Theories of Learning and Management; EDUC 290 Course #5795; Section 1
2 Semester Hours
Fall 2018

Location: Online
Instruction Mode: Online synchronous through the Blackboard platform
Time Zone: All times indicated throughout this syllabus reflect Central Time (CT)
Instructor: Pam Johnson, PhD, Assistant Professor, Division of Education
Name Preference: The instructor prefers to be addressed by students as Dr. Johnson
Email: pamela.l.johnson@mayvillestate.edu
Cell phone: (512) 376-8803
                       During the summer hours, the instructor prefers email anytime or by cell phone
                       between 8:00 am and 8:00 pm Central Time Zone.
Office phone: (701) 788-5265 (instructor does not have office hours during the summer, please
                       use cell phone)
Business Skype: pbjfractions@gmail.com
Days of availability: Email availability Monday – Sunday; Cell Phone availability Monday – Friday;
                       Skype availability: Sunday evenings 6:00 pm – 8:00 pm or by appointment.
Hours of availability: 8:00 am – 8:00 pm

Instructor's Contact information detailed in the table below:

Method of Contact	Dates	Hours of Availability Central Time Zone	Notes
Email	Everyday	24 hours	24 hour response time
Cell phone (512) 376-8803	Monday – Friday	8:00 a.m. – 8:00 p.m.	Okay to text Please leave message including first and last name and question.
Office phone (701) 788-5265	By appointment	By appointment only	Please do not leave message as I will be out of the office this summer.
Skype	Sunday evening and intermittently when I am online	Sunday evening 6:00 p.m. – 8:00 p.m.	I plan to be on Skype intentionally during Sunday evenings so that you are able to reach me for a conversation when needed.

If you contact me via text between the hours of 8:00 am and 4:00 pm, you can expect a response within 4 hours of your text. Texts received between 4:00 pm and 8:00 pm will be answered the following day prior to noon. Responses to contact occurring via email may take up to 24 hours after the email is received. If urgent, please call, text, or Skype. Remember, I am here to help you succeed!

Red font in this syllabus represents an important due date – or – a statement that I will call to your attention in the syllabus video overview. The video does not take the place of reading the syllabus in its entirety.

Course Description:

This course is designed as a higher-ordered study of intertwined and varied theoretical perspectives on learning, cognition, and behavior management of learners. Participants will study the learning process, student learning readiness, assets for learning, and how individuals construct knowledge and acquire skills. Understandings of individual strengths and needs of learners will guide growth in instructional decision making while motivating and engaging students to build competencies in self-directed learning behaviors. Students will research optimal learning environments to meet students' needs.

Purpose of the Course: Why Am I Taking This Class?

The main purpose of this course is to further prepare ensuing professionals to be able to: 1) review and experiment with theory-based, instructional strategies; 2) better understand complex learning environments, how to provide for the unique needs of learners' (e.g., learning styles; multiple intelligences; emotional intelligence) and investigate effective classroom/behavior management approaches; 3) examine effective behavior management and learning theories; and 4) better understand that instructors are also motivators, managers, group leaders, counselors, student models and reflective persons. The course is designed to prepare enrollees to be effective educators within K-12 public and private school settings.

Interstate New Teacher Assessment and Support Consortium Standards (InTASC):

	Interstate New Teacher Assessment and Support Consortium Standards (InTASC)
1	The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2	The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards
3	The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
5	The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6	The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
7	The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8	The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
9	The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10	The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Source: Council of Chief State School Officers, 2013.

InTASC Leadership Standards:

10a   The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility of decision making and accountability for each student's learning.

10j   The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change

10q   The teacher respects families' beliefs, norms and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

Standards for Educational Leaders:

2c   Create a personalized and motivating learning environment for students
2d   Supervise instruction
3a   monitor and evaluate management and operational systems
3b   Obtain, allocate, align and efficiently utilize human, fiscal and technological resources
3c   Promote and protect the welfare and safety of students and staff
3d   Develop the capacity for distributed leadership
3e   Ensure teacher and organizational time is focused to support quality instruction and student learning

Conceptual Framework:

Teacher education courses are based upon the Conceptual Framework: Reflective Experiential Teacher. Please see document 'Conceptual Framework' or the Teacher Education Handbook which is available on the Mayville State University Division of Education website.

Course Objectives and the alignment to InTASC Standards:

1. Relate core concepts of the neuroscience of learning to provide developmentally appropriate, sensitive and trauma-informed decision-making in educational planning. (InTASC 1-4, 6-8)
2. Define discipline-related concept terms related to effective behavior management and discipline. (InTASC 1,3,5,6).
3. Identify effective strategies for redirecting students demonstrating difficult behaviors (InTASC 2,5,6).
4. Identify defining characteristics of school-wide positive behavior interventions and supports. (InTASC 2,5,6)
5. Articulate teaching objectives that are congruent with learning, behavior and management theories. (InTASC 1,2,3,7,8,9)
6. Compare and contrast learning and behavior management theories (InTASC 1,2,3,4&6)
7. Develop the ability to apply learning theories and classroom management theories to practice (InTASC 1,2,9)
8. Design an age and context-appropriate behavior management plan for your classroom (InTASC 3,5,6)
9. Provide evidence of the ability to create a classroom environment which supports diverse learners (InTASC 2,3,7,8 & 9)
10. Provide reflective, constructive, and evaluative comments to peers (InTASC 9&10)

Diversity Objectives

1. Recognize assets and needs of diverse learners.
2. Understand cultural self-awareness and worldviews as they relate to teaching and learning decisions.
3. Reflect on context, multiple perspectives, actions and personal decisions as they relate to diversity
4. Demonstrate actions consistent with the belief that all students are valued and can learn.

Technology Objectives

1. Use technology to support planning, differentiation, implementation, and evaluation of student learning experiences
2. Engage learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information
3. Promote learner success with using appropriate technologies for diverse learners

Program Student Learning Outcomes Addressed in This Course

The Academic Program Student Learning Outcomes document can be found in our Blackboard Course in a folder entitled Learning Outcomes. As part of Mayville State's effort to demonstrate continuous improvement in achieving student learning outcomes, this course will assess SLO's 1 and 4 as part of Education programs**.** Assignments such as the Theories and Theorists project (see description below) will support these SLO's.

SLO 1   Learner & Learning: Students understand diversity in learning and developmental processes and create supportive and safe learning environments for students to thrive.

SLO 2   Content: Students understand subject matter deeply and flexibly so they can advance their students' learning, address misconceptions and connect ideas to everyday life.

SLO 3   Instructional Practice: Students will plan instruction, utilize effective instructional strategies and technologies, and continuously assess students for mastery and decision-making purposes.

SLO 4   Professional Responsibility: Students take responsibility for student learning, positive relationships, their own professional growth, and the advancement of the profession.

Course Improvements Based on Most Recent Assessment Findings

This course will be assessed in the future and the findings will be reported in this syllabus.

Course Groupings

The students in this course are grouped with students enrolled in the EDUC 592 Online. Students will see the names, locations, email addresses, discussion forum postings, and contributions to group activities of all students enrolled in the grouped course for the current semester. Grouping classes allows for access to enhanced course materials, greater diversity of opinions and life experiences in course discussion boards, and expanded class sizes for course activities.

Required Materials

Students are to download and print:
*American Psychological Association, Coalition for Psychology in Schools and education. (2015). *Top 20 principles from psychology for preK-12 teaching and learning.* Retrieved from
http://www.apa.org/ed/schools/cpse/top-twenty-principles.pdf

The use of journal articles and online educational resources will be used in EDUC 592. The professional articles shared will need to be downloaded and printed in order to take annotated notes.

Note: Students will be able to find all article resources used in the class online within the online electronic MSU library or from the course instructor through Blackboard. If students need assistance in using the online electronic library, please contact any of the librarians at MSU library or use the online library tutorial to gain the support and skills necessary to manage learning resources in this course. "How to" videos are found at:
http://www.mayvillestate.edu/current-students/student-resources/library/video-how-tos/

Instructional strategies and learning experiences utilized in this course:

Instructional Strategies:
- ✓ Multimedia
- ✓ Cooperative learning
- ✓ Demonstration
- ✓ Discovery learning
- ✓ Project approach
- ✓ Questioning
- ✓ Reflection
- ✓ Inquiry
- ✓ Literacy-based lessons

Learning Experiences:
* Academic research & writing
* Formal presentations
* Discussion
* Online learning
* Critical analysis
* Guided practice
* Data interpretation
* Decision making
* Active participation

Instructional technologies utilized in this course:
- Blackboard – MSU's learning management system and virtual class environment
- Skype for Business – web conferencing tool. This may be used to facilitate communication between instructors and students and between students in real time.
- Tegrity – screen and video recording. This will be used by instructors and students.
- Atomic Learning – This online training resource is available 24/7 and open to ALL Mayville State students, staff and faculty using their Connect ND credentials.

Should you have questions about course technology, please click on the Blackboard support button located on the menu bar in the Blackboard Course.

Expectations/Protocols

Active participation in the course through discussions and assignments demonstrates your interest, engagement, and willingness to work with other students and the instructors in preparation for a teaching career. It is a recipe for successful learning. Here are some guidelines that will help you throughout this learning experience:

- **Read the syllabus in its entirety**. Knowing what is planned ahead is helpful for time management and allows you time to ask questions if you need any clarification. Check for assignment due dates and other scheduled learning experiences. They are located in the syllabus. After reading this syllabus, **complete the syllabus quiz by 5/28/18 (Monday)**. This syllabus quiz is the enrollment verification activity for this course.

- **Participate** by reading all required readings, watch all required videos, take annotated notes throughout the videos and readings, and post using academic language and respond to classmates posts. This is required for successfully completing this course and prescribes to the attendance policy for required courses in your major. Participation is an expectation of students and teachers in the K-12 educational system, and so it is an expectation for teacher education candidates in any professional preparation course. Participation in online discussions, demonstrations, and online assignments will result in solidifying the readings and research you have done adding to the quality of your learning.

- **Read all assigned readings and complete all activities as scheduled**. The responsibility for your learning is shared by both student and instructor. It is the student's responsibility to prepare each week and be able to 'recall' information from weekly course preparation so that concepts can be applied in course activities and discussions. Casual conversations do not take the place of academic conversations focused on course content. All interactions are reviewed for use of course content and application of readings and other course preparation.

- **Online Posting:** You are required to check the course room online at least three times per week. If online discussion forums are held, students must sign all postings and use appropriate citation and reference formatting in APA style when referring to any resources. Substantive postings are postings that demonstrate understanding and application of course content, extension of ideas, and connecting to personal experiences. Note: The requirements for any online post will be indicated within the discussion forum instructions. Please attend to the weekly assignments/discussions rubric as your work each week will be evaluated for quality of content and reference to course concepts. Conversational posts that do not contain reference to course readings and concepts do not associate with quality academic work.

- **Adhere to the code of student conduct** found in the MSU Student Handbook:
  The student code of conduct contains information that all students must adhere to.   The academic dishonesty statement is important to understand and acknowledge. * Disciplinary action may be taken if a student: "Engages in any form of dishonesty including, but not limited to: Scholastic dishonesty: cheating, plagiarism and other forms of academic dishonesty" (Standards of Conduct, p. 28).
     *Programs to detect plagiarism may be used on submitted assignments.

Instructor/Student Communication

1. Please contact me via email at: pamela.l.johnson@mayvillestate.edu . You can expect a response within 24 hours. I will return contact that occurs over the weekend by the next Monday by noon.
2. I prefer to be addressed as Dr. Johnson. My PhD is in Education with an emphasis on School Improvement from Texas State University – San Marcos. My research interests are in equitable access; differentiated learning and assessment, and leadership for organizational change.
3. Reminder that I am available by Skype on Sunday evenings between 6:00 pm and 8:00 pm unless there is an internet or connectivity problem. I am also available by Skype by appointment.
4. Students are accountable for all academic communications sent to their Mayville State University e-mail address. If I have questions or wish to give individual guidance to students, I will use student MSU email accounts to do so.
5. The Blackboard course site will be used to post messages to all learners as a group mailing whenever necessary.

Method of Evaluation/Grading

Evaluation in this course will consist of the components outlined below. Rubrics and feedback will be used to grade assignments. The instructor will review assignments and due dates as class proceeds. It is the learner's responsibility to meet assignment deadline dates and submit work to Blackboard. Attention to timelines is an evaluated disposition for teacher education students. ALL assignments including weekly discussion forums must be completed in order to receive a D or higher in this course. The following total points grading scale will be used:

A: 251-231 pts.   B: 230-215 pts.   C: 214-200 pts.   D 199-180 pts.   F $\leq$ 179 pts.

Assignment	Date Due	Points
Weekly Assignments/Quizzes	Varies – see below	110 total
Quizzes: • Neurology and Education Quiz – 20 pts. • Article Quiz Assignment (Ertmer and Newby Article) 10 pts. • Theorists Quiz - 20 points	6/03/18 6/10/18 7/3/18	50 (part of 110)
Dewey Research Assignment	6/10/18	20 (part of 110)
Degen and Carey Article	5/27/18	20 (part of 110)
Graphic Organizer for Theorists Project	7/1/18	20 (part of 110)
Theories and Theorists Research Project 52 pts Presentation 24 pts Post-presentation paper	Presentation due 6/24/18 noon Paper due 7/8/18	76
Final Exam	7/13/18	65
Total		251

➢ Assignments must be submitted on the due dates that are provided. For the assignments or quizzes that are late, a 1 point deduction will be taken for each day the assignment is past due. The exception to the 1-point deduction will be the presentation due date. Any presentation that is late will have 10 points deducted for each day late. If you would need an extension on an assignment, simply communicate with me in advance.

➢ If you receive a grade of D or lower on the Presentation project or paper, you may redo the work to improve your score by 1 letter grade if the revision is such that warrants an increased grade. You will have one week to resubmit the assignment and all original documents must also be resubmitted.

➢ The mark of "I", Incomplete, will be assigned only to the student who has been in attendance through participation in online forums and has done satisfactory work up to a time within two weeks of the close of the semester, including the examination period, and whose work is incomplete for reasons satisfactory to his or her instructor.

➢ Prior to submitting your assignment for grading, it is vital that you <u>review the detailed assignment description and the grading rubric</u> to ensure quality in your work production. Students are entitled to good grades only when they produce quality work. Simply completing assignments by meeting minimum assignment requirements will earn students a minimal amount of points.

➢ Should students have any questions or concerns about their grades, they are encouraged to visit with the instructor to ask questions and explain their concerns.

➢ Additional Student Evaluation: Every student who is working on a teaching degree or a credential must demonstrate proper dispositions to continue in the Teacher Education program. Proper dispositions include: understanding the principles of fairness as they apply to students and self; have an understanding that all students can learn; positive attitude, good taste in dress, free of distracting mannerisms, has good class attendance record, can balance personal life with professional and academic demands, is flexible, exhibits sound judgment and moral reasoning, adheres to standards of honesty and confidentiality, displays maturity and confidence, produces quality work, ability to self-reflect, recognizes areas of strength and make necessary improvements in areas of deficiency, and evidence of good physical and mental health. See the guidelines for *Continuance in Teacher Education* in the Mayville State University Catalogue.

➢ **Reading Assignments:**
It is imperative that you have completed all preparation for each week of study. Thoroughness of online discussions and weekly assignments demonstrate weekly preparation. Students must use the directions for annotating the text as you read to interact with the content of the course. Because this is an online course, adhering to the reading materials for content information is critical for the online forum discussions. Frequently, there will be locations for students to snap pictures of their printed and annotated texts and upload as evidence. In addition, content from the reading assignments will be referenced in the online discussions as text evidence.

➢ **Special Accommodations:**
  • Students with disabilities who believe they may need an accommodation in this class are encouraged to contact Disability Support Services (701-788-4675) located in the Classroom Building, CB 109 as soon as possible to ensure that accommodations are implemented in a timely fashion.
  • Students who have difficulties in professional writing are encouraged to contact the Writing Center at 701-788-5240, in the Academic Support Center, CB 109 or email the Coordinator at erin.kunz@mayvillestate.edu to receive assistance in skill development. Students who have difficulty with grammar, spelling, punctuation, sentence structure, and/or organization are strongly encouraged to take advantage of this opportunity.

Enrollment Verification
The enrollment verification activity in this course is the syllabus quiz. Logging onto Blackboard is NOT considered attendance. Please **complete the syllabus quiz by 5/28/18 as indicated on Blackboard.**

Weekly Assignments and Quizzes   110 points
Each week students will be accountable to complete the assignments that are listed on Blackboard. Uploads of completed assignments are expected by the due dates. Weekly assignment descriptions are listed in the topic area. Use each assignment description and rubric as a guide when completing the assignments.
There are quizzes and assignments to complete throughout the course with associated points. Other assignments, discussion forums and activities demonstrate student work with course content and will be assessed for quality and thoroughness. Feedback will be given individually and/or in weekly wrap-up videos. Forum discussions are frequently part of the assignments. Instructor will be available by Skype each Sunday evening from 6:00 pm – 8:00 pm or by appointment by phone or Skype to discuss any questions. Remember, I really want you to be successful and I am here to help you learn the content, submit your best work, and develop a deep understanding of the theories behind this awesome profession of teaching!

Theories and Theorists Research Project   76 points
This assignment is a two-part assignment and consists of developing a technology-based narrated presentation based on the assigned theorists' foundational concepts on learning theories and theories of classroom management, and a written paper comparing and contrasting the theories presented by classmates. Students may choose their preferred method of digital presentation (Prezi, narrated power point, Imovie, Moviemaker, Glogster, Voicethread, screencastomatic, Tegrity, video, website [google sites or weebly], ect.). See "Theories and Theorists Research Project Assignment Description" and the "Theories and Theorists Research Project rubric" documents located in our Blackboard course for complete information about the assignment. ***Successful students in past courses have commented that these documents are extremely helpful to understanding the project expectations.***
*Theorists will be assigned on Blackboard to ensure class presentations support information on a variety of theorists. Each student will be assigned two theorists; one who is a learning theorist and another theorist who is the classroom management theorists.
Please note: Due date on the presentation for this project is at 6/24/18 noon. Each presentation will need to be viewed by classmates for information on the theorists for all students to complete the graphic organizer and write the paper. This assignment is a key assessment in TaskStream as part of the Teacher Education Program. Results are viewed by the Division of Education. Any student who does not anticipate uploading the presentation by the due date should contact the professor immediately to discuss course implications.

Final Exam 65 points Due 7/13/18

Students will be given a final exam to complete one week prior to the deadline for the final exam. The final exam will assess the content of the course and will rely on the students accessing their notes from the articles and videos shared throughout the semester.
Proctor Notification
No proctors are required for this course.

Important Student Information
Within Blackboard, you will find a document entitled, "Important Student Information," which includes information about:
✓ English Proficiency and Other Academic Grievance Concerns
✓ Starfish Early Alert System
✓ Students with Disabilities

✓ Academic Honesty
✓ Emergency Notification
✓ Continuity of Academic Instruction for a Pandemic or Emergency
✓ Family Educational Rights and Privacy Act of 1974 (FERPA)

Course Timeline/Schedule: (next several pages)

Course Outline:	This is a tentative schedule: Readings and assignment dates may change. *Always check* for weekly preparation activities and assignments. Occasionally, there will be additional resources shared on Blackboard for research and reading.	
	Topic (s)	**Required Reading or Viewing**
Week 1 May 21-May27	Course Introduction Neuroscience in Education The Brain and Learning: Research in Neuroscience	Syllabus Take Syllabus Quiz by 5/28/18 Course Introduction Video: Post your video by Wednesday 5/23 and watch everyone's video by Saturday 5/26 Explore the website: http://www.nlri.org/ and choose one or more of the videos posted on the main page to watch in order to post in the forum. There will be a forum prompt to answer. Print, Read, Annotated Notes – use the annotation strategies as you read the following articles: Degen, R. J. (2014). Brain-Based Learning: The Neurological Findings About the Human Brain that Every Teacher should Know to be Effective. *Amity Global Business Review*, 915-23. Carey, B. (2015). Brain science for beginners. *Independent School*, *75*(1), 88-91. Do: Complete a 20-point weekly assignment article response by Sunday 5/27/18 Complete discussion forum – Neurology and Education Prompt by Sunday 5/27/18

Course Outline:	This is a tentative schedule: Readings and assignment dates may change. *Always check* for weekly preparation activities and assignments. Occasionally, there will be additional resources shared on Blackboard for research and reading.	
	Topic (s)	**Required Reading or Viewing**
Week 2 May 28- June 3	The Brain and Learning: The effect of trauma on the brain and learning Neuroscience in Education 20 pt neuroscience quiz by 6/3/18	Flannery, M. (2016). How trauma is changing children's brains. *neaToday* Watch and take notes as you watch: Perry, B.D., (The ChildTrauma Academy). (2013) 1: The Human Brain [Video webcast]. In *Seven Slide Series*. Retrieved from https://www.youtube.com/watch?v=uOsgDkeH52o Perry, B.D., (The ChildTrauma Academy). (2013) 2: Sensitization and Tolerance [Video webcast]. In *Seven Slide Series*. Retrieved from https://www.youtube.com/watch?v=qv8dRfgZXV4 Perry, B.D., (The ChildTrauma Academy). (2013) 3: Threat Response Patterns [Video webcast]. In *Seven Slide Series*. Retrieved from https://www.youtube.com/watch?v=srOXkk3i8E&feature=youtube Complete Neuroscience quiz by 6/3/18 Complete discussion forum – Trauma and the Brain prompt
Week 3 June 4- June 10	John Dewey Educational Theories Dewey Research Assignment due 6/10/18 Article Quiz Assignment (on Ertmer and Newby article due 6/10/18)	Individual Online research on John Dewey Reference: Experience and Education Directions on John Dewey project in folder on Blackboard with the template to help write in the APA Style. Article: Ertmer & Newby (1993) Students will create a 10 point quiz from the article (questions and answers) due by 6/10/18
Week 4 June 11- June 17	Learning Theories: Foundations to Teaching and Learning Students will receive their theorists to research independently	Print, Read, Complete Graphic Organizer American Psychological Association, Coalition for Psychology in Schools and education. (2015). *Top 20 principles from psychology for preK-12 teaching and learning.* Retrieved from http://www.apa.org/ed/schools/cpse/top-twenty-principles.pdf Read pp. 6-15. Independent work on Theories and Theorist Project View videos on Blackboard and complete discussion forum Complete discussion forum – Top principles
Week5 June 18- June 24	-Classroom Management Theories -Growth Mindset	Independent work on Theories and Theorist Project Mindset: Several Articles and links on Blackboard to read! Complete the Discussion forum – Growth Mindset

	Topic (s)	Required Reading or Viewing
Week 6 *June 24-* *July 1*	Motivation and Engagement	-Theories and Theorist Project Presentation submission on Blackboard for colleagues to view by 6/24/18 12 noon – 52 points Complete the Graphic Organizer (GO) by7/1 – 20 points and upload to Blackboard assignment area (See Theorist assignment description, rubric, and graphic organizer!)
Week 7 *July 2-* *July 8*	Motivation and Engagement Classroom Management	Theorists Quiz Due by 7/3/18 – 20 points Theorist Compare Contrast Paper due 7/8/18 – 24 points Read each of the following using the directions for annotated notes: Azzam, A. (2014). Motivated to learn: A conversation with Daniel Pink. *Educational Leadership,72*(1),12-17. Tomlinson, C. (2014). Releasing the will to learn. *Educational Leadership,72*(1),86-87. Jackson, R., & Zmuda, A. (2014). 4 (Secret) keys to student engagement. *Educational Leadership,72*(1),19-24. Wormeli, R. (2014). Motivating young adolsecents. *Educational Leadership,72*(1),26-31. Flannery, M. (2015). Surviving the teenage brain: What educators should know. *NeaToday* Retrieved from: http://neatoday.org/2015/08/06/surviving-the-teenage-brain-what-educators-should-know/ Perks, K., & Middleton, M. (2014). Navigating the Classroom Current. *Educational Leadership,72*(1), 48-52. Goodwin, B. (2014). Curiosity is fleeting, but teachable. *Educational Leadership,72*(1), 73-74. Forum on Motivation and Engagement
Week 8 *July 9-* *July 15*	Final Exam due 7/13/18 Course Wrap-up	American Psychological Association, Coalition for Psychology in Schools and education. (2015). *Top 20 princi6/3ples from psychology for preK-12 teaching and learning.* Retrieved from http://www.apa.org/ed/schools/cpse/top-twenty-principles.pdf Read pp. 16-20.

Course Outline:	This is a tentative schedule: Readings and assignment dates may change. *Always check* for weekly preparation activities and assignments. Occasionally, there will be additional resources shared on Blackboard for research and reading.	
	Topic (s)	**Required Reading or Viewing**
		Cavasos, S. (4/6/2016). Schools combine meditation and brain science to help combat discipline problems. *Chalkbeat.*Retrieved from http://www.chalkbeat.org/posts/in/2016/04/06/schools-combine-meditation-and-brain-science-to-help-combat-discipline-problems/#.V6-ejJf3RhZ

American Psychological Association, Coalition for Psychology in Schools and education. (2015). *Top 20 principles from psychology for preK-12 teaching and learning.* Retrieved from http://www.apa.org/ed/schools/cpse/top-twenty-principles.pdf Read pp. 25-27.

Five Essentials for Basic Classroom Management, Lambert

Cavasos, S. (4/6/2016). Schools combine meditation and brain science to help combat discipline problems. *Chalkbeat.*

Final Exam due 7/13/18 |
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FL: Loving Guidance.

Brady, K., Forton, M. & Porter, D. (2011). *Rules in school: Teaching discipline in the responsive*

classroom. Turner Falls, MA: Northeast Foundation for Children.

Caine, R. N., Caine, G., McClintic, C., &Klimek, K. J. (2009). *12 brain/mind learning principles in*

action: Developing executive functions of the human brain (2nd ed.). Thousand Oaks, Cl: Corwin

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Every Teacher should Know to be Effective. *Amity Global Business Review*, 915-23.

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Driscoll, M. (2005). *Psychology of learning for instruction.* Boston: Pearson.

Ertmer, P., & Newby, T. (1993). Behaviorism, cognitivism, constructivism:

Comparing critical features from an instructional design perspective. *Performance*

Improvement Quarterly, 6(4): 50-72.

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Gredler, M. (2009). *Learning and instruction: Theory into practice.* Upper Saddle River, NJ: Pearson.

Jones, F. (2000). *Tools for teaching: Discipline, instruction, motivation.* Santa Cruz: CA: F.H. Jones &

Associates.Manning, M. & Bucher, K. (2013). *Classroom management: Models, applications, and*

cases. Boston: Pearson

Marzano, R., Marzano, J. & Pickering, D. (2001). *Classroom management that works: Research-based*

strategies for every teacher. Alexandria, VA: Association for Supervision and Curriculum

    Development.

McCall, L. H. (2012). Brain-based pedagogy in today's diverse classrooms: A perfect fit--but be

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