

Educ. 382 Managing Learning Environments (Hybrid) Winter 2020

Description:

Theories and strategies in classroom management, student behavior management, and learning communities.

Prerequisites:

Admission to Professional Education. [EDUC 381](#) or con reg [EDUC 381](#).

General Education Designation(s):

GEP: SS

1 cr.

(see Educ. 381 course syllabus for university policies)

Instructor: Dr. Lynda Fernholz

Office: CPS 472

Office Hours: T/TR 8 – 11 a.m. & 1 – 2 p.m.; W/F 11 a.m. – 1 p.m. or by appointment

Phone: 346-3223 (office) 608-385-1175 (cell)

Email: ldfernhol@uwsp.edu

Required Textbook: Woolfolk, A. E. (2013). Educational Psychology, 12th Edition. Boston, MA: Pearson Education, Inc. ISBN: 978-0-13-261316-3

Course Description:

Theories of learning and development and their application; critical thinking, motivation; classroom management; measurement and evaluation. Twenty hours of field experience required. This course contributes to the development of these knowledge bases: Professional Foundations, Knowledge of the Learner, and Instructional and Classroom Management.

Course Objectives: Upon successful completion of this course, VU students will:

1. Explain and apply major learning theories to the teaching/learning process in pre-K-12 classrooms (WI #1, #2, #3, #5; Cultural and Community Core Skills).
2. Integrate knowledge of human development (physical, psychological, cognitive, moral and emotional) to teaching/learning; focus on creation of developmentally appropriate experiences (WI #2, #3, #4; Communication, Cultural, and Community Core Skills).
3. Describe motivation in learning and to apply motivational principles accordingly (WI #2, #3, #4, #5; Cultural Core Skills).
4. Recognize and apply effective classroom management and organizational techniques and to distinguish knowledge and skills to create a positive learning environment. Included is a focus on conflict resolution, racism, sexism, and establishing positive structures to diminish impact of effects of racism and sexism (WI #2, #3, #4, #5; Cultural Core Skill).
5. Identify and interpret the principles of basic statistics and apply evaluation techniques including formal, informal, and standardized types of assessments (WI #7, #8, #9)

6. Articulate the roles of various school personnel in effective schools and develop skills in promoting communication and family and community involvement (WI #5, #6, #10; Community Core Skill).
7. Illustrate educational research as an ongoing tool for curriculum development, implementation, and evaluation (WI #1, #7, #8; Thinking and Life Values Core Skills).
8. Recognize and apply knowledge and skills to meet the learning needs of a wide range of learners from special needs to talented and gifted; focus on reflective and critical thinking skills for all learners (WI #3, #7, #8, #9. Communication and Cultural Core Skills).
9. Distinguish and appraise issues and laws relating to children at risk including child abuse and neglect, suicide, alcohol and other drug abuse, school age parents, delinquency, truancy, developmental disabilities, and the child welfare system (WI #2, #3, #5; Cultural and Community Core Skills).
10. Conduct library research skills specific to educational journals and electronic reference sources by writing a research paper (WI #1, #2, #6; Thinking and Communication Core Skills).
11. Communicate effectively in writing, shaping the content in relation to the subject, purpose, medium, context, and intended audience (WI #1, #6; Thinking and Communication Core Skills).
12. Describe the role that ethical responsibility has in developing an atmosphere of respect and community in the classroom (WI #5, #9, #11; Life Values Core Skill).

Methodology:

Presentation formats include lecture, small and large group discussion, independent reading and writing assignments, and directed observation and field experience in local schools. Reflective and critical thinking skills are heightened through the use of discussion and field experience journals.

Student Responsibilities

1. Class attendance is required. The Viterbo University Course Attendance Policy will be implemented in this class. In addition, you are expected to notify the instructor when an emergency occurs. Fifteen percent of the final grade will be based on in-class attendance and participation.
2. Come to class prepared. This includes having read the text and assigned readings, completing and submitting assignments when due.
3. Take scheduled exams. Rescheduled exams may not be taken unless advance arrangements are made, and the rationale is satisfactory.
4. Actively participate in small and large group discussion.
5. Participate on the following topics:
 - Classroom set-up and contextual factors
 - An analysis of lessons
 - Making connections between course content and classroom practice
6. Create a Multi-Media Research Presentation. The guidelines follow:

- The topic is of your choosing. However, it must be pre-approved by the instructor.
- Minimum length: 10 minutes (must include references).
- Main components:
 - A manageable topic (sufficiently narrow)
 - An introduction describing what the presentation is about, why the topic is of interest to you, why it is relevant, and how it will be presented.
 - Presentation of research (past and present) concerning your topic; research should be taken from professional materials; summarize and synthesize findings; avoid overuse of quotations.
 - Incorporation of how the topic impacts teaching and learning.
 - Summary which ties the presentation together.

Grades will be determined mainly from the content of the presentation. Please note, however, that quality will also be a significant determinant of the grade.

Evaluation Procedures:

Group Participation – 5 % of the final grade

Exams – 45% of the final grade

- ✓ Approximately one chapter of the text will be covered each week. Exams will be taken at the end of each section of the textbook (approximately every 5 chapters). The sectional exams will each constitute 8% of the final grade and the final exam will be worth 15% of the final grade.

Research Presentation – 25% of the final grade

- The following criteria will be evaluated to determine the overall grade for this project: Introduction, Review of Literature, Summary, Presentation Quality

Attendance/Timeliness/Participation – 15% of the final grade

Final GRADE:

Exams:	45%
Sections 1, 2, 3	10% each
Final Exam	15%
Research Presentation:	
Research Topic	02%
Reference List	03%
Final Draft	20%
Commentary Paper	05%
Field Experience Paper/Journal	10%
Attendance/Participation	<u>15%</u>

100%

Assignments are due on the assigned dates. No late assignments accepted unless prior arrangements are made. Emergencies may arise and class may need to be missed. You will be asked to complete an on-line assignment to make up for the missing course content discussed that day. If you do not complete the on-line assignment within one week of the absence 10 points will be deducted from your final course grade. Please call me or email me for emergencies/illness.

Grading System:

A	Excellent	94 – 100%	AB	Very Good	89 - 93
B	Good	84 – 88	BC	above Ave	79 - 83
C	Satisfactory	73 – 78	CD	unsatisfactory	69 - 72
D	Poor	62 – 67	F	Failure	<61%

Americans with Disabilities Act: If you have a disability and require auxiliary aids, services, or accommodations for this class, please inform me and Jane Eddy, the disabilities (ADA) coordinator (MC 332; 796-3194) within 10 days to discuss your needs for the semester.

Credit Hours: Regardless of format, all courses are required to meet the required credit hour standards by a combination of seat time and outside work. Outside work could include additional outside reading, group work, service projects, field work, clinical rotations, among other learning activities. Viterbo defines one credit hour as 750 minutes over 15 weeks. In addition, each credit of a course requires that students spend two hours of work outside of class per week. Minimum class and outside work time are calculated according to the formula: $[750 + 1800] \times \text{the number of credits of a course} = \text{the minimum number of minutes of seat time and outside work required}$. For example: a three-credit course requires a minimum of 7,650 total minutes.

Education 215