**EDCI 3830 | Section 003| Fall 2024**

**TEACHING/LEARNING PROCESS & EVALUATION**

Matthews Hall 109

Monday, 5:30-8:20

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Office hours: Tuesday 10:00-12:00 and 1:00-5:00 (in person or via Zoom). Dr. Smith can also meet via Zoom during other times in the week. Students must use calendly to make all office hours appointments. A link will be provided in Canvas.

**Course Description from UNT Catalog**

This course examines the processes of human learning and development as they relate to teaching in diverse EC–12 classroom settings. Understanding these processes is applied to lesson design, instructional strategies, and assessment.

**Course Prerequisites**

Students are expected to have junior standing.

**Course Goals**

The course is designed in alignment with the TEA Pedagogy and Professional Responsibilities EC-12 standards. The goal of the course is to prepare students for their certification exam and their role as future educators. The course touches on the various professional responsibilities of Texas teachers.

Standard I The teacher designs instruction appropriate for all

students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Standard II The teacher creates a classroom environment of respect

and rapport fostering a positive learning, equity, and excellence climate.

Standard III The teacher promotes student learning by providing

responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Standard IVThe teacher fulfills professional roles and responsibilities

and adheres to legal and ethical requirements of the profession.

**Course Texts**

None. All course readings will be provided via Canvas.

**Assignments**

In addition to course readings and class activities, the instructor will use the following graded learning activities as indicators of progress and understanding over the duration of the semester. These primary activities are described briefly below. Additional details will be provided at the beginning of the semester and/or before each assignment due date. All assignments will be submitted through Canvas.

* 30% 30 points Learning community participation
* 20% 20 points Observations of learning
* 20% 20 points Reflection essay
* 30% 30 points Lesson plan
* 0% 0 points Required certification modules

If students wish to know the instructor’s assessment of their participation and current understanding (Learning Community), they are encouraged to visit office hours (or another time by appointment). The instructor will notify any student if there is a concern regarding their participation.

**Learning Communities**

You will participate in a working small group with several students this semester. In these Learning Communities (LCs), you will have an opportunity to work together to make sense of readings, respond to reflection questions, discuss and reflect on your observations, and provide feedback to one another as you develop your major assignments. Your LC members are the first people you text/email/call when you’re unsure what’s due next, how to complete an assignment or need someone to read through a draft of an assignment. You will also have collaborative tasks to complete together each week. Participation in LCs will be evaluated on your involvement in these working groups. Issues or concerns about the interpersonal dynamics of your group should be communicated with the instructor early and often.

**Observations of Learning**

You will choose a social context in which to observe, document, and reflect on learning as it occurs in practice. The learning context will be your choice; however, I will offer some suggestions and provide options for you, if desired. Features of a good context include: (1) social interaction of some kind and (2) an idea or skill (defined broadly) is being worked on/practiced. This could be as simple as observing children playing at a playground. In this example, the context is social and kids are working on a lot of different skills (practicing going down the slide, getting on and off a swing, social norms for interacting with other kids, mom figuring out how to not helicopter parent, etc.). You will document your observations during the 8 weeks using a Notice-Wonder-Question Tool (NWQ) and turn in/present on these observations at a few points throughout the term. These observation documents will deeply inform your final analysis of a lesson for this class. More details on this will be discussed in class.

**Reflection Essay**

You will choose one of the following prompts and write a three-page essay. All papers should be typed in 12-point font, double-spaced, with standard margins. You cannot exceed three pages. You must reference at least three readings or class materials. All citations should be in APA format.

Prompt 1: Complete an educational autobiography using your K-12 schooling experience to (1) describe the purpose of schools and (2) what it means to be a K-12 student. Questions you might consider include:

* What routines, systems, practices, and structures were normalized at your school?
* How did students and teachers maintain and/or disrupt these routines, systems, practices, and structures?
* How would you describe your experience as a student and those of your peers? Pick a time to focus on in your essay (e.g., elementary school, middle school, or high school).
* Did you or others encounter any deficit framings of students?
* How was learning structured? What did learning typically look like at your school?

Prompt 2: Choose two subtopics from Steinberg’s (2023) textbook chapter 8 and reflect on your adolescent identity development.

* Changes in self-conceptions
* Changes in self-esteem
* Identity crisis
* Identity development
* Identity and ethnicity
* Identity and gender

What theories shared and points made by Steinberg stand out to you in relation to your biography? What theories shared and points made by Steinberg stand in contrast to your biography? Do any of the ideas from the chapter particularly resonate with you? Are there any ideas from the chapter you disagree with? Explain.

Prompt 3: Compare and contrast Piaget and Vygotsky. Describe the basic tenets of their theories of development. Which theorist do you think best describes cognitive development? Which theorist do you think best describes Learning? Make an argumentative claim.

**Lesson Plan**

You will design a lesson plan aligned with the TEKS from your content area. The lesson plan will be workshopped in class and serve as your final assessment for the course.

**Required Modules**You will complete three modules required by Texas. There are three training programs (CBITS, Project Alert, and ASK). Please notify me if the suicide prevention module may be triggering. The modules will be available in Canvas. It is your responsibility to save and store your completion certificate, which will also be uploaded in Canvas.

**Course Overview**

This course runs for sixteen weeks and includes 14 class sessions. The course is broken into three parts.

| DATE | CLASS | TOPIC | READINGS | ASSIGNMENTS |
| --- | --- | --- | --- | --- |
| Part I: The culture of schooling | Choices we make in the (cultural) language we use to convey relationships shape our stories | | | | |
| 8/19 | Class 1 | Welcome |  |  |
| 8/26 | Class 2 | What are schools, and what stories do they tell? | Kumashiro (2015) Chapter 3 |  |
| 9/2 | Class 3 | Labor Day |  |  |
| 9/9 | Class 4 | What stories get told and can be told about students? | Dudley-Marling (2004)  Sternberg (2007) |  |
| 9/16 | Class 5 | What does it mean to be a teacher? | Freire (1970) Chapter 2 | Observation of learning 1 |
| 9/23 | Class 6 | What does it mean to be part of a classroom community? | [Pinto (2013) Chapters 2 and 11](https://discover.library.unt.edu/catalog/b5432006) |  |
| Part II: Human development and the learning process | What stories can we gather about our students and ourselves as learners? | | | | |
| 9/30 | Class 7 | Cultural influences on development and learning | Riley (2019)  Ramsey (2004) | Reflection essay option 1 |
| 10/7 | Class 8 | Adolescence and identity development | Steinberg (2023)  Moshman (2011) | Module 1 |
| 10/14 | Class 9 | Theories of cognitive development: Piaget & Vygotsky | Snowman (2012) |  |
| 10/21 | Class 10 | Constructivism and CHAT | Applefield et al. (2000)  [Brooks and Brooks (1999) chapter 9](https://discover.library.unt.edu/catalog/b2516475) | Module 2 |
| PART III: Practical application | How stories (and gathering stories) inform our learning designs | | | | |
| 10/28 | Class 11 | What do teachers need to know about the curriculum to design lessons? | Biggs (2003)  [Alber (2012](https://www.edutopia.org/blog/backwards-planning-thinking-ahead-rebecca-alber))  [Cult of Pedagogy](https://www.cultofpedagogy.com/backward-design-basics/) | Reflection essay options 2 and 3 |
| 11/4 | Class 12 | How do I design for learning aligned to standards? | Case (2015)  Reed (2012) | Module 3 |
| 11/11 | Class 13 | How do I know my students are learning? | Dixson and Worrell (2016)  Nelson (2011) | Observation of learning 2 |
| 11/18 | Class 14 | What activities can I incorporate into my lesson design? | Jigsaw Milman et al. (2014)  [Cult of Pedagogy interview](https://www.cultofpedagogy.com/udl-equity/)  [Review "How to develop a lesson plan that includes ELLS"](https://www.colorincolorado.org/article/how-develop-lesson-plan-includes-ells) |  |
| 11/25 | Class 15 | Fall break |  |  |
| 12/2 | Class 16 | Peer feedback on lesson plan |  | Lesson plan draft |
|  | Lesson Plan Due 12/8 | | | |

\*I reserve the right to change the course plan. All changes will be communicated promptly.

**Grading and Assessment**

Letter grades will be allocated on the following scale:

A 90-100 points

B 80-89 points

C 70-79 points

D 60-69 points

F 50-59 points

I expect all students will earn an A in the course if they are participating regularly and turning in major assignments. My approach to assessments aligns with UNT policies concerning academic integrity (UNT Student Academic Integrity Policy, 06.003).

**Attendance and Participation**

Because this course involves collaboration, participation is essential to learning. Class activities require you to be actively engaged in discussions and group work. I understand tardiness and absences may occur. If you are late to class, please drop me an email to let me know the circumstances. If you must miss class, please let me know prior to your absence. Because collaboration and participation are central to your success in the course and given the accelerated nature of a Maymester, the following will be the attendance policy for our course:

1 absence 1 point deduction from learning community grade

2 absences 4 point deduction from learning community grade

3 absences 5 point deduction from learning community grade

4 absences Failure of course

**Accommodations**

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the [Office of Disability Access](https://studentaffairs.unt.edu/office-disability-access) website (<https://studentaffairs.unt.edu/office-disability-access>). You may also contact ODA by phone at (940) 565-4323.

**Inclusion**

I value the many perspectives students bring to our campus. Please work with me to create a classroom culture of open communication, mutual respect, and belonging. All discussions should be respectful and civil. Although disagreements and debates are encouraged, personal attacks are unacceptable. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please stop by my office and let me know. We are all learning together.