Continuing Education
1717 S. Chestnut Ave.
Fresno, CA 93702-4709
(800) 372-5505
https://ce.fresno.edu

EDU-930: Student-Centered Learning

Independent Study Online Course Syllabus

Instructor: Mabel W. Franks, Ed.D. **Phone:** (559) 292-5315 **Email:** mabel.franks@fresno.edu	**Number of Graduate Semester Units:** 3 units **Target Audience:** K-14TH grade teachers **Course Access:** https://connect.fresno.edu

Course Description

This course is designed to capture students' attention with academic activities that motivate, inspire and encourage active student learning, collaboration and responsibility for learning. The what, why and how of student-centered learning, collaboration and 21st century skills provide multiple opportunities to investigate, assess, evaluate and plan student-centered, student-directed and student-produced units of study, K-14, in self-selected curriculum areas. An easy-to-follow step by-step process is used to identify topics, develop student-centered tasks and assess understanding. A wide variety of exciting ideas, examples, CCSS-aligned lessons, website resources and videoed classroom observations offer practical teaching and learning support, K-14. An emphasis is placed on the integration of literacy and technology across the curriculum. Exit with a toolkit full of ideas and a completed self-selected project, ready for implementation. The online course aligns with CCSS, NCTE, CCSS, CCR, NSBTS, standards.

Note: Required book must be acquired separately.

Required Texts and Course Materials

Book: Frey, N., Fisher, D. & Everlove, S. (2009). Productive Group Work. ASCD. ISBN13: 978-1-4166-0883-7 https://www.amazon.com/Productive-Group-Work-Students-Understanding/dp/1416608834

Note: Students are responsible for purchasing their own textbook, analyzing the content, and applying what they learned to the course assignments. You are welcome to purchase used, e-book, or new versions to save money. You can order the book directly from the publisher or from one of several discount aggregators (for example): https://amazon.com

Online Resources: Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are utilized throughout the course and will link to the appropriate information when clicked. These include videos, podcasts, worksheets, online activities, journal articles and other resources.

Canvas: This course will be delivered totally online. Canvas is a web-based learning management system (LMS) that provides students access to online resources, documents, videos, assignments, quizzes, forums, etc. Canvas is easy to learn and has a user-friendly interface.

Course Dates

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks for a 3-unit course (one week per unit).

National Standards Addressed in This Course

National Board for Professional Teaching Standards (NBPTS)
(http://www.nbpts.org/standards-five-core-propositions/)

First published in 1989 and updated in 2016, *What Teachers Should Know and Be Able to Do* articulates the National Board's Five Core Propositions for teaching. The Five Core Propositions - comparable to medicine's Hippocratic Oath — set forth the profession's vision for accomplished teaching. Together, the propositions form the basis of all National Board Standards and the foundation for National Board Certification. Course assignments have been designed so students can demonstrate excellence against these professional teaching standards whenever possible.

- Proposition 1: Teachers are committed to students and their learning
- Proposition 2: Teachers know the subject they teach and how to teach those subjects to students
- Proposition 3: Teachers are responsible for managing and monitoring student learning
- Proposition 4: Teachers think systematically about their practice and learn from experience
- Proposition 5: Teachers are members of learning communities

National Educational Technology Standards for Teachers (NETS-T)
(http://www.iste.org/docs/pdfs/nets-t-standards.pdf?sfvrsn=2)

Effective teachers model and apply the NETS·S as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. NETS-T standards addressed in this course include:

1. Facilitate and inspire student learning and creativity
2. Design and develop digital age learning experiences and assessments
3. Model digital age work and learning
4. Promote and model digital citizenship and responsibility
5. Engage in professional growth and leadership

Common Core State Standards (CCSS) (www.corestandards.org)

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy

This course references and integrates the Common Core Standards to:

- Create an understanding and acquire knowledge about the standards and how they apply to teaching and learning in the 21st Century
- Apply and assess a wide range of strategies aligned with the standards to comprehend, interpret, evaluate information to create new meaning.

- Conduct research and generate ideas related to the new Common Core Standards (CCSS) and to the College and Career Readiness Anchor Standards (CCR).

Common Core Language Arts (K-5) and Literacy Standards (6-12) addressed in course assignments include:
- Reading for Literature: RL 1-9
- Reading for Information: RI 1-10
- Writing: W 1-9
- Speaking and Listening: SL 1-6
- Language Standards: L1-6

Students may elect to focus on CC History/Social Science Standards that may include, but will not be limited to:
- History/Social Science: RH 1-10
- Science/Technical Subjects: RST 1-10

Common Core Math Standards. Students may elect to focus on CCSS K-8 Math Standards that may include, but are not limited to:
- OA 1-4, 8-9, RP 1-3; NS 2-7, MD 2-4, MD 7-10, EE 1-9; SP 1-5; G 1-5, NF 1-7;

CCSS High School Math Standards may include, but are not limited to:
- NQ 1-3, Algebra: N.CN 1-5, NC 1-6, SSE 1-3, PR 1- 4; CED 1-4; RE 1-3; Geometry: CO 1-4, MD 1-3, PE 1-3.

Continuing Education Student Learning Outcomes (CE-SLO)

CE-SLO 1	Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE-SLO 2	Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE-SLO 3	Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE-SLO 4	Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE-SLO 5	Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE-SLO 6	Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

Course Student Learning Outcomes (C-SLO)

Student Learning Outcomes for This Course By the end of this course student will be able to:		National Standards Addressed*	CE-SLO Addressed**
C-SLO 1	Synthesize and create new knowledge about student-centered learning, conditions for learning, and 21st Century skills	NBPTS 1, 3, 4, 5, 6, 7	CE 1, 2, 4, 6
C-SLO 2	Critically read a variety of materials to build background knowledge on student-centered learning and characteristics of the digital student, 21st C. skills and CCSS	NBPTS 1, 3, 4, 5, 6, 7	CE 2, 5
C-SLO 3	Discuss the role student-centered activities play in learning and student academic success, including second language learners and students of poverty	NBPTS 1, 3, 4, 5, 6, 7	CE 2, 4
C-SLO 4	Explain and apply research as it relates to critical thinking, creative thinking, problem solving, collaboration and communication.	NBPTS, 3, 4, 6, 7	CE 1, 2, 4, 6
C-SLO 5	Reflect on prior learning experiences to make connections between problem solving, critical thinking, reading, writing, speaking, listening, learning and development of 21st C. CCR skills.	NBPTS 1, 6, 7	CE 1, 2, 3, 4
C-SLO 6	Use a variety of resources, including technology and on-line resources to gather and synthesize ideas and information related to student-centered learning.	NBPTS 6, 7	CE 4, 6
C-SLO 7	Exhibit through writing an understanding of student-centered learning, relevancy and respect for diverse learning	NBPTS 1, 4, 5, 7	CE 1, 2, 4, 5
C-SLO 8	Demonstrate an understanding of the importance student-centered learning plays in academic success and apply a range of strategies that support application of problem solving, critical thinking, collaboration, technology and communication skills	NBPTS 1, 3, 4, 5, 6, 7	CE 1, 2, 6
C-SLO 9	Identify how the digital native, 21st Century work skill needs and the growth of online learning intersect to impact education in the United States.	NBPTS 1, 4, 5, 7	CE 4, 5, 6
C-SLO 10	Develop a student-centered unit of study or project that emphasizes problem solving, critical thinking, research, collaboration, communication and technology skills and differentiates approaches to learning to meet the needs of individual students.	NBPTS 1, 3, 4, 5, 6, 7	CE 1, 2, 3, 4, 5, 6

* Please refer to the section on **National Standards Addressed in This Course**

** Please refer to the section on **Continuing Education Program Student Learning Outcome**

Topics, Assignments, and Activities

Module Title	Module Assignments and Activities	Points Possible
Welcome Module	• Welcome Video • Course Syllabus • Introduce Yourself Forum	 10 pts
Module 1 – Preparing Students for the 21st Century	• Activities: • View 21st C. Work Skills videos • Read Preparing 21st C Students for a Global Society, pp. 1-6 • Assignments: • 1.1: 21st Cent-Ready Students (Forum) • 1.2: 4C Skills and Strategies	 10 pts 15 pts
Module 2 – Making Connections	• Activities: • Read How Student Centered Is Your Classroom? • Read Productive Group Work, Introduction Read, Preparing 21st C Students for a Global Society, Collaboration, pp19-23 • Assignments: • 2.1: Relationship between CCSS, SCL and Collaborative Learning • 2.2: Role of Teacher-Director/Facilitator • 2.3 Whole Class vs Small Group Learning	 15 pts 15 pts 15 pts
Module 3 – Setting the Stage for Purposeful Learning	• Activities: • View Carol Dweck's video Mindset I • Read Productive Group Work, Chapter 1 • View Determining the Central Idea of a Text • View Adapting Actions with Lesson • View Norms, Procedures, Structures • Assignments: • 3.1: Conditions for Learning (Forum) • 3.2 Meaningful Tasks and Purposeful Group Learning • 3.3 Observable Conditions for Learning	 10 pts 15 pts 15 pts
Module 4 – Collaboration and Interdependence	• Activities: • Read Productive Group Work, Chapter 2 • Read Preparing 21st C Student, Collaboration • View Reciprocal Teaching • View Active Learning • Assignments: • 4.1 Approaches to Pos Interdependence • 4.2 Reciprocal Teaching	 15 pts 15 pts
Module 5 – Communication Skills- Speaking and Listening	• Activities: • Read Productive Group Work, Chapter 3 • Read Preparing 21st C Students Communication • View the video, PBIS / View the video, Talking Chips • Assignments: • 5.1: Language of Learning • 5.2: 21St Century Communication Skills • 5.3: SCL Toolkit, Part A- Speaking and Listening	 15 pts 15 pts 25 pts

Module Title	Module Assignments and Activities	Points Possible
Module 6 – Individual and Group Progress Checks, Assessments and Accountability	• Activities: • Read Productive Group , Chapter 4, 5 and - 6 (pp. 51-96) • View Group Assessments • View Groupwork: Collaborative Skills • View Formative Assess-Concept Maps • View Strategies –Open-Ended Questions • Assignments: • 6.1: Individual/Group Self-Assessments • 6.2: Setting Student Expectations (Forum) • 6.3: Toolkit, Part B- Assessments/Accountability	15 pts 10 pts 25 pts
Module 7 – Reading and Writing across the Curriculum	• Activities: • View reading and writing strategies- Graphic Organizers, Literature Circles, GIST, and Mind Mapping • View High School Group Writing • Assignments: • 7.1: Collaborative Reading-Writing • 7.2: Toolkit, Part C-Reading/Writing	15 pts 25 pts
Module 8 – Critical Thinking and Inquiry	• Activities: • Read Preparing 21st C St, Critical Thinking • View 8 Thinking Maps • View Socratic Questioning • View Mystery Strategy • Assignments: • 8.1: Critical Thinking (CT) Skills • 8.2: Collab Inquiry/Critical Thinking • 8.3: Toolkit, Part D-Critical Think/Inquiry	15 pts 15 pts 25 pts
Module 9 – Creativity, Innovation, Choice and Differentiation	• Activities: • View Teaching Innovation/Problem Solving • Read Choice • Read Environments that Support Creativity • Read Preparing 21st Century Students, Creative Thinking, pp. 24-29. • Assignments: • 9.1 Differentiation and Interdependence • 9.2 Planning for Creativity and Innovation • 9.3: SCL Toolkit, Part E: Creativity/Innovation	15 pts 25 pts 25 pts
Module 10- Integrating Technology Tools and Strategies	• Activities: • Read Using Technology with Classroom Instruction that Works • View Movie Ticker Prices • View 5 Amazing Examples of Collaborative Technology • Assignments • 10.1: Technology Integration • 10.2: SCL Toolkit, Part F: Technology Integration	15 pts 25 pts

Module 11- Preparing for Success	• Activities: • View Taking Assessment to Task • View Proportion and Relationships • Assignments: • 11.1: Evaluating SCL Lesson Quality • 11.2 Creating Conditions for Learning	 15 pts 15 pts
Module 12- Putting It All Together	• Activities: • Read 20 Collaborative Learning Tips • Assignments: • 12.1 Signature Project or Unit of Study • 12.2: Exemplary Instructional Strategy (Forum)	 75 pts 10 pts
Course Wrap-up – Grading and Evaluation	• Final Reflection Forum • Course Evaluation • Course Completion Checklist • Grade Request / Transcript Request	
	TOTAL POINTS	**570 points**

Grading Policies, Rubrics, and Requirements for Assignments

Grading Policies

- Assignments will be graded per criteria presented in the course rubrics.
- A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)
- The discernment between an A or a B letter grade is at the discretion of the instructor based on the quality of work submitted (see course rubrics).
- Coursework falling below a B grade will be returned with further instructions.
- All assignments must be completed to receive a grade and are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

Grading Rubrics

Grade	Percent	Description	Rubric
A	90-100%	Excellent	Meets all course / assignment requirements with significant evidence of subject mastery and demonstration of excellent graduate level professional development scholarship.
B	80-89%	Very Good	Adequately meets criteria for all course/assignment requirements - demonstrates subject competency with very good graduate level professional development scholarship.
NC	Below 80%	Unacceptable	Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable graduate level professional development scholarship.

Writing Requirements

- **Superior:** Writing is clear, succinct, and reflects graduate level expectations. Clearly addresses all parts of the writing task. Maintains a consistent point of view and organizational structure. Includes relevant facts, details, and explanations.

- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling. Addresses most parts of the writing task. Maintains a mostly consistent point of view and organizational structure. Includes mostly relevant facts, details, and explanations.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling. Does not address all parts of the writing task. Lacks a consistent point of view and organizational structure. May include marginally relevant facts, details, and explanations.

Lesson Plan Requirements

- **Superior:** Instructional goals and objectives clearly stated. Instructional strategies appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is clearly delineated and authentic. All materials necessary for student and teacher to complete lesson clearly listed.
- **Standard:** Instructional goals and objectives are stated but are not easy to understand. Some instructional strategies are appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is present. Most materials necessary for student and teacher to complete lesson are listed.
- **Sub-standard:** Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Instructional strategies are missing or strategies used are inappropriate. Method for assessing student learning and evaluating instruction is missing. Materials necessary for student and teacher to complete lesson are missing.

Instructor/Student Contact Information

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous posting forums. Students are provided with instructor contact information in the event they want to make email or phone contact. In addition, students are encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

Forums

Participation is an important expectation of this course and all online courses. Online forums promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. Forum postings are open to be viewed by all students in the course, so do not post sensitive or personal information about your students. While students may not be engaging with the same students throughout this course, they will be expected to offer comments, questions, and replies to the forum questions whenever possible. The faculty role in the forums is that of an observer and facilitator.

Coursework Hours

Based on the Carnegie Unit standard, a unit of graduate credit measures academic credit based on the number of hours the student is engaged in learning. This includes all time spent on the course: reading the textbook, watching videos, listening to audio lessons, researching topics, writing papers, creating projects, developing lesson plans, posting to discussion boards, etc. Coursework offered for FPU Continuing Education graduate credit adheres to 45 hours per semester unit for the 900-level courses. Therefore, a student will spend approximately 135 hours on a typical 3-unit course.

Services for Students with Disabilities

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to https://www.fresno.edu/departments/disability-access-education.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled per the procedures set forth in the Fresno Pacific University Catalogue and Handbook - https://handbook.fresno.edu/graduate/academic-policies

Technology Requirements

To successfully complete the course requirements, course participants will need Internet access, can send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet. Please remember that the instructor is not able to offer technical support. If you need technical support, please contact your Internet Service Provider.

Getting Help with Canvas: If you need help with Canvas, please contact the FPU Help Desk by phone: (559) 453-3410 or email: helpdesk@fresno.edu. Help is available Mon-Fri 8:00 am to 7:00 pm.

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to request their final grade by accessing the form at ce.fresno.edu/grade-request. Once the instructor receives the request and posts their final grade, students will receive an email communication from the University. Please allow at least two weeks for the final grade to be posted before you order your transcripts online.

University Policies and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at https://www.fresno.edu/departments/registrars-office/academic-catalogs.

Fresno Pacific University Student Learning Outcomes (FPU-SLO)

FPU-SLO 1	**Student Learning Outcomes Oral Communication:** Students will *exhibit* clear, engaging, and confident oral communication – in both individual and group settings – and will critically *evaluate* content and delivery components.

FPU-SLO 2	**Written Communication:** Students will *demonstrate* proficient written communication by *articulating* a clear focus, *synthesizing* arguments, and utilizing standard formats in order to *inform* and *persuade* others.
FPU-SLO 3	**Content Knowledge:** Students will *demonstrate* comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
FPU-SLO 4	**Reflection**: Students will *reflect* on their personal and professional growth and *provide evidence* of how such reflection is utilized to manage personal and vocational improvement.
FPU-SLO 5	**Critical Thinking:** Students will *apply* critical thinking competencies by *generating* probing questions, *recognizing* underlying assumptions, *interpreting* and *evaluating* relevant information, and *applying* their understandings to new situations.
FPU-SLO 6	**Moral Reasoning:** Students will *identify* and *apply* moral reasoning and ethical decision-making skills, and *articulate* the norms and principles underlying a Christian worldview.
FPU-SLO 7	**Service**: Students will *demonstrate* service and reconciliation as a way of leadership.
FPU-SLO 8	**Cultural and Global Perspective:** Students will *identify* personal, cultural, and global perspectives and will employ these perspectives to *evaluate* complex systems.
FPU-SLO 9	**Quantitative Reasoning**: Students will accurately *compute* calculations and symbolic operations and *explain* their use in a field of study.
FPU-SLO 10	**Information Literacy:** Students will *identify* information needed in order to fully understand a topic or task, *explain* how that information is organized, *identify* the best sources of information for a given enquiry, *locate* and critically *evaluate* sources, and accurately and effectively *share* that information.