Independent Study Course Syllabus

Course Number: EDU 900
Course Title: Engaging All Students Through Cooperative Learning

☐ Online        x Correspondence

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Email: douglasbartsch@gmail.com
Other Contact Information:

Units: 3
Grade Level: K - 12

Course Description
This focus of this course is promoting the active engagement of all students by embedding cooperative structures into daily instruction. Participants will gain a foundational understanding of cooperative learning at both the theoretical and implementation levels. Participants will engage in a variety of learning activities such as reading the works of leading theorists, creating original definitions and rationale for use of cooperative learning, and planning and implementing cooperative learning lessons with students. A written reflection of experiences, analysis, a plan for future implementation, and sharing of new information with colleagues will complete the course requirements.

Learning activities are designed to challenge your thinking as you consider your own work with students. Assignments will have direct application to your teaching situation. Some of these ask you to respond to ideas presented while others require you to apply the concepts or strategies described. You will find some assignments so helpful that you will use them repeatedly as you use cooperative learning methods and activities to add energy and student engagement to lessons through active student participation.

Course Dates
Self-paced; students may enroll at any time and take up to one year to complete assignments.

You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

Course Materials
Resource Binder
This binder includes readings addressing specific topics related to Cooperative Learning. It is yours to keep as a reference and planning tool. In addition, the binder includes response sheets to allow teachers to apply the ideas presented to their own teaching situation. It is these response sheets that will be turned in to the instructor at the completion of the course.

Textbook: *Kagan Cooperative Learning* by Spencer Kagan
Specific sections of the book are assigned in the resource binder to support topics addressed in the course.

**Course Requirements**

1. Read Resource Binder and complete all response sheets including field-testing and reflections upon each field-testing activity.

2. Read assigned sections of the textbook: Cooperative Learning by Spencer Kagan.
   - All assignments are to be typed and presented in an organized format. Students may use the format provided, but may create their own format that references each response sheet assignment (e.g. “Response 7”).
   - Keep a copy of your coursework in the event that material is lost in the mail.

**The National Board for Professional Teaching Standards:**

Engaging All Students through Cooperative Learning has embedded within it a variety of instructional strategies that are effective both in promoting academic content learning and in establishing productive learning environments. Throughout the course, teachers are required to reflect on their own practice, share their experiences and reflections with colleagues; and design, field-test and assess the effectiveness of strategies presented in the course. Selected aspects of the “Five Core Propositions” put forth by the National Board for Professional Teaching Standards:

1. Teachers are committed to students and their learning. Accomplished teachers are dedicated to making knowledge accessible to all students. They act on the belief that all students can learn….They adjust their practice, as appropriate, on the basis of observation and knowledge of their students’ interests, abilities, skills, knowledge, family circumstances, and peer relationships…. They are aware of the influence of context and culture on behavior….they foster students’ self-esteem, motivation, character, sense of civic responsibility, and respect for individual, cultural, religious, and racial differences.

2. Teachers know the subjects they teach and how to teach those subjects to students….Accomplished teachers command specialized knowledge of how to convey subject matter to students.

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3. Teachers are responsible for managing and monitoring student learning. Accomplished teachers create, enrich, maintain, and alter instructional settings to capture and sustain the interest of their students. They make the most effective use of time in their instruction. They are adept at engaging students….Accomplished teachers command a range of instructional techniques and know when to employ them. They are devoted to high-quality practice and know how to offer each student the opportunity to succeed. Accomplished teachers know how to engage groups of students to ensure a disciplined learning environment and how to organize instruction so as to meet the schools’ goals for students. They are adept at setting norms of social interaction among students and between students and teachers. They understand how to motivate students to learn and how to maintain their interest even in the face of temporary setbacks. Accomplished teachers can assess the progress of individual students as well as the progress of the class as a whole. …

4. Teachers think systematically about their practice and learn from experience. Accomplished teachers are models of educated persons, exemplifying the virtues they seek to inspire in students—curiosity, tolerance, honesty, fairness, respect for diversity, and appreciation of cultural differences.

**Primary Learning Outcomes**

1. Teachers will be able to explain the fundamental principles that underlie and define the family of instructional strategies and methods known as “cooperative learning.”
   * NBPT Standard #7 accomplished teachers provide students with multiple paths needed to learn the central concepts in each school subject, explore important themes and topics that cut across subject areas, and build overall knowledge and understanding.

2. Teachers will be able to explain the base of research that supports the use of cooperative learning structures to increase student engagement.
   NBPT Standard #7 accomplished teachers provide students with multiple paths needed to learn the central concepts in each school subject.…

3. Teachers will be able to demonstrate understanding of key principles and concepts of cooperative learning by designing and field testing a series of lessons for their students choosing from a range of cooperative learning structures.
   * NBPT Standard #10 accomplished teachers regularly analyze, evaluate, reflect on, and strengthen the effectiveness and quality of their practice.

4. Teachers will be able to demonstrate an understanding of cooperative learning methodology by creating a personal definition and position statement with regard to cooperative learning as applied in their grade level or subject area.
* NBPT Standard #10 accomplished teachers regularly analyze, evaluate, reflect on, and strengthen the effectiveness and quality of their practice.

**Schedule of Topics and Assignments**
Students may take up to one year from the date of registration for this course to complete all work and return assignments to the instructor.
The content and assignment in this course are presented in a sequential manner:

- **The history, need for and benefits of cooperative learning/engagement structures.**
  - Read, reflect and respond to writings of Robert Slavin and Spencer Kagan.

- **The Research base supporting cooperative learning/engagement.**
  - Read, reflect, and respond to selected sections of *Kagan Cooperative Learning*.

- **Planning for implementation of cooperative learning/engagement and field testing**
  - Plan lessons using selected structures
  - Field test lessons with students

- **Assessment and grading considerations**
  - Read, reflect and respond to writings of Spencer Kagan and Susan Ledlow.

**Evidence of Learning**

- For each assignment requiring the student to respond to assigned reading, responses are expected to be succinct while thoroughly addressing the concept/topic. Responses should reflect understanding and personal connection with assigned material.

- For each response requiring the planning of a lesson for students, responses should provide a specific narrative describing the directions to be given to students.

- For each response describing field testing, students are required to describe classroom events and student reactions during the field test, and reflect upon the effectiveness of the field test lesson.

**Grading Policies and Rubric**

- All assignments must be completed in order to receive a grade. In addition, all assignments 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.
• Course participants have the option of requesting a letter grade or a credit/no credit when submitting the online or paper grade form. Students will submit grade form when coursework has been completed.

• Coursework falling short of a quality equaling a B will not receive credit. The discernment between an A and B is at the discretion of the instructor based upon the quality of the responses submitted, demonstrated understanding of and personal connection and interaction with the course material.

• Full credit for each assignment will be given based upon demonstration of both understanding of the concepts presented and personal connection/application of the concept in your teaching situation. A scoring rubric follows this syllabus that is utilized in evaluating student work and assigning grades.

• Total score will determine the final grade:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>No Credit</td>
<td>below 80%</td>
</tr>
</tbody>
</table>

**Major Assignments**
- Written responses to assign readings by Slavin, Kagan, Johnson and Johnson, and Ledlow.
- Lessons designed incorporating Kagan cooperative learning structures.
- Field testing and written reflections regarding lesson impact and effectiveness.

**Final Course Grade and Transcripts**

When all work for the course has been completed, students will need to logon to the Center for Professional Development website (http://ce.fresno.edu/cpd) to “Submit Grade Form”. Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures that were sent to you when you received your course materials, or in your online course. They are available, also at http://ce.fresno.edu/cpd - under General Information > CPD Policies.

**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 according to the procedures set forth in the Fresno Pacific University Catalogue. URL http://www.fresno.edu.

A rubric follows that will be used to determine grade students achieve for this course.

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Course Instructor: Doug Bartsch
Date of Revision: 09/03/14

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Scoring Guide

For each response sheet, the following criteria will be used to assess quality and completeness.

<table>
<thead>
<tr>
<th>Points</th>
<th>Accuracy</th>
<th>Legibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Response thoroughly addresses topic and reflects understanding and personal connection with assigned material</td>
<td>Typed, clearly referencing the response sheet number, formatted clearly and professionally.</td>
</tr>
<tr>
<td>3</td>
<td>Response addresses topic and reflects some understanding and personal connection with assigned material</td>
<td>Typed, clearly referencing the response sheet number.</td>
</tr>
<tr>
<td>2</td>
<td>Response reflects limited understanding of and/or personal connection with assigned material</td>
<td>Handwritten clearly, referencing the response sheet number.</td>
</tr>
<tr>
<td>1</td>
<td>Response does not reflect understanding of or personal connection with assigned material.</td>
<td>Writing is not easily legible.</td>
</tr>
</tbody>
</table>

Teacher Comments:

A =7-8

B or Credit =5-6

5 or below = No credit or opportunity to resubmit assignments

Total score will determine the final course grade:

- A 90-100%
- B 80-89%
- No Credit below 80%
CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:

| CE 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 2. | Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts. |
| CE 3. | Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement. |
| CE 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 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 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. |

FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

**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.

**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.

**Content Knowledge:** Students will *demonstrate* comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.

**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.

**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.

**Moral Reasoning:** Students will *identify* and *apply* moral reasoning and ethical decision-making skills, and *articulate* the norms and principles underlying a Christian world-view.

**Service:** Students will *demonstrate* service and reconciliation as a way of leadership.

**Cultural and Global Perspective:** Students will *identify* personal, cultural, and global perspectives and will employ these perspectives to *evaluate* complex systems.

**Quantitative Reasoning:** Students will accurately *compute* calculations and symbolic operations and *explain* their use in a field of study.

**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.
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