Instructor

College of Education & Human Development Mission Statement

The new College of Education and Human Development is a world leader in discovering, creating, sharing, and applying principles and practices of multiculturalism and multidisciplinary scholarship to advance teaching and learning and to enhance the psychological, physical, and social development of children, youth, and adults across the lifespan in families, organizations, and communities.

Conceptual Framework for P-12 Professional Education Programs

The central themes of the conceptual framework are:

- promoting inquiry, research, and reflection;
- honoring the diversity of our communities and learners; and
- fostering a commitment to lifelong learning and professional development.

CI 5539 promotes inquiry, research and reflection through a series of topical responses, interactions with other participants, and inquiries into classroom practice and student learning. Course discussions with other participants and the instructor will help foster appreciation of the diversity of learners and communities throughout the State of Minnesota.

Curriculum and Instruction – Science Education Mission Statement

The science education program is designed to help you become an inquiring, analytical, and reflective professional science educator. The goal of the program is to create thoughtful practitioners who are enthusiastic about and prepared for leadership roles in schools. We believe highly qualified professional educators are central to helping all students succeed in the sciences.

Course Description & Outcomes

The purpose of the course is for students to continue to reflect on their instruction, with a focus on reform-based teaching and student learning, help improve job satisfaction, and improve teacher effectiveness. The course provides ongoing support to teachers through online discussions with the instructor and other participants. The course also will help improve instruction through choice of two online professional development inquiries (PDIs) including:

- Planning Instruction
- Assessing Student Learning
- Classroom Management
- Inquiry Based Instruction
- Cooperative Learning in Science
Each PDI will feature a section in which you will reflect on your current practice, learn about best practices in science education, prepare to implement the practices in your own teaching, and reflect on the implementation of the practice.

Teachers will be engaged in analyzing their instructional practices through audio and videotaping their teaching and studying student artifacts. The course will also provide you with resources, like lesson plans, to continue to improve your instruction.

### Instructional Strategies

Students will participate in small group discussions, topical responses, reflection journals, video analysis of classroom teaching, student work analysis, resource exploration, and planning of instruction.

### Readings

**Required:**

Required readings are in the form of articles posted on the class Moodle site.

**Optional:**

- How People Learn: Brain, Mind, Experience and School, Bransford, Brown, & Cocking, (Eds.)
- Enhancing Professional Practice: A Framework for Teaching, Charlotte Danielson
- National Science Education Standards (available on line), National Research Council
- Inquiry and the National Science Education Standards (available online)
- Why Didn’t I Learn this in College, Paula Rutherford
- Understanding by Design, Wiggins and McTighe
- The First Days of School, Harry Wong

### Course Web Page

You will be responsible for becoming familiar with the course website as this will be used weekly throughout the semester. The website can be accessed as follow:

1. Go to [http://moodle.umn.edu](http://moodle.umn.edu)
2. Click the Log in link at the top right hand of the screen
3. Log in with your UMN Internet ID and password
4. You will see the link to the new section in your My Courses area

### Technology

Students in this course will need to have access to the internet and have an email account. Course assignments, readings, handouts, and updated syllabi will be available through Moodle. Reflective journaling will occur electronically, details will be posted on Moodle. Students may find audio and microphone capabilities on their computer helpful – this may require the purchase of a headset. Video reflection will occur through VideoAnt so students in this class will need access to a digital video recorder (one is available for check-out from the curriculum and instruction library and Walter SMART Commons) and the ability to upload video onto the web. More details on the use of specific technologies may be found on the course Moodle site. Students will also explore instructional technology and web-based technology that supports science instruction.

### Diversity

It is the University Policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact me when possible to discuss their individual needs for accommodations.
Preparing teachers to work with diverse student populations is an important part of this course. Students will be introduced to a variety of multicultural educational resources and pedagogical strategies that promote increased understanding of diverse perspectives and lifestyles and improved student achievement through culturally relevant pedagogy.

Class Sessions

The course will take place online although we will provide some optional times for face-to-face interaction. Your minimum time requirement will be around one hour per week for the entire school year. This time includes work on your professional development inquiry, monthly reflective journal entries, monthly topical responses, and monthly venture/ vexation small group chats. See Moodle site for more details.

Grading

Final Grade will be determined using the following scales. The numbers represent percentages of possible points earned. Grades will be rounded to the nearest integer.

- **A** 100-94 - achievement that is outstanding relative to the level necessary to meet course requirements
- **A-** 93-90
- **B+** 89-87
- **B** 86-84 - achievement that significantly above the level necessary to meet course requirements
- **B-** 83-80
- **C+** 79-77
- **C** 76-74 - achievement that meets course requirements in every respect
- **C-** 73-70
- **D** 69-61 - achievement that is worthy of credit even though it fails to meet fully the course requirements
- **F** <60 - represents failure and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit, or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

Academic Dishonesty

Academic dishonesty in any portion of the academic work for a course shall be grounds for awarding a grade of F or N for the entire course.

Incomplete Grades:
The grade of "I" is not a regular University grade and cannot be given without special arrangements under unusual circumstances. It cannot be given merely to extend the time allowed to complete course requirements. If family or personal emergency requires that your attention be diverted from the course and that more time than usual is needed to complete course work, arrangements should be made with the instructor of the course before the quarter ends and consent obtained for receiving an "Incomplete" or "I" grade. These arrangements should be made as soon as the need for an "I" can be anticipated. A written agreement should be prepared indicating when the course assignment will be completed. Normally an "Incomplete" grade for a course should be removed within one quarter of its receipt.

Receipt of Final Grade:
University policies do not permit the posting of final course grades nor the reporting of these grades over the telephone. If you would like a record of your course grade before it is available via the University web site, send a self-addressed stamped envelope to the address on the first page.

Return of Course Papers:
All course papers will be graded and returned electronically.

Late Work
Online courses require timely postings to produce productive and collaborative dialogue. This is not a correspondence course. You will be expected to respond to postings and discuss online; late online postings are problematic and will not be accepted for credit.

Role of instructor in this course

As this is an online course, the role of the instructor is different from a face to face class. The instructor in this case is responsible for providing a learning environment and activities in which we will interact with you in a reflective capacity. The instructor will be responsible for the grading of the course assignments. The instructor also plays the role of lead mentor and will provide support and additional resources.

Assignments and Grades

1. **Complete a reflective journal – occurs monthly (20%)**
   Your first entry should be posted by September 30th.
2. **Complete topical responses – occurs monthly (15%)**
   Your first response should be entered by September 20th.
3. **Participate in venture/ vexation discussions with your small learning community – occurs monthly (15%)**
   Your first discussion will begin September 15th.
4. **Complete two professional development inquiries – one per semester (50%)**
   Your first PDI should start the week of October 1st.

University Policies

See [http://onestop.umn.edu/Faculty/Teaching/policyList.html](http://onestop.umn.edu/Faculty/Teaching/policyList.html) for a list of policies related to teaching with links to those policies. Also see [http://www1.umn.edu/usenate/usen/policies.html](http://www1.umn.edu/usenate/usen/policies.html) for University Senate policies related to Teaching/Education.

Statement on accommodations

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact their instructors to discuss their individual needs for accommodations.

Statement on classroom conduct

See [http://www1.umn.edu/usenate/policies/classexpectguide.html](http://www1.umn.edu/usenate/policies/classexpectguide.html) and/or [http://www1.umn.edu/regents/policies/academic/StudentConductCode.pdf](http://www1.umn.edu/regents/policies/academic/StudentConductCode.pdf)

Statement on academic misconduct


Scholastic misconduct is broadly defined as "any act that violates the rights of another student in academic work or that involves misrepresentation of your own work." Scholastic dishonesty includes, (but is not necessarily limited to): cheating on assignments or examinations; plagiarizing, which means misrepresenting as your own work any part of work done by another; submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the approval and consent of all instructors concerned; depriving another student of necessary course materials; or interfering with another student's work.

Statement regarding sexual harassment

[http://www1.umn.edu/regents/policies/humanresources/SexHarassment.pdf](http://www1.umn.edu/regents/policies/humanresources/SexHarassment.pdf)

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature when: (1) submission to such conduct is made either explicitly or implicitly a term or condition
of an individual's employment or academic advancement in any University activity or program; (2) submission to or rejection of such conduct by an individual is used as the basis of employment or academic decisions affecting this individual in any University activity or program; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. University policy prohibits sexual harassment. Complaints about sexual harassment should be reported to the University Office of Equal Opportunity, 419 Morrill Hall.

Support Services

If you need academic support, you may find the following services helpful.

The Learning and Academic Skills Center (http://www.ucs.umn.edu/lasc/lasc.html)
109 Eddy Hall, East Bank; 624-3323. Offers class, workshop, and individual assistance aimed at helping students achieve academic goals.

The Center for Writing (http://writing.umn.edu/)
227 Lind Hall 612 626-7579. Offers all University of Minnesota students free, individualized writing instruction.

The Department of Rhetoric's Online Writing Center (http://www.owc.umn.edu/)
Provides personalized online tutoring, a grammar hotline, and support for distance learners, especially in science and tech writing.

The University of Minnesota is an equal opportunity employer and educator.