SED 370.003
Introduction to Pedagogy and Active Learning
Spring 2016; 11:00 - 12:15, McKibben Building, room 451

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Prerequisites: None

I. Course Description:

SED 370 – Introduction to Pedagogy and Active Learning (3 semester hours). An overview of the pedagogical skills and competencies needed to become effective, learner-centered teachers. SED 370 is a learner-centered experience exploring active learning patterns and practices.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes/ELL Standards):

Program Learning Outcomes:

The overall purpose of this course is to introduce students to the theory and practice of teaching in a learner-centered environment through the examination of basic pedagogical principles and their relationship to professional and pedagogical responsibilities compiled by the Texas State Board of Educator Certification (SBEC), and the five proficiencies for educators proposed by the Texas Education Agency (TEA). SED 370 will focus primarily...
on content found in Competencies 001, 002, and 007. A complete description of these 13 competencies may be viewed and/or downloaded at: www.sbec.state.tx.us/.

This course is designed to primarily address culturally relevant pedagogy, constructivist teaching and instructional strategies, and the further development of critical thinking skills. In so doing, in an effort to augment the student’s ability to affectively express ideas creatively both in writing and verbally, this course will not only examine the required text and selected articles, but important educational topics which will be posted on the class webpage, as well. In many ways, this is a hybrid course. All course assignments will be completed in D2L. Assignments are listed in ‘Dropbox’ and ‘Content’.

While an effort will be made to do so, in all likelihood, not all required assignments will be discussed in class. It goes without saying, that assignments are a vital portion of the course. That said, the final course grade evaluation and summary for each student enrolled in this course will be determined not only by the timely completion of the on-line assignments, but class participation, as well. *Class discussions* on various educational topics throughout the semester are essential for successful completion of the course, and to gain a better understanding of the educational profession and pedagogy. Regular attendance is required to pass the course.

**The mission of the James I. Perkins College of Education is to prepare competent, successful, caring, and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society.**

This course helps enable the pre-service candidate to:

- Understand the development, creation and adaptation of instruction and assessment for all students.
- Understand the purpose of education and philosophical perspectives including professional, legal and ethical issues.
- Understand an effective management for a diverse learner-centered classroom.
- Understand the importance of implementing and modifying instruction based on the needs of diverse students and incorporating technology as appropriate.
- Understand some strategies and methods for reading and literacy in various contents.

**Student Learning Outcomes:**

Students will be able to better:

- Define and illustrate the importance of a learner-centered environment and learner-centered instruction.
- Demonstrate an awareness of the cultural, ethnic, and racial diversity of the students in the secondary classroom.
- Demonstrate an awareness of environmental factors that influence the learning process.
- Demonstrate an awareness of the resources and legal issues surrounding students with special needs.
- Identify various learning styles.
- Identify the basic elements of productive student-centered communication.

This course, and the James I. Perkins College of Education, places an emphasis on and is committed to the following values:

- Academic Excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior
- Service that enriches the community

**College and Career Readiness Cross-Disciplinary Standards**

This course addresses cross-disciplinary standards as tools which help pre-service teachers understand and put into practice methods and concepts to further challenge, engage, and evaluate not only their own learning and the deeper meanings of effective pedagogy, but also to help in preparation for future quality classroom experiences. These standards include key cognitive skills such as reasoning and problem solving, including foundational skills such as reading, writing, data analysis, and conducting research.

Both the academic and business worlds emphasize the importance of being able to apply these skills across a wide variety of contexts and subject matter. They describe 21st century learning and work environments in cross-disciplinary skills are prerequisites to solving many of the most important problems students will encounter in college and the workplace. These problems require applying knowledge across disciplines and subject areas and the mastery of a foundational set of communication and critical analysis skills that span subject areas. Pre-service teachers not only must possess content knowledge, they also need to apply both key cognitive and non-cognitive skills to the academic tasks presented to them.

These cross-disciplinary standards enable pre-service teachers to engage in deeper levels of thinking in preparation for the transition from an environment where a primary focus was placed on acquiring content knowledge to one of possessing complex cognitive skills necessary to achieve deeper understandings of the content while teaching others to do so, as well. The cross-disciplinary skills include (I) Key Cognitive and Non-Cognitive Skills, which include intellectual curiosity, reasoning, motivation, problem solving, academic behaviors, work habits, and academic integrity; and, (II) Foundational skills, which include reading, writing, and research across the curriculum, use of data, and use of technology. Further information concerning the College and Career Readiness Cross-disciplinary Standards will be discussed during the course.
Criminal Background Check, Secondary Education Advising, and Screening Instrument

All SED 370 students are required to undergo a criminal background prior to entering the Teacher Education Program. Additionally, students entering in the Teacher Education Program must be advised by the Secondary Education Advisor in McKibben 118. Also, students must be successfully complete a preliminary screening prior to admission to the Teacher Education Program. More information regarding the background check, advising, and the screening instrument will be discussed in class.

Statement of Understanding

This class places an emphasis on active learner-centered instruction and preparation for the teaching profession. Class discussions are not only a vital portion of this course, but, perhaps represent its most valuable element. In that light, each student, as preparation for the teaching profession, is expected to be engaged in class discussions, expected to attend class regularly, be on time, and to be prepared for optimum learning. Moreover, during the distinctively human activity of scholarly class discussions, individuals should do so without the interference and use of personal electronic devices. Simply stated, with the exception of electronic note-taking, electronic devices must be turned off…texting is not only disrespectful to others in the class and is a deterrent to attentiveness and meaningful learning.

Stated another way, SED 370 students are expected to conduct themselves in a professional and academically appropriate manner by not only attending each class, but by being ‘present to the activity’. That is, being prepared for (having completed reading and/or written assignments as scheduled) and actively participating in class discussions. Further, students are expected to complete each assignment as described and intended on time and in the manner representing 300 level coursework. Additionally, SED 370 students are expected to conduct themselves in an academic manner befitting one transforming and transitioning into a leadership position of the teaching profession.

According to new guidelines established by the department and the College of Education in 2016, failure to fulfill the expectations stated above may (and probably will) jeopardize the candidate’s entry into the Teacher Education Program.

III. Course Assignments and Activities:

MAJOR COURSE TOPICS:

- Introduction to the teaching profession
- Learning theories – constructivism, critical thinking, higher order thinking
- Culturally relevant teaching
- Philosophy of education
- Purposes of education
- Constructivist teaching models
- Obstacles to Learning
- Diversity (race, ethnicity, culture, special populations, learning differences, etc).
Application of growth and human development
Aspects of effective/non-effective communication, including uses of Electronic Media
Code of ethics/legalities
Motivations to enter the teaching profession

Frequently used terms during the course (among many others):

- Pedagogy
- Locus of Control (Internal and External)
- Critical Pedagogy
- Behaviorism (and its relationship to Classical Conditioning)
- Autonomy
- Cognitive and non-cognitive
- Self-Efficacy
- Constructivism
- Hegemony
- Bloom’s Taxonomy

**COURSE ASSIGNMENTS:** Assignments and due dates will be listed in ‘Dropbox’ through D2L, or posted on the course webpage at appropriate times during the semester. All Assignments will be submitted electronically only in ‘Dropbox’. Actual assignments and due dates for assignments are subject to change. D2L assignments are designed to supplement and illuminate all classroom discussions. Course assignments include all or several of the following:

**REQUIRED TEXT ASSIGNMENTS**
Several assignments from Gredler, M. E. (2009). *Learning and instruction: Theory into practice* (6th ed.). Upper Saddle River, NJ: Pearson will examine the student’s ability to interpret, analyze and evaluate ideas and arguments regarding the conceptual framework of critical thinking. These assignments are designed to cover many of the basic skills or competencies displayed by good critical thinkers and aim to promote the development of those skills explicitly and directly. Responses to the assignments will, in turn, require individual insight for the application of the skills in the student’s field of study and to everyday living.

**EDUCATIONAL PHILOSOPHY**
This assignment gives pre-service teachers an opportunity to express personal beliefs of how individuals learn; discuss past positive and unfavorable personal educational experiences; examine the core values of the SFASU College of Education; and, provide personal comments regarding any improvement and changes needed in public education. Further information will be discussed in class.

**PRESENTATIONS AND DIRECTED CLASS DISCUSSIONS**
Presentations of chapter reviews/topics from the required text and directed class discussions. For the presentation, individuals or groups (no more than 2 per group) are responsible for a collaborative presentation and also leading a subsequent class discussion for assigned portions of the report. Each presentation will discuss a detailed review of their topic and discuss the relevance, successes, and/or failures of the proposals, initiatives, and suggestions prescribed in the report in preparing students for 21st century realities. That is, each presentation will discuss detailed information
regarding the topic, and relevance to education and pedagogy. Each presentation and follow-up class discussion should be 20-30 minutes in length. Each presentation is associated directly to class assignments.

Presentations are meant to disseminate newly found information and an academic understanding of the topic. While opinions or beliefs may be a vital part of the presentation, the project are not merely an exercise of reporting or reviewing one’s established personal ideas, opinions, or beliefs, only.

FIELD EXPERIENCE ASSIGNMENT

To be determined and will be discussed in class

REFLECTIVE ESSAYS, CLASS DISCUSSIONS

Written essays, as well as class presentations and discussions, should be well articulated with an analyses of ideas and relevant information, well-constructed and convincing arguments, fair evaluation of diverse points of view, and distinguishing that which is verifiable from mere conjecture. High professional standards are expected of all assignments and during class discussions. In order to obtain the full credit for an assignment, candidates must demonstrate higher order thinking skills. That is, students must analyze data, ideas, information, and methodologies by applying theory and inquiry based concepts; construct convincing arguments; integrate information from various sources; evaluate various theoretical perspectives and diverse points of view; and be able to distinguish that which is verifiable knowledge from mere conjecture.

Students will write reflective essays in response to required reading. Essays must reveal scholarly expressions reflective of appropriate university 300-level course writing skills and development, critical analysis of the topic, personal insight, and reflection. Poorly written and grammatically incorrect essays will be graded accordingly, if at all.

Beyond assignments from the required text, some essay topics may be selected from but not limited to the following:

- Report – *College Learning for the New Global Century*
- Article – *Our Vanishing Work Ethic.*
- Chapters from a book entitled *The Courage to Teach.*
- *This American Life: Shouting Across the Divide, episode #322.* Originally aired on *This American Life,* a weekly program from Chicago Public Radio, this one hour program is located at www.thisamericanlife.org.
- Paulo Friere, *Pedagogy of the Oppressed.*
- Pedro Noguera, *Transforming High Schools.*
- If possible, a reflective essay on one of the following films: *The Water is Wide; Freedom Writers.*
- Eric Fisher, *Critical Thinking: An Introduction* (required text)
All assignments and/or portions of all assignments, including due dates, are subject to alteration in some form.

Additional information regarding the design of the course

To better prepare for the teaching profession, this course is purposely designed with a reasonable amount of ambiguity. Doing so helps prepare the pre-service candidate for the unpredictable climate of the secondary classroom and challenges the student’s ability to manage time, improve critical thinking skills, develop problem solving skills, and become self-autonomous. In that light, additional coursework may be required without prior notice, which would include unscheduled additional reading assignments, class presentations, unscheduled class discussions, research assignments, and/or any written assignments. Also, as with actual teacher contracts, students shall be subject to assignment changes as well as changes in class responsibilities and/or work. The final semester grade may be determined by the quality of and individual dedication to these unscheduled assignments or changes. This is not a content oriented course. That is, this course is an overview and introduction about genuine understandings of pedagogy, curriculum design, human growth and development, and, among other topics, the purposes of education.

NOTE: Because this course and the Teacher Education Program promotes and emphasizes time management skills, assignments submitted after due dates without prior arrangement, justifiable health issues, school sponsored activities, and/or not within submission guidelines or format will be accepted at the inclination of the instructor, if at all. Grades for all assignments, as well as the final grade for the course, will be posted at the discretion of the instructor. Each written assignment submitted will receive an alphanumeric grade. Final semester grades will be determined by averaging most or all individual assignment grades.

IV. Evaluation and Assessments:

Candidates in the secondary and all level education certification programs (undergraduate and PBIC) must earn a “C” or better in each pedagogy course before progressing to the next course/level. A candidate earning a grade less than “C” in a pedagogy course must repeat the course and earn a “C” or better before the course counts toward certification.

Grades

Superior grades are reflective of superior work, such as providing scholarly critical analyses and personal reflections of reading assignments and/or with any subsequently required written responses or writing assignments; intellectual reasoning and active participation during class discussions; a passion for learning; and, a commitment to developing excellence in teaching. A portion of each student’s grade will be subjectively determined by active participation in inquiry-based class discussions and/or group activities. Efficient and well organized note-taking is highly recommended. Average or
merely adequate work will receive an average grade. Poorly written work will be penalized or not accepted for credit. Assignments are due on or before posted due dates.

Written assignments grading rubric –

-Well written and grammatically correct essays/narratives turned in on schedule which feature (1) clearly expressed relevant personal ideas and reflections; with (2) supporting details and/or examples in regards to prompts and topics; (3) contain insightful, critical, and reflective analysis; and, (4) clearly exhibited and well organized information and ideas within well-constructed and grammatically correct paragraphs with correct spelling and appropriate word usage will receive an A (90-100).
-Written assignments which contain clearly stated relevant ideas, supporting details and/or examples, contain evidence of critical and reflective analysis, but contain some apparent mistakes in grammar, spelling, and word usage; or, essays/narratives which otherwise would receive an A but are turned in late without prior arrangement will receive a B (80-89).
-Written assignments which do not contain clearly stated ideas, with few details or no examples, with little evidence of critical and reflective analysis, are poorly written with clearly apparent and numerous grammatical mistakes, misspellings, and improper word usage; and/or turned in extremely late without prior approval will receive a grade no higher than a C (70-79).
-Written assignments with irrelevant information which contain mere opinion or conjecture without supporting evidence, contain little or no evidence critical and reflective analysis, with multiple grammatical errors, and/or turned in late will a grade no higher than a D (60-69).
-Written assignments not attempted, submitted late, plagiarized, and/or clearly disregarding instructions or questions embedded within prompts will receive an F (0-59).

V. Required texts:


VI. Tentative Course Outline & Topics to be discussed

**Weeks 1-3:** Class discussions on the following topics: Purposes of Education; Conditions for learning; Discussions of needed reforms in education; Addressing changes in American culture & identifying and examining American youth; Discussing how we think and learn; Being Professional; and, Being philosophical. Begin initial on-line assignments regarding required text and any additional readings. Begin class presentations.

**Weeks 4-6:** Conditions for learning. Legal and ethical requirements for educators. On-line assignments continue. Class presentations continue.

**Weeks 7-9:** Learner-Centered Curricula vs. Teacher-Centered Curricula. Understanding learning processes, planning effective, engaging instruction with appropriate assessment,
Diversification and Learning experience. On-line assignments continue. Class presentations continue.

**Weeks 10-12:** Practice PPR test. Critical Thinking Theory, Meta-cognition, and Constructivism. Dispositions assessment. On-line assignments and class presentations continue.

**Weeks 13-15:** Understanding learning processes, planning effective, engaging instruction with appropriate assessment, Diversification; Learning experiences. Complete on-line assignments and class presentations.

**VII. Course Evaluations:**

Near the conclusion of the semester, students in the College of Education evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: (1) Course and program improvement; (2) Instruction evaluation purposes; and, (3) Learner evaluation, assessment, and responsiveness purposes. As you evaluate this course, please be thoughtful, thorough, and accurate. In the COE, the evaluation process has been simplified and is completed electronically through mySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after the final grades are posted.

**VIII. Student Ethics and Other Policy Information:**

**Attendance:**

With the understanding that students applying for and/or registering for a course within the Teacher Education Program represents a voluntary educative action, the student accepts the responsibility of following and adapting to departmental guidelines.

**Class Attendance and Excused Absence: Policy 6.7**

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student's attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

The SFASU COE secondary teacher education program is preparation for a profession that requires strict adherence to professional conduct and performance. With that understanding, it is implicit that students begin making the transition into the teaching profession as an active scholar practitioner. Accordingly, students’ attendance must be consistently reliable. Regardless of a student’s average grade, 3 unexcused absences will
result in a deduction of at least a full letter grade from the final course average. No credit will be received after 4 unexcused absences. Attendance sign-in sheets will be distributed randomly during the course during the semester.

As stated earlier, candidates are expected to attend all sessions, arrive on time, and actively participate in class. University policy lists the following reasons for excusing student absences:

- Health-related issues
- Family emergencies
- Student participation in University-related activities

It is understandable that you may encounter any of these during the term. However, to be excused, absences require appropriate documentation.

Tardiness in the teaching profession is unacceptable. Likewise, unless unavoidable, tardiness for pre-service teachers is definitely undesirable. Chronic tardiness will be viewed as detrimental to a candidate’s success in the teacher education program and may unfavorably affect not only the student’s final semester grade, but their continuation in the education program, as well.

**Students with Disabilities**

**Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilities/.

**Academic Integrity**

_____ **Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

_____  **Withheld Grades: Policy 5.5**

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

_____  **Student Code of Conduct: Policy 10.4**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at [https://www.sfasu.edu/judicial/earlyalert.asp](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

**Additional Information:**

**To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:**

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at [www.texas.ets.org/registrationBulletin/](http://www.texas.ets.org/registrationBulletin/))
YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

Use the following format for your philosophy essay:

The Title of Your Educational Philosophy Essay Should Look Something Like This; In Bold 18-22 point font

Your Name (16 point font)

SED 370; Introduction to Pedagogy
Stephen F. Austin State University
Spring 2016 (14 point font)

Introduction

The opening paragraph(s) will state the purpose of your essay. Most essays are written in an APA style in 12 point font.

Sub-Titles within the text

Please feel free to interject sub-titles within the text to give emphasis to crucial statements. Also, somewhere in your essay you should make a foundational statement which encompasses your educational philosophical beliefs, which we will discuss in class.

Conclusion

You may want to restate the purpose for writing the essay in your concluding statements. Your essays should always be spell-checked, written with passion, engaging the reader intellectually, and raising inquiry. Be proud of your work. Remember to keep a back-up copy. Be a scholar and be proud of what you write.

References:

A properly referenced essay gives power to your words. You should have few references.