Course Change Request

Date Submitted: 01/30/18 9:31 pm

Viewing: **EDCI 633: Educator as Learner**

Last edit: 02/01/18 2:02 pm

Changes proposed by: ambyrrios

Catalog Pages

**Department of Teaching, Learning and Culture**

**EDCI - Educ Curriculum & Dev.**

Faculty Senate Number

Contact(s)

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<tr>
<th>Name</th>
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<tr>
<td>Ambyr Rios</td>
<td><a href="mailto:ambyrrios@tamu.edu">ambyrrios@tamu.edu</a></td>
<td>9798628122</td>
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Rationale for Course

**Edit**

- The proposed changes are for accreditation purposes.
- Other
  - The proposed changes are part of a routine curriculum review.

**Distance education requirements**

Course prefix: EDCI  
Course number: 633  
Department: Teaching, Learning & Culture  
College/School: Education & Human Development  
Academic Level: Graduate  
Academic Level (alternate): Undergraduate  
Effective term: 2018-2019

Complete Course Title: Educator as Learner  
Abbreviated Course Title: EDUCATOR AS LEARNER

Catalog course description

Designed to challenge the graduate learner as one who studies metacognition, working to understand how self and others process learning, maximize application of learning and evaluate the meaning of learning; for students working with others in a role of mentor, supervisor, administrator or coach in a PK-12 setting.

Prerequisites and Restrictions

EDCI 631.

Concurrent Enrollment: No

Should catalog prerequisites: No

Approval Path

1. 01/31/18 9:48 am  
   Michael DeMiranda (demiranda): Approved for TLAC Department Head
2. 02/01/18 2:02 pm  
   Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 02/01/18 3:15 pm  
   Melanie Robideau (mrrobbie): Approved for ED Committee Preparer GR
4. 02/13/18 3:42 pm  
   Beverly Irby (irbyb): Approved for ED Committee Chair GR
5. 02/13/18 3:45 pm  
   Beverly Irby (irbyb): Approved for ED College Dean GR
6. 02/16/18 12:50 pm  
   Meagan Kelly (meagainkelly): Approved for GC Preparer
7. 03/01/18 3:13 pm  
   LaRhessa Johnson (ljohnson): Approved for GC Chair

https://nextcatalog.tamu.edu/courseleaf/approve/
Learning Outcomes

Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.

Learning outcomes are met through the assignments, assessments, readings, and class lectures/activities, as indicated on the syllabus.

Hours

Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.

The number of hours of student work required each week is listed on the syllabus in the weekly schedule/calendar.

Will this course be taught as a distance education course?

Yes  No

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education.

Yes  No

Is 100% of this course going to be taught in Texas?

Yes

Will classroom space be needed for this course?

No

This will be a required course or an elective course for the following programs:

Required (select program)

Elective (select program)

Program(s)

(MED-EDCI) Master of Education in Curriculum and Instruction
## Course Syllabus

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<th>Syllabus:</th>
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<td>Upload syllabus</td>
<td><strong>EDCI 633 syll (with hours).pdf</strong></td>
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Key: 4780
Instructor: R. Malatesha Joshi, Ph.D.  
E-Mail Address: MJOSHI@TAMU.EDU

College of Education Vision:  We are a community of learners engaged in multiple forms of scholarship to create a just and literate society.

College of Education Priority:  Our strategic intent in 2020 will be to assist all citizens to lead productive and fulfilling lives and to participate fully in a just democracy as highly literate, effective, and physically and mentally healthy individuals.

Course Description

Required textbooks:

[Download by registering for a free copy at http://www.nap.edu.]

Please download the above volume, which shall be used as your textbook

Also, please familiarize yourself with the APA format by referring to:  
http://www.apastyle.org/

This course approaches a fundamental question regarding those involved in the business of teaching and learning:  From what sources do teachers derive their decisions?  Greenwood lists six sources:  teaching traditions, philosophical traditions, social learning, scientific research on learning and development, conditions existing in the school and community, and the teacher’s own needs.  Any one of these can be brought to bear when a teacher is confronted with making a decision about a problem of practice related to teaching and learning.  Informed decision-makers use theories, models, and sets of principles derived from scientific research and theory on learning and human development to inform their decisions and reflections about what happened and why it happened that way.  Literature revealing the role of theory, prior research, and successful practice in informing the problem solving process can guide teacher-leaders and the teachers they lead into research-based solutions to local, real-world problems in teaching and learning.

This course focuses on that part of the teaching profession where teachers must be learners in order to make well-grounded decisions and design effective solutions.  A case-based learning model may be applicable to achieve 5 purposes:  (1) to help prospective teacher-leaders learn how to apply professional knowledge in analyzing situations related to problems of practice
in teaching and learning; (2) to assist teacher-leaders in building a professional knowledge base for solving problems of practice; (3) to help prospective teacher-leaders develop an understanding of the connections between and among the concepts and ideas within the professional knowledge domain; (4) to develop teacher-leaders’ skills in reviewing, organizing, and retrieving information through the creation of a wiki that can be used in multiple contexts whenever problems of practice arise; (5) to learn strategies useful in working with others in small groups, either as co-learners and co-problem solvers or as teacher-leaders assisting small groups of teachers; (6) to help teacher-leaders as adult learners to develop self-monitoring, reflection, and other metacognitive skills as they make the transition in their own mental models of what it means to be a learner.

**Learning Objectives**

1. Develop a basic understanding of the well-researched *How People Learn* framework to assist you in designing an effective learning environment for practicing teachers in a school-based setting.
2. Learn, use, and apply the domain-knowledge database known as a wiki to increase your abilities to become an expert problem solver who can build new knowledge structured based on what you already know, organize and retrieve knowledge when you need it in solving problems with teachers.
3. Become familiar with the value of case-based learning as a method for integrating information from various knowledge domains to solve important problems of practice.
4. Continue to develop your group skills in analyzing cases reflecting problems of practice similar to those that you would be likely to confront as a teacher leader.
5. Continue to develop your writing skills to clearly “make your thinking visible” to others in informal and formal ways during group work and in formal assignments.
6. Experience the use of rubrics as tools for guiding learning as well as for assessing learning products.

**Rationale for Course Design**

Life-long, self-directed learners create and structure learning environments for themselves. Expert problem solvers are aware of the “solid research base” described in the Key Findings of research on How People Learn (2000, pp. 14-18). (Please read Ch. I for more details of the research base for this course, adapting Key Findings to refer to yourselves as teacher-leaders and the teachers with whom you will be working as “students.”) The structure of this course purposefully is designed to provide freedom and flexibility in learning and therefore move you away from the type of learning customary in instructor-directed learning. I hope to move you towards the more autonomous, self-directed type of learning you will be using in solving authentic, real-world problems of practice. Of course, the technical aspects of the course structure are bounded by a syllabus, time constraints, professional knowledge domains, and graded assessments of well-defined learning experiences. As many decisions as possible about what, how much, and how to learn, however, are left to the individual learners in the course and to the professional learning group to which you belong.

It is understood that students in this course may be experiencing for the first time the framework of a non-traditional, open-ended course structure grounded in “cases” representing
situations similar to those experienced by teachers in school settings. Through the case-based learning approach, I hope to give you as prospective teacher-leaders first-hand experience in the flexible, student-centered approach that can be applied in professional development settings and/or in real-world complex situations requiring analysis, clarification, and creation of effective solutions. Throughout the course, I will mentor you and be here to help you with your assignments but my intention is for you to all be self-directed and motivated throughout the course. You can work asynchronously throughout the course but you will not be allowed to procrastinate as each week items are due that will disappear at the end of the week so plan accordingly. Your problem-solving skills will be used during this course.

Greenwood explain that problem-solving within contexts of teaching and learning require enhanced decision-making skills that go beyond the fundamental problem-solving phases of (1) clearly defining, (2) listing alternative solutions, (3) weighing the pros and cons of the alternatives, and (4) implementing a solution to the problem. “Going beyond” includes thinking about the problem from multiple points of view (e.g., teachers, students, parents, administrators) and using professional knowledge about teaching, learning, and human development as frameworks for examining, discussing, and clarifying the situation. Going beyond also often includes forecasting the probable consequences of alternative solutions and specifying and operationalizing courses of action involved in implementing the choices made.

Of importance in our discussion of the purposes of the course relates to the “going beyond” that occurs when decision-makers and problem-solvers rely on more than their own intuitions and needs to approach complex situations. The solution most convenient to you may not be the most fruitful one, in the long run, in solving the problem (Cuban, 2001). This course is designed to provide prospective teacher-leaders with the experiences of approaching problem situations through the use professional knowledge about teaching, learning, and human development.

In keeping with the principles of “Educator as Learner”, in this class, we shall explore how to what we need to do to learn or obtain information to solve an educational problem from a scientific point of view. Much of the information should be obtained from current published literature in high-impact journals. I am hoping that this course would help you to develop a proposal or provide information for your Record of Study (ROS). Thus, I hope that you see this course as valuable for your future endeavors.

**Accommodation for students**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services, Cain Hall, or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu).

**Academic Integrity Statement and Policy**

The handouts used in this course are copyrighted. By “handouts” I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab
problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission. As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.” For specific information about plagiarism consult the “Academic Misconduct” section of the Texas A&M Student Rules: http://student-rules.tamu.edu and Please refer to the Honor Council Rules and Procedures on the web: http://aggiehonor.tamu.edu

**Academic Integrity Statement:**

“An Aggie does not lie, cheat or steal or tolerate those who do.”

**Outline for Presentation:**

a. Clear explanation and definition of terms and materials
b. Use research to clearly outline the pros/cons; compare and contrast the topic
c. Clearly summarize and interpret the research materials with reference to specific articles/authors
d. Application to teaching and research clearly discussed (used different resources that are recently published)
e. CONCLUSION: clearly summarize the presentation

**QUESTIONS & ANSWERS: VISUAL AIDS**

**REFERENCES: (APA format and Cited):** You may be interested in checking the following websites  
Style: All work should follow APA (American Psychological Association) style. Consult the APA's Publication Manual, or go to http://www.apastyle.org/  
http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx  
http://owl.english.purdue.edu/owl/resource/560/01/  
http://flash1r.apa.org/apastyle/basics/index.htm

**Requirements and Grade Determination**

Grades will be determined by the following criteria:

Although it is important to complete all assignments accurately, the quality of the work is the most important factor. The student should make every possible effort to complete the assignments at the scheduled time. It will be necessary to discuss any exceptions to this policy, should they occur, with the instructor. All your assignments should be original and prepared during the current semester. Please do not ask for incompletes, make-ups, etc.
A. CLASS DISCUSSION/PARTICIPATION: (72 points)

(i). You must comment, actively participate, and post discussion based on your readings from the textbook by the assigned times: June 8th, June 15th, June 22nd, June 29th, July 6th, August 5th, and August 12th. I would recommend having substantive discussions rather than statements like ‘I like the idea’. (3 points each for a total of 21 points)

(ii). There will be 21 presentations in the class (based on the number of students in the class). You must actively participate and comment constructively on a minimum of 17 presentations. The comments should be an in-depth discussion rather than just saying, ‘I like the idea’ and ‘Thanks for presentation’. (51 points)

B. PRESENTATION: In this assignment, you will prepare a presentation to the class on a topic related to ‘how to find a solution to an educational problem’. Select a topic that is of interest to you that you like to know more about. You may want to think about relating to your “Record of Study”. Your presentation should be could be in a powerpoint format accompanied by notes. However, in the past, some students have been very creative and have presented through Youtube, Prezi, etc. Please make sure that others can open your presentation. A general framework (remember, this is general and I realize that there will be individual variations depending on the type of problem you select) would be:

a. An introduction and the reason to select the topic

b. Review of the literature (what has been found and what needs to be done)

c. Statement of the problem and possible ways of exploring

d. What would be possible findings – will they be different from the current findings? Why do you think so?

e. Conclusions, Implications, and Future Directions.

Again, this is a general format. Important thing is to refer to high-impact refereed journals rather than mostly from websites (these are generally not gone through rigorous scrutiny from experts) and also mostly from books (again, they have not gone through the rigorous scrutiny of a paper in a high-impact journal). Select at least a dozen articles from peer-reviewed journals (you may want to refer to Web of Knowledge to select recent articles on the topic. First go to Texas A & M website; click on Libraries; enter your userid and password; go to Web of Science/Web of Knowledge; type the topic (or the author’s name if you know); select from the last 5-7 years; check Social Science Citation Index at the bottom; and then search). The topic must be approved in advance by the instructor so that two students don’t end up with the same topic and content; also, if I know the topic in advance, I might be able to offer suggestions about references. (July 6-August, 3rd. There are 21 students registered for the class as of right now and so we shall schedule 4 presentations per week. Only those individuals scheduled for that week must present on that week; otherwise, we may end up with too many presentations on that week and not enough time for discussion. Please post your presentation on the week you are scheduled by 9 am on Monday and it will be kept open till Friday 9 am of that week for discussion/comments and responses from the presenter for the issues raised. Please don’t
wait till Friday 8:55 am to post your comments; then, we won’t be able to have a good discussion as the link closes at 9:00 am on Fridays. Your title of presentation, along with a brief summary of about 7-12 sentences, is due by June 15th at 9 am (It may be a good idea to select the topic as soon as you an approximate idea) (Presentations from July 6-August 3) (24 points).

C. TERM PAPER: The paper should synthesize current research on the topic you selected for presentation and should be of approximately 20 double-spaced typed pages in APA format with at least 15 references. At least 10 references must be from recent articles from peer-reviewed journals. A word of caution: Please don’t plagiarize (that is copying and pasting others’ works). If you copy a whole paragraph and give the authors’ names, it is still considered plagiarism. Synthesize the information and write in your own words. It is alright to borrow ideas but not words!! Also, peruse the university regulations described on pages 3-4. The topic must be approved in advance by the instructor. (Due August 10, 5 pm) (24 points).

PLEASE, PLEASE don’t be late as I need to submit the grades and university has strict rules about delayed grades (which may end as ‘F’; I know you don’t need that) as well as giving an ‘Incomplete’.

THANKS for your understanding.

Grading scale will be as follows: A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%

There is a total of 120 points in the class; so, 108-120 points = A; 96-107 = B; 84-95 = C; and 72-83 = D

Reference:
Image cred: https://www.flickr.com/photos/bellgirl/galleries/72157634491485804#photo_8717211019

June 2nd, 9 am – June 5th, 5 pm

a. Please read the syllabus and introduce yourself to the class, with your name, where you are working, your major, when you plan to graduate, number of years of teaching, and anything else you want to share (please be brief on the last item!!).


c. Read Chapter 1(pages 3-27) in the above volume so that you can post your comments and reactions by June 8th at 9 am.

d. Also, please be thinking about a problem that you like explore/learn more about. This may be helpful for your “Record of Study (RoS)”, however, you are not obligated to use the
assignment in this class to use in your RoS. Perhaps, perusing chapter 11 in the book (pages 248-284) may help you in selecting the topic.

Outside readings + discussion + searching for a topic for presentation= 6 hours

June 8: 9 am: Please post your comments from chapter 1; hope you have given some thoughts about the topic you want to present to the class.

June 8th, 9 am – June 12th, 5 pm: discussion of Chapter 1 as well as comments on the topic for presentation (if it has been posted in the discussion).

June 8-12: Read Chapters 2 & 3 (pages 31-78) and be ready to post the comments by June 15th, Monday 9 am.

Outside readings + discussion + searching for a topic for presentation= 6 hours

June 15th, 9 am: Post your comments from chapters 2 & 3. Post your topic of presentation/paper, along with a brief summary of about 7-12 sentences.

June 15th, 9 am – June 19th, 5 pm: Discussion of chapters 2 & 3 as well as comments/suggestions about the topic of presentation of your classmates.

June 15 – 19: Read Chapters 4 & 5 (pages 79-127) and be ready to post your comments by June 22nd 9 am. Post a brief (about a paragraph of about 6-10 sentences) summary of your presentation that includes title, introduction, and possible resources, e.g., names of journals

Outside readings + discussion + searching for a topic for presentation= 6 hours

June 22nd, 9 am: Post your comments from chapters 4 & 5.

June 22nd, 9 am –June 26th, 5 pm: Discussion of chapters 4 & 5 as well as comments/suggestions about the posted introduction and possible resources of your classmates.

June 22-26: Read Chapters 6 & 7 (pages 131-189) and be ready to post your comments by June 29th 9 am. Post a brief (about a paragraph of about 6-10 sentences) summary of your presentation that includes possible ways of exploring; and what would be possible findings.

Outside readings + discussion + searching for a topic for presentation= 6 hours

June 29th, 9 am: Post your comments from chapters 6 & 7.

June 29th, 9 am -July 3rd, 5 pm: Discussion of chapters 6 & 7 as well as comments/suggestions about the posted introduction and possible ways of exploring; and what would be possible findings.
June 29-July 3: Read Chapters 8 & 9 (pages 190-230) and be ready to post your comments by July 6th 9 am. Post a brief (about a paragraph of about 6-10 sentences) summary of your presentation that includes Conclusions, Implications, and Future Directions.

Outside readings + discussion + searching for a topic for presentation= 6 hours

July 6th, 9 am: Post your comments from chapters 8 & 9.

July 6th, 9 am: Post the presentations by ONLY GROUP 1.

July 6th 9 am –July 10th Noon: Discussion/comments and responses from the presenters for the issues raised.

July 13th, 9 am: Post the presentations by GROUP II ONLY.

July 13th 9 am –July 17th Noon: Discussion/comments and responses from the presenters for the issues raised.

Outside readings + discussion = 6 hours

July 20th, 9 am: Post the presentations by GROUP III ONLY.

July 20th 9 am –July 24th Noon: Discussion/comments and responses from the presenters for the issues raised.

Outside readings + discussion = 6 hours

July 27th, 9 am: Post the presentations by GROUP IV ONLY.

July 27th 9 am –July 31st Noon: Discussion/comments and responses from the presenters for the issues raised.

Outside readings + discussion = 6 hours

August. 3, 9 am: Post the presentations by GROUP V ONLY

Aug. 3-4: Please read chapters 10 & 11 (233-284) and be ready to post your comments by Aug. 5th 9 am.

Outside readings + discussion = 6 hours

Aug. 5th, 9 am –Aug. 7, 5 pm: Discussion of Chapters 10 & 11

Outside readings + discussion = 6 hours

Aug. 10th, 5 pm: TERM PAPER DUE

Outside readings + discussion = 6 hours
Aug. 10th 9 am – Aug. 12th, Noon; Unfinished topics/discussions, . . .

Good luck.