

Course Syllabus

COURSE NUMBER:

EDUC 5750 W1 **COURSE TITLE:** Active/Cooperative Learning **TERM:** Spring 2006

SITE: Online

INSTRUCTOR CONTACT INFORMATION:

Dr. Susan S. Hill

shill@gkwpa.com **CREDIT HOURS:** 3

1. Course Description: This course provides a solid basis for implementation of active/cooperative learning strategies in the classroom. Overall, the course will provide a set of practical strategies for structuring active / cooperative learning activities as well as provide the conceptual and theoretical framework needed to understand how to create a cooperative community of learners. Participants will learn: 1. To design lessons using a variety of cooperative learning groups. 2. To implement the five principles necessary to create cooperative and productive group work. 3. To understand the research rationale for using active/cooperative learning in the classroom. **NOTE:** This is an internet based course. Students should be willing to interact with the instructor and other students online, and to have their work posted on the web and or shared with other students as appropriate for interactive coursework. Prerequisites: Computer access and ability to use internet tools and other software.

2. Learning Outcomes: This course will enable students to:

- Develop a definition and understand the theory for using cooperative learning (2d)
- Create and implement lessons that use active/cooperative learning strategies (5b)
- Develop lessons that incorporate the 5 elements that promote effective groups
- Teach and develop teamwork skills that encourage student responsibility (2c)
- Model and understand the role of the teacher in a cooperative classroom
- Engage students in social interaction and decision-making (6c)
- Understand the research rationale that supports the use of cooperative learning
- Develop a variety of strategies for assessment and evaluation of group work (8a,8b)

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

Week 1	Introduction to course, introduction of students Read Chapter 1 “What is cooperative Learning” NOTE: for all chapters in the text, read carefully up to the section labeled “Exercise materials”. Then, skim the exercise materials for ideas to use in your lessons. For the most part, this last section is a compilation of possible assignments for your students, not you. Thus, for chapter 1, read pages 1:1-1:24 then skim pages 1:24 – 1:38. Do the same for all other chapters listed below.
Week 2	Read Chapter 2 “The Teacher’s Role In Cooperation” Assignment due – Formal Lesson Plan #1 (plus peer review of it)
Week 3	Chapter 2 continued

Assignment due – Formal lesson plan # 2 (with peer review)

- Week 4 Read Chapter 3 “Research On Cooperative Learning”
Assignment due – 250 word abstract of a journal article on cooperative learning (CL) and your area. Give all citation information.
- Week 5 Read Chapter 4 “Positive Interdependence and Individual Accountability”
Assignment - Take Pretest Pg. 4:1 – 4:4 for review
- Week 6 Chapter 4 continued
Assignment – do activity on pg. 4:24 & 4:25 compare answers with a peer
- Week 7 Begin Cooperative Learning Project
Assignment due – Project topic and target class due to instructor for approval
Further details of project will be posted
- Week 8 Read Chapter 5 “Teaching Students Cooperative (teamwork) Skills”
Assignment – Post on discussion board 3 key teamwork skills you want students in your class to know. Explain how you will teach them.
- Week 9 Read Chapter 6 –“Monitoring and Intervening” and Chapter 7 “Group Processing”
Assignment: Put 2 major learnings from each chapter on discussion board
- Week 10 Work on Project discuss what you are doing with one other student in our class. Check with instructor if you need help on project
- Week 11 Read Chapter 8 “Assessment and Evaluation” Be sure you include how to assess CL in your project
- Week 12 Reading: Library/Databases/internet- Find a journal article on using cooperative learning/active learning with technology. Post the title, author and citation and a summary of key points on the discussion board. Discuss with class on the discussion board. Also, find a website that relates to cooperative learning/active learning and post.

- Week 13 Reading: Independent reading
Assignment due – A 250 word abstract of a journal article that interests you regarding cooperative learning/active learning
- Week 14 Read Chapter 9 “The Cooperative School” do activity on page 9:14 preferably with a partner.
- Week 15 Read Chapter 10 “Reflections”
Assignment due – Cooperative Learning Projects
- Week 16 Course Conclusion/Questions/Answers/ Reflections

3. RESOURCES:

Required Text:

Cooperation in The Classroom, by David Johnson, Roger Johnson, Edythe Johnson Holubec 7th edition (seventh edition) 1998, Interaction Book Company Edina Minnesota 55435 (ISBN: 0-939603-04-7)

4. EVALUATION: Students will be evaluated as follows:

- | | | |
|----|--|------------|
| a) | Two formal lesson plans (7.5 pts each) | 15 points |
| b) | Two 250 word abstracts (10 pts each) | 20 points |
| c) | Online discussion postings/responses (10 x 2pts each) | 20 points |
| | Students must post ontime and respond to others ontime to receive full credit. (Access the course at least 2 times weekly) | |
| d) | Cooperative Learning Unit Project
(Explained in detail during course) | 45 points |
| | Total points | 100 points |

Supplements (study guide, sample tests, project outlines may be attached.) Please list. None

5. GRADING SCALE:

A=92-100, B=82-91, C=72-81, D=62-71, F= Below62

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA WEB CT OR VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SOE OFFICE.

6. ACADEMIC HONESTY POLICY:

Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

Consequences of Academic Dishonesty:

The instructor will follow the college procedures for dealing with incidents of plagiarism. The consequences may include (1) resubmission of the paper or project, (2) lowering of the assignment grade or course grade to F, (3) withdrawal from the course or (4) dismissal from the program.

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

7. ACCESSIBILITY/ACCOMODATIONS POLICY:

If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**WEBSTER UNIVERSITY
SCHOOL OF EDUCATION**

Vision: “. . . We all must work to make this world worthy of its children.” (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.

The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a “world of learners” in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school’s four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
- 1.2 applies tools of inquiry to construct meaningful learning experiences;
- 1.3 identifies developmental factors in student learning; and
- 1.4 understands theoretical principles of effective instruction to plan learning experiences.

2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students’ prior knowledge, learning styles, strengths, and needs;
- 2.2 understands and uses a range of instructional strategies;
- 2.3 uses a variety of communication modes, media, and technology to support student learning; and
- 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.

3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
- 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
- 3.3 seeks relationships with families and students to support student learning; and
- 3.4 initiates change that benefits students and their families.

4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner’s knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

Dispositions:

NCATE defines dispositions as “the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. “ (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
 - 1.1 Understands and respects that s (he) may be different from others
 - 1.2 Embraces an openness to change (adaptability, flexibility)
 - 1.3 Exhibits curiosity
 - 1.4 Engages in reflection

2. Understands and Respects Others
 - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
 - 2.2 Exhibits empathy
 - 2.3 Commits to fairness and honesty
 - 2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities
 - 3.1 Commits to professional behavior in university and school cultures
 - 3.2 Practices informed decision-making in university and school cultures
 - 3.3 Communicates and collaborates in university and school cultures
 - 3.4 Accepts academic rigor (willingness to work/ high expectations)
 - 3.5 Affects change with courage and confidence