Webster UNIVERSITY SCHOOL OF EDUCATION

POINTS OF INFLUENCE

Course Syllabus

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EDTC 5030 W2	Mary Beckmann / beckmann@webster.edu	
COURSE NUMBER AND SECTION	**INSTRUCTOR**	**E-MAIL ADDRESS**
Learning Communities	Spring 2005 – Term 02 / 01	
COURSE TITLE	**TERM**	**CREDIT HOURS**
ONLINE		
SITE		

1. **Course Description: (provide details of student focus, rationale, scope, and prerequisites)**

   This course is for individuals in an educational or business setting who have the desire to create and implement successful learning communities with technology in a teaching / instructing atmosphere. This course will take into account researching, creating, formulating, problem solving, and grouping strategies, managing, and evaluating and assessing all aspects of learning communities in the educational / instructional setting. It will take into consideration how to best evaluate students so as to balance groups effectively.

2. **Learning Outcomes: (goals, objectives, course outcomes, etc.) Identify any MOSTEP or professional standards that are met by each learning outcome.**

   - Students will develop an understanding of the basic principles and terminology associated with learning communities.
   - Students will identify, compare, and contrast effectiveness of various models of LCs and be aware of what will and will not work with curriculum content.
   - Students will be aware of possible problems, obstacles, and solutions of LCs.
   - Students will determine which types of technologies work best in LCs to assure student expansion of thinking and learning skills.
   - Students will combine a lesson plan with technology and successfully create or adapt an existing lesson plan to form and manage a learning community that will enhance student's individual strengths.
   - Students will use strategies to group for a successful LC.
   - Students will use strategies to assess and evaluate the results of LCs.

   This course is designed to engage the student in a familiarity with the idea of community and the development of interactive and communally-based learning methods. MOSTEP 1.2.11.1, 1.2.11.2, 1.2.11.3, 1.2.11.4, 1.2.11.5, 1.2.11.6

3. **Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.**

   Supplemental Readings:
   http://www.thirteen.org/edonline/concept2class/month5/demonstration.html Classroom Videos of LCs
   http://scholar.lib.vt.edu/ejournals/JTE/jte-v7n1/gokhale.jte-v7n1.html Collaborative Learning (aka LC)
   http://www.thirteen.org/edonline/concept2class/month5/index_sub2.html How LCs have changed

http://www.ericfacility.net/ericdigests/ed370881.html Cooperative Learning
http://edtech.kennesaw.edu/intech/cooperativelearning.htm Cooperative Learning

The schedule will approximate the following:
Week 1: What are LCs - how do they work – time line and history of LCs
Week 2: Types of LCs and their effectiveness – learning styles and grouping styles
Week 3: Teacher preparations – pre teach, assign jobs - types of technology tools that will work best with LCs, project / activity ideas
Week 4: Obstacles and overcoming obstacles, evaluating and assessing / final project

The ISTE NETS Standards are addressed within the content of this course. Identification of specific standards are included within course assignments. Integration of Missouri Assessment Program (MAP) standards and grade levels will be integrated into this course when appropriate.

4. **Resources:**

Text:
Shapiro S. & Levine Jodi H.; Creating Learning Communities: A Practical Guide to Winning Support, Organizing for Change, and Implementing Programs; Nancy Jossey-Bass Inc. Publishers: 1999; ISBN: 0-7879-4462-9

5. **EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)**

a) Attendance = 12 hours clock time of participation = 12 points
b) Worksheets, 4 modules, 9 points each = 45 points
d) Final project = 43 points
e) The instructor will provide feedback on each assignment within seven days of submission. The instructor will maintain the grade book on a weekly basis.
f) Plagiarism will not be tolerated. Any student involved in plagiarism will be immediately dismissed from the course with a failing grade and will be reported to the department chairperson for further action.

6. **Supplements (study guide, sample tests, project outlines may be attached.) Please list.**

Worksheet forms will be provided during each module including a learning style quiz.

7. **3 Hour Courses: Students taking an 8 week course for 3 credit hours will complete the following additional assignments and/or attend the following additional class meetings:**

(Not applicable)

8. **FINAL PROJECTS: Final projects/papers will be returned to students in the following manner:**

Each student will create a final project culminating from four weeks of group discussions, individualized critical thinking skills, and the completion of activity worksheets. The project will be submitted as an attachment using the instructor's private WebCT email.

This syllabus is subject to change at the discretion of the instructor. Regular class participation is required.