b> <u>20 points</u> <i>NBPTS – Learning Outcome 4</i> <i>ASTL – Learning Outcome 4</i>	No reflection included	Very limited discussion <b>OR</b> One of the four elements is missing	Cursory discussion of: *Your choice of this student *Lessons you learned *Your ideas and feelings *Changes in the way you teach, think about or relate to students as learners	Rich, thorough discussion of: *Your choice of this student *Lessons you learned about learning and yourself as a learner *Your ideas and feelings about learning (15 pts.) *Changes in the way you teach, think about, or relate to students as learners (Insights about yourself) (5 pts.)

<p><b>Appendix</b> 5 points</p> <p><i>NBPTS – Learning Outcome 3</i> <i>ASTL – Learning Outcome 3</i></p>	<p>No appendixes included</p>	<p>*Appendixes are included, but they do not relate to the descriptive, analytic, and reflective discussion *Appendixes do not include observational data and/or evidence that support your hypotheses and recommendations</p>	<p>*Appendixes show a weak relation to the descriptive, analytic, and reflective discussion *Appendixes are missing observational data or evidence that supports your hypotheses and recommendations</p>	<p>*Appendixes relate strongly to the descriptive, analytic, and reflective discussions *Appendixes include observational data and evidence that support your hypotheses and recommendations</p>
<p><b>Draft Sections Submitted by Due Date</b></p> <p>15 points</p>	<p>No drafts submitted.</p>	<p>One draft submitted to instructor by due date.</p>	<p>Two drafts submitted to instructor by due dates.</p>	<p>All three drafts submitted to instructor by due dates.</p>
<p><b>Referencing</b> 5 points</p> <p><i>NBPTS – Learning Outcome 4</i> <i>ASTL – Learning Outcome 4</i></p>	<p>No evidence of references OR References are not in APA style.</p>	<p>*Limited use of course readings and other current readings *References contain errors</p>	<p>*Course readings and other current readings are referenced. *References contain minor errors.</p>	<p>*The paper integrates course readings and other current, authoritative relevant readings that are properly referenced. *References are in APA style.</p>
<p><b>Overall Style</b> 5 points</p> <p><i>NBPTS – Learning Outcome 4</i> <i>ASTL – Learning Outcome 4</i></p>	<p>Contains many grammatical errors or error patterns</p>	<p>Lacks in grammatical or stylistic form OR contains many errors or error patterns</p>	<p>Grammatically and stylistically well written, but contains some errors or error patterns.</p>	<p>Grammatically and stylistically well written with few errors or error patterns.</p>

EDUC 613 -- Critical Journal Response  
**Rubric for First Submission**

	<b>No Evidence</b>	<b><i>Beginning</i></b> (Limited evidence)	<b><i>Developing</i></b> (Clear evidence)	<b><i>Accomplished</i></b> (Clear, convincing and substantial evidence)
<b>APA References</b>	No evidence of references OR References are not in 6style. (0 points)	References lack some compliance with correct APA style (0 points)	References are in APA styled, but contain some minor errors (.5 point)	References are done in APA style (6 <sup>th</sup> edition) (1 point)
<b>Description</b>	Description is unclear with no inclusion of key points (0)	Describes different points included in the article (.5)	Describes the article accurately (1)	Describes and synthesizes the key points accurately and concisely (2)
<b>Analysis, Application and Interpretation</b>	Section does not address strengths and weaknesses of article; does not include supporting sources (0)	Section includes interpretation by addressing only strengths of the article, does not compare and contrast points from articles to related readings; includes one supporting sources from related readings (.5)	Section includes interpretation by addressing strengths and weaknesses of the article, compares and contrasts points from articles to related readings; includes two supporting sources from related readings (1)	Includes analysis, application, an interpretation by addressing strengths and weaknesses of the article, tells why points are strengths or weaknesses; compares and contrasts points from articles to related readings; includes three or more supporting sources from related readings (2)
<b>Reflection</b>	Describes general thoughts about article (0)	Includes only a short reflective statement or does not make personal connections to the article (.5)	Includes reflective statement with connections to classroom practice; needs to delve more deeply into the application to the classroom or personal connections to the article (1)	Includes a strong reflective statement that connects journal article to classroom practice and clear statement of personal connections to the article (2)
<b>Clarity of Writing (Mechanics)</b>	Contains many grammatical errors or error patterns (0)	Lacks in grammatical or stylistic form OR contains many errors or error patterns (0)	Grammatically and stylistically well written, but contains some errors or error patterns. (.5)	Grammatically and stylistically well written with few errors or error patterns. (1)

**EDUC 613 --Critical Article Response  
Rubric for Second and Third Submission**

	<b>No Evidence</b>	<b><i>Beginning</i></b> (Limited evidence)	<b><i>Developing</i></b> (Clear evidence)	<b><i>Accomplished</i></b> (Clear, convincing and substantial evidence)
<b>APA References</b>	No evidence of references OR References are not in APA style. (0 points)	References lack some compliance with correct APA style (0 points)	References are in APA styled, but contain some minor errors (1 point)	References are done in APA style (6 <sup>th</sup> edition) (2 points)
<b>Description</b>	Description is unclear with no inclusion of key points (0)	Describes different points included in the article (1)	Describes the article accurately (2-3)	Describes and synthesizes the key points accurately and concisely (4)
<b>Analysis, Application and Interpretation</b>	Section does not address strengths and weaknesses of article; does not include supporting sources (0)	Section includes interpretation by addressing only strengths of the article, does not compare and contrast points from articles to related readings; includes one supporting sources from related readings (.5)	Section includes interpretation by addressing strengths and weaknesses of the article, compares and contrasts points from articles to related readings; includes two supporting sources from related readings (2)	Includes analysis, application, an interpretation by addressing strengths and weaknesses of the article, tells why points are strengths or weaknesses; compares and contrasts points from articles to related readings; includes three or more supporting sources from related readings (4)
<b>Reflection</b>	Describes general thoughts about article (1)	Includes only a short reflective statement or does not make personal connections to the article (2)	Includes reflective statement with connections to classroom practice; needs to delve more deeply into the application to the classroom or personal connections to the article (3)	Includes a strong reflective statement that connects journal article to classroom practice and clear statement of personal connections to the article (4)
<b>Clarity of Writing (Mechanics)</b>	Contains many grammatical errors or error patterns (0)	Lacks in grammatical or stylistic form OR contains many errors or error patterns (0)	Grammatically and stylistically well written, but contains some errors or error patterns. (1)	Grammatically and stylistically well written with few errors or error patterns. (2)

***EDUC 613 -- RUBRIC FOR PARTICIPATION AND ATTENDANCE***

<b><i>LEVEL OF PERFORMANCE</i></b>				
	<b>Unsatisfactory (6 or fewer pts.)</b>	<b>Basic (7 pts.)</b>	<b>Proficient (8 pts.)</b>	<b>Distinguished (9-10 points)</b>
<b>Attendance &amp; Participation</b>	The student is late for class. Absences are not documented by following the procedures outlined in this section of the syllabus. The student is not prepared for class and does not actively participate in discussions.	The student is on time, prepared for class, and participates in group and class discussions. The student attends all classes and if an absence occurs, the procedure outlined in this section of the syllabus is followed.	The student attends all classes, is on time, is prepared and follows outlined procedures in case of absence; the student makes active contributions to the learning group and class.	The student attends all classes, is on time & prepared. The student actively participates and supports the members of the learning group and the members of the class.