Independent Study Online Course Syllabus

Course Number: EDU 930
Course Title: Student-Centered Collaboration

X Online □ Distance Learning

Instructor: Dr. Mabel Franks
Phone number: 559.292.5315
Email: mabefranks@yahoo.com

Units: 3
Grade Level: K-12

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 C skills provide multiple opportunities to investigate, assess, evaluate and plan student-centered, student-directed and student-produced units of study, K-12, 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-12. 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.

Required texts and course materials

Students must purchase separately:

Other Course Materials/Technology

- Moodle Site - Students will be required to work in the Moodle environment. Moodle is a learning management system that provides students access to online resources, documents, graded assignments, quizzes, discussion forums, etc. with an easy to learn and use interface. Information available at (http://docs.moodle.org/en/Student_tutorials)
• **Discussion Forums**- Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. 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 discussion question whenever possible. Students are encouraged to submit multi-media responses using video and sound. The faculty role in the discussion forum is that of an observer and facilitator.

• **Online Resources** - Relevant online resources that support course content and encourage further investigation. Videos, educational website and selected electronic articles will be utilized throughout the course to support learning, encourage reflection and stimulate development of new ideas.

• **Other material**- Instructions for completing this course, resource materials, readings, information about Fresno Pacific University, the School of Professional Studies, and the instructor, plus specifics on course policies and procedures.

**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.

**National Common Core State Standards (CCSS)**

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.

**Common Core Standards** are available at [http://www.corestandards.org/](http://www.corestandards.org/).

**Student Learning Objectives (SLOs)**

<table>
<thead>
<tr>
<th>Student Learning Outcomes in this course</th>
<th>Standards Addressed *</th>
<th>CE program SLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student will be able to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Synthesize and create new knowledge about student-centered learning, conditions for learning, and 21st Century skills</td>
<td>NBPTS 1, 3, 4, 5, 6, 7</td>
<td>1, 2, 4, 6</td>
</tr>
<tr>
<td>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</td>
<td>NBPTS 1, 3, 4, 5, 6, 7</td>
<td>2, 5</td>
</tr>
<tr>
<td>3. Discuss the role student-centered activities play in learning and student academic success, including second language learners and students of poverty</td>
<td>NBPTS 1, 3, 4, 5, 6, 7</td>
<td>2, 4</td>
</tr>
</tbody>
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Instructor: Mabel Franks, Ed.D.  
**Date of Revision 6/1/16**

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4. Explain and apply research as it relates to critical thinking, creative thinking, problem solving, collaboration and communication.  
   NBPTS, 3, 4, 6, 7 
   1, 2, 4, 6

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 
   1, 2, 3, 4

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 
   4, 6

7. Exhibit through writing an understanding of student-centered learning, relevancy and respect for diverse learning.  
   NBPTS 1, 4, 5, 7 
   1, 2, 4, 5

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 
   1, 2, 6

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 
   4, 5, 6

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 
    1, 2, 3, 4, 5, 6

**Evidence of Learning**

Evidence of students’ understanding of course objectives will be demonstrated through:

- Reflective writing assignments and responses to prompts, some of which require specific answers.
- Responses that require problem solving, planning, application, evaluation and creation of projects to deepen understanding of important concepts, extend learning, transfer information, and develop self-learning skills.
- Responses that demonstrate understanding of the relationship between teacher and student-centered learning, critical thinking, creative thinking, collaborative problem solving, literacy, technology, communication and presentation skills, and assessment.
• Self-selected strategies and applied learning demonstrate the ability to use research to evaluate effective practices.
• Responses that demonstrate the ability to apply learning strategies using an integrated approach to learning.
• Development of culminating unit of study or project that requires application of and self-evaluation of student-centered learning instructional strategies
• Consistent use of applied research.

Standards Addressed in This Course:

National Board Professional Teaching Standards (NBPTS)

http://www.nbpts.org/the_standards/the_five_core_proposition - National Teaching Standards, Five Core Propositions

The course aligns with the National Board Professional Teaching Standards (NBPTS) to define the specific knowledge and expertise that teachers in different subject areas and developmental levels use to frame their practice. All NBCTs in all grade levels and subject areas share their commitment and understanding to Five Core Propositions that represent what all accomplished teachers share in their expertise and dedication to advance student achievement:

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

NBPTS standards aligned with this course include NBPTS 1, NBPTS 3, NBPTS 4, NBPTS 5, NBPTS 6 and NBPTS 7:
Standard 1: Knowledge of Students
Standard 3: Engagement
Standard 4: Learning Environment
Standard 5: Equity, Fairness, and Diversity
Standard 6: Instructional Resources
Standard 7: Instructional Decision Making

National Council of Teachers of English

The National Council of Teachers of English (NCTE) define what teachers, as students, should know and be able to do in English language arts. It is the belief that all students must have the opportunities and resources to develop the language skills they need to pursue life’s goals and to participate fully as informed, productive members of society. These standards encourage the development of curriculum and instruction that make productive use of innovation and creativity which are essential to teaching and learning.
NCTE Standards that apply to this course are:

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.

11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

National Educational Technology Standards for Teachers (NETS-T)

Effective teachers model and apply the NETS-T 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

NETS-T are available at http://www.iste.org/docs/pdfs/nets-t-standards.pdf?sfvrsn=2

### Topics, Assignments and Activities

<table>
<thead>
<tr>
<th>Topics</th>
<th>Assignments and Activities</th>
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</table>
| 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  |
| • The 4 Cs: Collaboration, Communication, Critical Thinking, Creativity  
• The why behind the what of collaborative student-centered learning | Assignments:  
1.1: 21st Cent-Ready Students (Forum) (10 pts)  
1.2: 4C Skills and Strategies (15 pts) |
| Module 2: Making Connections:  
• CCSS, 4Cs, SCL, and collaborative learning  
• Role of teacher, as facilitator, in small group, student-centered classroom learning environments  
• Role of student in learning, intentional student grouping and student academic and social skill development, including ELL and students of poverty | 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 (15 pts)  
2.2: Role of Teacher-Director/Facilitator (15 pt)  
2.3 Whole Class vs Small Group Learning (15pt) |
| 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  |
| • Conditions for learning  
• Meaningful tasks and purposeful learning  
• Academic and social skill development and productive learning | Assignments:  
- View Determining the Central Idea of a Text  
- View Adapting Actions with Lesson  
- View Norms, Procedures, Structures |
| Course Number and Title: EDU 930 Student –Centered Learning (Online/Moodle) | 3.1: Conditions for Learning (Forum) (10 pts)  
3.2 Meaningful Tasks and Purposeful Group Learning (15 pts)  
3.3 Observable Conditions for Learning (10 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 (15 pts)  
4.2 Reciprocal Teaching (15 pts) |
|  
- Role of positive working relationships in student learning  
- Development of positive interdependence |
| **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 (15 pts)  
5.2: 21St Century Communication Skills (15 pts)  
5.3: SCL Toolkit, Part A- Speaking and Listening (25 pts) |
|  
- Language of learning  
- Face-to-face encounters and verbal and non-verbal communication  
- Effective speaking and listening instructional strategies |
| **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 (15 pts)  
6.2; Setting Student Expectations(Forum) (10 pt)  
6.3: Toolkit, Part B- Assessments/Accountability (25 pts) |
|  
- Self-assessment and peer assessment  
- Student expectations in small group learning  
- Effective self and peer accountability and assessment strategies and techniques |
<table>
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<tr>
<th><strong>Module 7: Reading and Writing across the Curriculum</strong></th>
<th><strong>Activities:</strong></th>
</tr>
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</table>
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<table>
<thead>
<tr>
<th>Module 8: Critical Thinking and Inquiry</th>
<th>Module 9: Creativity, Innovation, Choice and Differentiation</th>
<th>Module 10: Integrating Technology Tools and Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Collaborative reading and writing strategies and activities</td>
<td>• Effective critical thinking and inquiry strategies</td>
<td>• Role of technology- in 21st C. collaborative learning</td>
</tr>
<tr>
<td>• View reading and writing strategies- <em>Graphic Organizers, Literature Circles, GIST, and Mind Mapping</em></td>
<td>• Effective instructional strategies and techniques that encourage collaboration, creativity and innovation</td>
<td>• Effective technology-related instructional strategies, tools and techniques</td>
</tr>
<tr>
<td>Assignments: 7.1: Collaborative Reading-Writing (15 pts) 7.2: Toolkit, Part C-Reading/Writing (25 pts)</td>
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<tr>
<td></td>
<td>Activities: • Read <em>Preparing 21st C St, Critical Thinking</em> • View <em>8 Thinking Maps</em> • View <em>Socratic Questioning</em> • View <em>Mystery Strategy</em></td>
<td>Activities: • Read <em>Using Technology with Classroom Instruction that Works</em> • View <em>Movie Ticker Prices</em> • View <em>5 Amazing Examples of Collaborative Technology</em></td>
</tr>
</tbody>
</table>

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Module 11: Preparing for Success

- Final review-Collaborative student-centered learning (SCL) strategies and techniques
- Creating conditions for learning

Activities:
- View Taking Assessment to Task
- View Proportion and Relationships

Assignments:
11.1: Evaluating SCL Lesson Quality (15 pts).
11.2 Creating Conditions for Learning (25 pts)

Module 12: Putting It All Together

- Developing the 21st C. student
- Reflection on learning

Activities:
- Read 20 Collaborative Learning Tips

Assignments:
12.1 Signature Project or Unit of Study (75 pts)
12.2: Exemplary Instructional Strategy (Forum) (15 pts)

Technology Requirements

In order to successfully complete the course requirements, course participants will need Internet access, be able to 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. In the event that you need technical support, please contact your Internet Service Provider

Moodle:

This course will be delivered totally online. Moodle is a learning management system that provides students access to online resources, documents, graded assignments, quizzes, discussion forums, etc. with an easy to learn and use interface. To learn more about moodle go to: (http://docs.moodle.org/en/Student_tutorials). There are some student tutorials on the Center for Online Learning website at Fresno Pacific University – http://col.fresno.edu/student.

Moodle Site Login and passwords – (or other online course access information)

Students will need to have internet access to log onto http://ce-connect.fresno.edu. The username and password numbers for Moodle access will be sent to you by the university using the email address you submitted at the time of registration. The instructor will then contact you with a welcome letter and login instructions. If you need help with the username and password recovery please contact the Center for Professional Development at (800)372-5505, or (559)453-2000 during regular office hours –

Getting Help with Moodle:

If you need help with Moodle, please contact the Center for Online Learning (COL),

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To register for courses go to http://ce.fresno.edu/cpd and log in by telephone 1-559-453-3460. Help by phone is available Mon-Thurs 8:00 am to 8:00pm and on Fridays from 8:00 am to 5:00 pm, or by filling out a “Request Services” form at http://col.fresno.edu/contact/request-services. Please identify that you are with the Continuing Education/Independent Studies department.

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

Grading Policies and Rubrics for Assignments

Grading Policies/Rubrics

| Total points possible       | 570 points               |
| Total points required to earn an A | 90% of total points or 513 points |
| Total points required to earn a B or Credit Grade | 80% of total points or 456 points |
| No Credit Grade               | Below 80% of total points or less than 456 |

Grading policies:

- The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted (see assignment rubrics).
- Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.
- 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.

Major Assignments

- Reflections/Forums/Discussions 10 points
- Analysis and evaluation of practices 15 points
- Extended Learning 25 points
- Final Project 75 points

Students will participate in discussion forums as they progress through the course. Forums are considered assignments and participation in each forum will be graded as an assignment.
Rubric for Evaluating Assignments

Course assignments are graded with the use of a Scoring Rubric. The Scoring rubric describes quality of work expected for assignments, forums and final project. All course assignments are graded with the use of the Scoring Rubric.

**Written assignments and papers must follow basic APA formatting** (1” margins, Times New Roman font - size 12, double spaced; centered title, student first and last name on paper).

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Does Not Meet Standard</th>
<th>Marginally Below Standard</th>
<th>Meets Standard</th>
<th>Exceeds Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>D or below; No Credit 0-69%</td>
<td>C; No Credit 70-79%</td>
<td>B Grade or Credit 80-89 %</td>
<td>A Grade 90-100%</td>
</tr>
<tr>
<td>Forum</td>
<td>Discussion postings show little or no evidence that information was applied or understood. Postings lack supporting statements and/or links to concepts from readings, outside resources, research, or specific real-life application. Writing contains considerable mistakes in grammar and spelling.</td>
<td>Discussion postings display understanding of some required information and underlying concepts, but may include confusing or inaccurate terminology. An attempt is made to apply the information to outside sources, research and/or the real world, but connections are unclear. Writing contains noticeable mistakes in grammar and spelling.</td>
<td>Discussion postings display an understanding of the required information and underlying concepts including correct use of terminology. A serious attempt is made to apply the information to outside sources, research and the real world, but superficial. Writing is acceptable with very few mistakes in grammar and spelling.</td>
<td>Discussion postings display an excellent understanding of the required information and underlying concepts including correct use of terminology. Postings integrate outside resources are relevant with research. Writing is clear, succinct, and reflects graduate level expectations.</td>
</tr>
<tr>
<td>Written Assignment</td>
<td>Information presented is not relevant or is vague and incomplete. Components are</td>
<td>An attempt is made to create relevancy, but the information presented is unclear and/or contains inaccuracies that</td>
<td>Information presented is relevant and is mostly accurate and complete with some lack of clarity or</td>
<td>Information presented is highly relevant, aligned with research, accurate and complete.</td>
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| Missing, inaccurate or unclear. Relationship between or among elements of SCL are misaligned, poorly articulated and/or contain significant misinformation. Writing contains considerable mistakes in grammar and spelling. | Mislead the reader. Relationship between and among some elements of SCL are inaccurately described/explained and are unclear. Writing contains noticeable mistakes in grammar and spelling. | Relationship between and among elements of SCL are accurately described/explained, however, some may be unclear. Writing is acceptable with very few mistakes in grammar and spelling. |

**Assignment 12.1 Final Project Scoring Rubric:**

<table>
<thead>
<tr>
<th><strong>Exceeds Standard</strong></th>
<th><strong>Meets Standard</strong></th>
<th><strong>Marginally Below Standard</strong></th>
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<tbody>
<tr>
<td><strong>A Grade</strong> 90-100% 90-100 points</td>
<td><strong>B or Credit Grade</strong> 80-89% 80-89 points</td>
<td><strong>Below Standard</strong> SCL project aligns with CCSS (or state standards) and 21st Century teaching/learning. Unit clearly reflects research by Bellanca, Fogarty, Bender, Marzano, Fisher, Frey Everlove, and others. Exhibit demonstrates a thorough and complete understanding of teacher-as-facilitator, inquiry-based learning, problem solving processes, technology/literacy integration, student-directed activities, formative assessments, selection of targeted objectives, research-based best instructional strategies, and a deep comprehension of and respect for diversity in learning. Strong evidence supports the use of a variety of speaking/listening, reading, writing, and technology-integrated strategies. Self-evaluation of instruction includes a thorough, deep analysis of the effectiveness of the unit and strategies used in the unit. Summary of learning includes rich collection of data, including student work samples, graphics and teacher voice. Writing is clear, succinct, and reflects graduate level expectations.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>C or No Credit</th>
<th>70-79%</th>
<th>objectives, research-based best instructional strategies, and/or diversity in learning. Strategies are limited and employ some, but not all strategy categories designated as speaking/listening, reading, writing, and technology-integration. Self-evaluation of instruction includes a brief analysis of the overall unit and mentions, but fails to assess effectiveness of SCL strategies used in the unit or project. Summary, if included, is brief, but demonstrates self-learning. Writing contains noticeable mistakes in grammar and spelling.</th>
</tr>
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<tbody>
<tr>
<td>D or Below No Credit</td>
<td>0-69%</td>
<td>SCL unit of study or project is not clearly aligned with CCSS (or state standards). Connections to research are not established, incorrect or are incomplete. Student fails to demonstrate, with any significance, an understanding about problem solving processes, technology/literacy integration, student-directed activities, formative assessments, selection of targeted objectives or research-based best instructional strategies, and fails to address diversity in learning. Application of teaching/learning strategies limited. Self-evaluation of instruction, if included, is incomplete and does not clearly demonstrate ability to identify and/or assess effectiveness of SCL strategies. Summary, if included, contains little or no indication of self-learning. Writing contains noticeable mistakes in grammar and spelling. Writing contains noticeable mistakes in grammar and spelling.</td>
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**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](http://ce.fresno.edu/cpd) - under General Information > CPD Policies.

**Instructor/Student Contact Information:**

A number of contacts are built into the course:

1. Initial on-line contact will be made by the instructor within two weeks of registering for the course.

2. A rubric will be included and will be used to score assignments.

3. Coaching/communication with student is available throughout the course by phone or email as needed.
4. Each assignment is to be submitted by student to the instructor at the completion of the assignment to check for understanding. Instructor will contact students to provide individual feedback on completed assignments. Support will be provided as needed.

5. If a student does not meet the course requirements when final assignments are submitted, the student will be notified by phone and/or email. Suggestions for improvement will be provided and the instructor will provide assistance to encourage satisfactory completion.

6. Students will communicate with the instructor and classmates during the course through the use of asynchronous discussion forums and responses to assignments.

7. A Virtual Office is available for course questions and students are provided with instructor contact information in the event students need to make phone or email contact. In addition, students are encouraged to email the instructor at any time.

**Resources**

Bellanca, J, Fogarty, R., Pete, B. (2012). *How to Teach Thinking Skills within the Common Core: 7 Key Student Proficiencies of the New National Standards*. Solution Tree Press


Marzano, R., Pickering, D. & Pollock, J. (2001). Classroom Instruction that Works. ASCD.


K-12 Td Tech Decisions. 5 Amazing Examples of Collaborative Technology in K-12 Classrooms. Available at http://www.k-12techdecisions.com/photo/collaborative_learning_how_5_k_12_classrooms_are_using_technology_to_promot/0


NC Civic Education Consortium Available at http://civics.sites.unc.edu/files/2012/05/GroupWorkTearItUp.pdf


Course Number and Title: EDU 930 Student –Centered Learning (Online/Moodle)
Instructor: Mabel Franks, Ed.D.
Date of Revision 6/1/16
To register for courses go to http://ce.fresno.edu/cpd and log in
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 |

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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.