

CALIFORNIA STATE UNIVERSITY, FULLERTON  
College of Education  
**Elementary and Bilingual Education**  
**EDEL 594: Research Seminar**  
**Spring 2018**

Instructor: Dr. Amy Cox-Petersen  
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Table 1: Education Unit Conceptual Framework

## EDUCATION UNIT CONCEPTUAL FRAMEWORK



**Mission**  
The College of Education is committed to the preparation and professional development of innovative and transformative educators who advance just, equitable, and inclusive education. As a professional community of scholar-practitioners, we promote creativity, collaboration, and critical thinking as fundamental to student achievement and success in a diverse and interconnected world.

**Program Outcomes and Indicators**  
After successful completion of a program of study, our credential recipients and program graduates are:

- 1. Knowledgeable and Competent Specialists who**
  - a) demonstrate a strong foundation of knowledge
  - b) implement effective practice
  - c) use current technologies for teaching and learning
- 2. Reflective and Responsive Practitioners who**
  - a) advance just, equitable, and inclusive education
  - b) make informed decisions
  - c) participate in collaborative endeavors
  - d) think critically and creatively
- 3. Committed and Caring Professionals who**
  - a) demonstrate leadership potential
  - b) maintain professional and ethical standards
  - c) engage in continuous improvement

## **PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES**

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit's conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions found in the [student resources section](#) of the COE website and at <http://ed.fullerton.edu/current-students/student-resources/>.

## **RESPONSE TIME**

Email questions will be answered within a 48-hour period (but typically within 24 hours), excluding weekends and holidays. Email communication is best. The instructor may also be reached by phone during office hours; else, leave a message and the instructor will respond within a 48 hour period, excluding weekends and holidays. Response time to assignments is typically one week (excluding holidays) or as indicated on the syllabus or course site.

## **COURSE DESCRIPTION**

From the Course Catalog: Major theoretical positions in planning and interpreting classroom practices. Educational research findings, implications for curriculum development and teaching practices.

## **STUDENT LEARNING GOALS AND RELATED OBJECTIVES**

In this course, you will:

- A. Explore and examine major theories of learning; (NBPTS Propositions 1, 4)
- B. Complete a teacher research case study to identify, address, and answer a question in service of further informing your own professional development and practice in terms of the teaching and learning process; (NBPTS Propositions 1-5)
- C. Inform your case study and practice through current and relevant research literature. (NBPTS Propositions 1,4)

## **COURSE OBJECTIVES AND PROGRAM PROPOSITIONS**

Courses in our program are aligned with the core propositions established by the National Board for Professional Teaching Standards (NBPTS). There are five core propositions. More information is located at [http://www.nbpts.org/the\\_standards/the\\_five\\_core\\_propositio](http://www.nbpts.org/the_standards/the_five_core_propositio)

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Table 1: Alignment of course objectives, the Education Unit's student outcomes, five NBPTS core propositions, and course assignments (This table is also available in an alternate format on TITANium.)

Course Objectives	Program Outcomes	Professional Standards (NBPTS Core Propositions)	Activity or Assignment
Explore and examine major theories of learning	1a, 1b 2b 3a, 3c	<p><u>Proposition 1</u>: Teachers are committed to students and learning</p> <p><u>Proposition 4</u>: Teachers think systematically about their practice and learn from experience</p>	<ul style="list-style-type: none"> <li>• Course Readings, Comprehension Checks, and Exams</li> <li>• Exploration &amp; Personal Theory of Learning</li> <li>• Articles and Class Activities Related to Case Study</li> <li>• Web 2.0 Resource Review</li> <li>• Case Study: Literature Review</li> </ul>
Complete a teacher research case study to identify, address, and answer a question in service of further informing your own professional development and practice in terms of the teaching and learning process	1a , 1b, 1c 2a, 2b, 2d 3a, 3b, 3c	<p><u>Proposition 1</u>: Teachers are committed to students and learning</p> <p><u>Proposition 2</u>: Teachers know the subjects they teach and how to teach those subjects to students</p> <p><u>Proposition 3</u>: Teachers are responsible for managing and monitoring student learning</p> <p><u>Proposition 4</u>: Teachers think systematically about their practice and learn from experience</p> <p><u>Proposition 5</u>: Teachers are members of learning communities</p>	<ul style="list-style-type: none"> <li>• Case Study: I Wonder Reflection, Research Plan, Data Diaries, Final Paper / Presentation</li> <li>• Articles and class activities related to Case Study</li> </ul>
Inform your case study and practice through current and relevant research literature	1b, 1c 2b, 2c, 2d 3a, 3c	<p><u>Proposition 1</u>: Teachers are committed to students and learning</p> <p><u>Proposition 4</u>: Teachers think systematically about their practice and learn from experience</p>	<ul style="list-style-type: none"> <li>• Case Study: Literature Review</li> <li>• Web 2.0 Resource Review</li> <li>• Course Readings</li> </ul>

## REQUIRED TEXTS

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Ormrod, J.E. (2017). *Educational Psychology: Developing learners* (9<sup>th</sup> edition). Boston, MA: Pearson.

\*\*Additional articles will be posted on course site or available through the CSUF Library System (See tentative schedule for specific authors and titles)

## ATTENDANCE AND PARTICIPATION

Regular weekly participation is required for high levels of learning in this class. All students are expected to participate in weekly class sessions and activities posted on TITANium. Assignments will be posted each Monday by 1:00 pm and they are due the following Sunday by midnight, PST.

This course is offered completely online with no on-campus meetings. In an online course, attendance is measured by your *participation* in the online forum. *Participation refers to active involvement in class discussions and activities in this online forum.* Students will be placed in discussion groups for some of the weekly reading discussions and activities. Participation will be assessed on a weekly basis. Because this is an online course, there will be no alternative assignments for “missed class.” Students are required to complete all assignments by the instructor-determined deadlines.

**Online class policy:** It is expected that students participate in the online forum as is determined necessary for the weekly assignments. This may include, but is not limited to participating in discussion forums, working with group members on a common project, and conducting individual research related to course projects.

You are expected to log onto TITANium at least two times per week to view course content, weekly expectations and announcements, and to respond to discussion forums. Be sure to check your CSUF email and the TITANium site because I will be emailing information and posting weekly activities. **Students are individually responsible for staying abreast of due dates, course expectations, and course updates.** Before emailing your instructor with questions about an assignment, be sure to carefully review the syllabus, the assignment, and news posts for information. The information you seek will be detailed generally in one of these places.

### Instruction Interruption Plan

In case of interruption of on-campus instruction, please check the course TITANium site for weekly instructional activities, which may include multimedia presentations, discussion forums, group work, and text and electronic readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: (657) 278-4444.

## GRADING POLICY AND GRADING STANDARDS FOR THE COURSE

Assignments for this course are intended to provide you with both a theoretical and practical understanding of major theoretical positions in planning and interpreting classroom practices. It is expected that all students make assignments relevant to their teaching experiences and personal interest in education. Assignments will be submitted via TITANium unless specified otherwise. Written assignments must be typed, double-spaced, 12-point font, and professionally presented including accurate spelling, grammar, punctuation, etc. All assignments must follow APA guidelines for style and format, including citations and references.

The following assignment descriptors are overviews. More detailed assignment descriptions and grading resources (e.g., rubrics) will be provided in class and/or posted to TITANium prior to assignment due dates.

**Assignments** (Course Points Total 100)

Weekly Assignments	20 points (1.5 points each week/.5 during Week 15)
Midterm Exam (online)	20 points
2.0 Resource Presentation	15 points
Case Study Inquiry	25 points
<ul style="list-style-type: none"> <li>• <i>I Wonder Reflection</i> 5 points</li> <li>• <i>Research Plan</i> 5 points</li> <li>• <i>Literature Review</i> 10 points</li> <li>• <i>Project Presentation</i> 5 points</li> </ul>	
Case Study Final Project	20 points

**Weekly Assignments and Participation** (Course Objective A; Due Sundays by midnight PST, 1.5 points each week except for Week 15 [.5 points] and no assignment during Midterm week).

Our class time draws from your participation and preparation. Therefore, it is important that you complete your readings and participate in weekly activities posted on TITANium. The format sometimes varies, but all assignments will be posted each Monday about 1:00 pm and they are due the following Sunday by midnight, PST. The Ormrod text chapters listed each week are the primary focus of the assignments, in addition to related journal articles that may be listed on Titanium.

**Midterm Examination** (Course Objective A; Due Week 9)

A critical aspect of your being “a master of your science” (as denoted by your impending master’s degree) is that you have developed a significant body of knowledge that you can bring to bear as you critically analyze issues of theory, research and practice. A midterm examination provides you with the opportunity to demonstrate your mastery of your evolving body of knowledge and related skills. The format of the online exams will be based in part on input from class forums, course readings, and text chapters. You can expect about 40 questions consisting of multiple choice, true false, and/or short essays.

**Web 2.0 Resource/Diverse Learning Strategies** (Course Objective C, due Weeks 10-14, 15 points)

Learning tools continue to evolve. This course gives you the opportunity to explore and analyze a digital learning tool that will appeal to different types of learners. You will work with a small group (selected during Week 2 of class). Each group will select a Web 2.0 tool available to young people via the Internet **and** a peer-reviewed journal article that addresses learning issues pertinent to that type of tool. The class will be divided into 5 different groups (about 4 people in each group—5 people in one of the groups). Your group will:

- interact with the tool
- create an example using that tool as a *learning resource* (e.g, *Vodcasts, Glogster, Google Earth, Flip Grid*, etc.)
- create and post an electronic presentation (such as a narrated *PowerPoint, Prezi, Keynote*, etc.) about the tool and how it contributes to different types of learning styles

- provide at least two open-ended questions related to your tool for your classmates to respond to on the TITANium course forum (during the week you present)
- Facilitate the discussion related to your questions.

### **Case Study** (Course Objectives B and C; Due throughout the semester; 45 points total)

The purpose of the Learning Case Study is help you gain skill in understanding learners and in observing and interpreting information about student learning with the ultimate aim of improving your instruction as a teacher.

To inform you, and therefore, your teaching, you will conduct a case study of 2-5 students in your own classroom, an after-school program, or similar location. While you will select the students and the topic of the study, ***the basis of your study must be how students learn***. When selecting your case study students, at least one of the students should be culturally, linguistically, geographically, or academically different from you as their teacher. For example, if English is your first language, you may select a student whose first language is not English. Another example is to broaden your understanding of exceptionalities by including a student in your study who is visually impaired, physically challenged, gifted, has processing difficulties, etc.

You may choose to conduct home visits with the student and their family as part of your case study, or you can study the student within a formal classroom or informal learning setting.

A variety of methods will be used to explore student learning such as observing, interviewing, collecting artifacts, and writing field notes. A major key is to *systematically* collect data. Your case study also will be informed by a review of research literature. To assist in the process, there are multiple stages of development. These stages will be addressed in class and will be completed as part of the case study paper.

***a. I Wonder/Reflection Paper*** (Due Week 3, 5 points) – Identify the question(s) you have about student learning. What do you wonder about learning in your classroom or other learning setting? What would you like to know more about in terms of how your students learn? How has your thinking evolved or led to your “wonderments”? The emphasis is on student learning, not teaching or instructional strategies. Conclude with a possible open-ended (not yes or no; not comparison, i.e., “which is better?”) research question and any sub-questions you might like to pursue in this course.

Create a concept map using an online tool (e.g., Inspiration, Bubbl.us, Popplet) or hand-drawn and scanned image (or alternative that you may propose) that demonstrates your wonderings about student learning. Optional: Upload your concept map to VoiceThread and narrate your wonderings orally (or you may write them in narrative form). In your narration, expand on your thoughts rather than simply repeat the information provided in the visual.

Use the following questions to guide the development of your map and to narrate your wonderings:

- What do you wonder about learning in formal (e.g., school) or informal learning (e.g., after-school, museums, aquariums, science camps) settings?
- What would you like to know more about in terms of how students learn in these areas and within a specific subject?
- What do you wonder about the ways students’ background or identity influence or relate to learning?
- How have your personal and professional experiences led to your “wonderments”?

**Remember that the emphasis is on student learning**, not teaching or instructional strategies. This is not an experimental or intervention study. It is an opportunity for you to engage with students and inquire about their learning preferences, successes, and challenges.

You will share your link and give feedback to two other people. *Evaluation will be based on three criteria: (a) depth of your responses, (b) meeting the expectations for the assignment (e.g. posting on time, providing the necessary information listed in the assignment descriptor above), and (c) your writing/narration quality.*

**b. Inquiry Plan** (Due Week 5, 5 points) – The purpose of the Inquiry Plan is to formulate the design of your project. You will describe how you will systematically approach your research. It will include determining what data are relevant, how you will collect data, and the techniques you will use to analyze your data. To avoid superficial treatment of your question, a variety of data collection strategies should be used. You will need to specify your intentions of how you will achieve a richness and depth of data. You will post your research plan on Titanium and share with other students. ***In a graphic organizer (chart, concept map, etc.):***

- Describe your students for the case study, including background information that is relevant to your study such as race/ethnicity, gender, class, sexual orientation, language, exceptionalities, or geography.
- Describe how you will systematically approach your research, including
  - how you will determine what data are needed,
  - how you will collect data,
  - how you will achieve a richness of data (i.e., different types of data collection such as drawings, interviews, observations, work samples),
  - what techniques you will use to analyze your data (i.e., looking for patterns within interviews and observations, counting frequencies, etc.).
- Present a timeline for your case study data collection and analysis.

*Evaluation will be based on three criteria: (a) depth of your ideas, meeting the expectations for the assignment (e.g. posting on time, providing the necessary information listed in the assignment descriptor above), and (c) your writing quality.*

**c. Review of Research Literature** (Due Week 7 - 10 points) -The purpose of the Review of Research Literature is to inform you, your teaching, and your research project by way of current and relevant research literature. Locate and obtain *at least* six scholarly references applicable to your case study. The references should represent key works by major authors with at least three being empirical research (i.e., having participants and using systematic data collection). The paper should be about **5 pages** and contain an introduction, integrated and conceptually organized paragraphs (rather than separate paragraphs for each author), conclusion, and references. You will submit your literature review within a designated area on the Titanium course site.

**d. Case Study Presentation** (Due Week 15, 5 points) - You will provide a presentation in the form of *Powerpoint, Prezi, Keynote*, or similar related to “e” below (5 points). You will post this presentation on the course Titanium site. You will be required to view your classmate’s presentations as well. Within the presentation of your findings, make sure you include examples of your students’ work, interview quotations, photos, and/or other samples (e.g., audio recorded reflections work well).

**e. Case Study Final Culminating Paper** (Due Exam Week - 20 points) – Your Final Paper should be about **10-12 well-written pages** (excluding appendices) with appropriate use of APA style, references, and citations. The Final Paper represents your findings that relate to answers to your questions supported by the review of research literature and the implementation of your research plan. More than a simple description, the final paper is an analysis that provides the reader insight into the realities of teaching and learning today. Grading criteria for the final paper will include the quality and description of your (a) topic, research questions and methods, (b) description and analysis of the data collected (c) conclusions; and the linkage with learning theories and research. Parts of a, b, and c (above) may be incorporated into this final paper.

**Overall Grade Percentage Breakdown**

A 94 – 100%      B+ 87-89.9%      C+ 77-79.9%      D+ 67-69.9%      F Below 60%

A- 90 - 93.9%      B 84 – 86.9%      C 74 – 76.9%      D 64 – 66.9%

B- 80 – 83.9%      C- 70 – 73.9%      D- 60 – 63.9%

**ATTENDANCE POLICY**

Students are expected to participate in the course each week. Participation includes attending class, small group sessions each week posted ONLINE.

**EXTRA CREDIT OPTIONS**

None.

**LATE ASSIGNMENTS**

Late assignments will be accepted with an automatic 10%-point penalty (per each week late).

**UNIVERSITY INFORMATION****TITANium**

As a registered student you are enrolled in TITANium. You may access TITANium for all your classes by clicking on your student portal, found on the CSUF website. Problems? Contact (657) 278-5619. If you still need more help, contact (657) 278-8888. Check TITANium weekly, the night before class, for any pertinent or last minute, updated information.

**Students with Special Needs**

Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Disability Support Services Office in order to be accommodated in their courses. University Policy Statement (UPS) 300.000 [www.fullerton.edu/dss/](http://www.fullerton.edu/dss/)

**Academic Dishonesty Policy**

Academic dishonesty includes such things cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one's own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021, found at the UPS section of the Academic Senate website. See <http://www.fullerton.edu/senate/>.

unauthorized use or close imitation of the language or thoughts of another author and the representation of them as one's own original work" (Random House Dictionary of the English Language, 1987). All books or articles must be cited correctly in APA format throughout the document and be included in a reference section. All sources of reference from which you take quotations, major theories or concepts, or instructional materials for lesson plans or papers must be cited correctly. Assignments that contain plagiarized work will result in a grade of zero with possible action taken as noted in the university policy.

All works from which you draw theories, quotations, or instructional materials must be cited in the Reference section of your project using APA citations. Works obtained electronically through the Internet are included. You may not reproduce copyrighted work without explicit permission from the publisher. Faculty in the Department of Elementary and Bilingual Education take academic dishonesty violations very seriously, and dishonesty can result in a failing grade in this course as well as further penalties. Additional campus resources: <http://guides.library.fullerton.edu/AIT/index.html>

### **Two week plan for distant instruction should on-campus instruction be interrupted**

In case of instruction interruption, please check the course website for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via TITANium groupings), and text and electronic readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444

### **Emergency Contact**

In the event of emergency, contact the University Police at (657) 278-3333. [Additional information can be found at the CSUF Emergency Preparedness website.](#)

### **Library Support**

Pollak Library Assistance available for Online Students with [online instruction guidelines are available on the CSUF library website.](#)

### **Policy on Retention of Student Work**

It is the student's responsibility to request the return of student work within one semester after a grade is assigned for the related course(s). If a student does not request the return of their work within that time, the faculty has no further obligation to retain said work. Student work need not be returned to the student at State expense. For more information, see UPS 320.005.

([http://www.fullerton.edu/senate/documents/PDF/300/UPS320.005\\_Retention\\_Student-Work\\_effec\\_8-16-13.pdf](http://www.fullerton.edu/senate/documents/PDF/300/UPS320.005_Retention_Student-Work_effec_8-16-13.pdf))

## **TECHNICAL REQUIREMENTS**

Minimum hardware and software specifications:

Computer system capable of color, sound, video with an operating system installed after 2000

A monitor capable of displaying information at least 800X600 pixels

High Speed Internet connection

CSUF Email account (with attachment capability)

Plug-ins: Adobe PDF reader, Real Player, Flash

Software: Microsoft Office Word, PowerPoint, Excel

Prerequisite technical competencies:

It is expected that students are proficient at

- the use of the Internet for email (including the use of attachments)
- the use of a word processor
- making a PowerPoint presentation
- using CSUF's library online resources (Wilson Web, EBSCO, ERIC)
- TITANium course delivery system.

Support:

This course utilizes CSUF's TITANium teaching and learning environment and students will be given some guidance on the specific uses required for this course; however, students are encouraged to seek assistance via technical assistance from CSUF Help Desk (<http://fullerton.edu/it/helpdesk> or 657-278-8888).

Communication policy:

The primary means for communication will be the use of TITANium email and announcements. Students should check their CSUF email several times a week. Students are solely responsible for staying abreast of due dates, course expectations and course updates. If you are not receiving emails, please contact the help desk.

**TENTATIVE SCHEDULE WEEKS 1-12**

<b>Week</b>	<b>Class Topics &amp; Student Activities</b>	<b>Assignments Due</b>
Week 1 Jan. 22-28	<b>Intro Class Session: Teaching and Educational Psychology</b>	Ormrod, Chapter 1
Week 2 Jan. 29-Feb.4	<b>Cognitive and Linguistic Development</b>	Ormrod, Chapter 2
Week 3 Feb 5-11	<b>Personal and Social Development</b>	Ormrod, Chapter 3 <b>"I Wonder "due</b>
Week 4 Feb 12-18	<b>Group Differences</b>	Ormrod, Chapter 4
Week 5 Feb. 19-25	<b>Individual Differences and Special Needs</b>	Ormrod, Chapter 5 <b>Inquiry Plan Due</b>
Week 6 Feb. 26-Mar. 4	<b>Learning, Cognition, and Memory</b>	Ormrod, Chapter 6
Week 7 Mar. 5-11	<b>Complex Cognitive Processes</b> <b>Learning and Cognition in Context</b>	Ormrod, Chapters 7 & 8 <b>Literature Review Due</b>
Week 8 Mar. 12-18	<b>Behaviorist Views of Learning</b>	Ormrod, Chapter 9
Week 9 Mar. 19-25	<b>Midterm Exam: Chapters 1-9</b> Posted Online March 12 by 1:00 pm. Due by Sunday, May 18 at midnight. You will have two hours to complete the exam during this time period.	Ormrod, Chapters 1-9 <b>Midterm Exam</b>
Week 10 Mar. 26-April 1	<b>Spring Break – no class</b>	
Week 11 April 2-8	<b>Social Cognitive Views of Learning</b>	Ormrod, Chapter 10 <b>Web 2.0 Group 1</b>
Week 12 April 9-15	<b>Motivation and Affect</b>	Ormrod, Chapter 11 <b>Web 2.0 Group 2</b>
Week 13 April 16-22	<b>Instructional Strategies</b>	Ormrod, Chapter 12 <b>Web 2.0 Group 3</b>

Week 14 April 23 - 29	<b>Creating a Productive Learning Environment</b>	Ormrod, Chapter 13 <b>Web 2.0 Group 4</b>
Week 14 April 30 – May 6	<b>Classroom Assessment Strategies</b>	Ormrod, Chapter 14 <b>Web 2.0 Group 5</b>
Week 15 May 7-13	<b>Summarizing Students' Achievements and Abilities</b> <b>Case Study Presentations</b>	Ormrod, Chapter 15 <b>Case Study Presentation</b>
Finals Week May 14-18	<b>Final Exam: Case Study Culminating Project</b> <b>Due Thursday, May 17 by midnight PST</b>	<b>Case Study Findings/Final Project</b>

