

ALD 328: **APPLIED HUMAN LEARNING**
FALL 2018 Spring 2019, Monday 9-12, Unique #09435

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PURPOSE: The purpose of this course is to understand, analyze, and apply theories of human learning, motivation, and assessment as well as develop best teaching practices for the elementary school classroom context.

COURSE OUTCOMES

A student who participates in this course will gain competency in the following areas:

- **APPLIED LEARNING THEORY:** Design learning experiences according to cognitive, motivational, social, and environmental factors that impact learning.
- **LEARNING ASSESSMENT:** Evaluate methods to assess students' learning that align with learning goals to provide formative feedback and summative evidence of learning.
- **INCLUSIVE TEACHING:** Analyze teaching methods that address the needs and experiences of diverse learners, and integrate those methods into your own teaching practice.
- **REFLECTIVE PRACTICE:** Reflect on, refine, and articulate your beliefs about teaching and learning and your emerging identity as teachers.

COURSE RESOURCES

TEXT: Course packet of readings from University Co-op (ask for your section; it's red and says "Richards" on the front). Additional resources will be posted in Canvas.

Course Canvas Website: <http://canvas.utexas.edu>

Please check this site regularly! You will be responsible for assignments and any information posted on Canvas.

Technology Requirement: We will be accessing Canvas, as well as other websites and online tools during class. If you do not have access to a laptop or tablet, let us know right away. You can also check out a laptop from the Information Technology Office in SZB 536.

NOTE: This syllabus is subject to change.

General Requirements

Class participation is important. Participation means that you come to class on time, stay until the end, and contribute to activities and discussions in a professional manner. It also means that you are not checking your phone or browsing the web during class at any time, except during a break. Phones and laptops should not be used during class unless they are being used for a class-related activity.

Attendance is expected and arriving on time and staying the full class is required.

- If you will miss class, please notify me by email as soon as you know you will miss.
- You are allowed one excused absence. After that, if you must be absent (excused or unexcused), you will be required to make-up work from any additional missed classes. You will turn in a paper that: 1) outlines the readings from that week, and 2) provides a description of the activities we did in class that day and your responses to them. You will need to get notes from a peer when you miss class. You must submit it within one week of your absence. Failure to turn in the paper will result in a 5-point deduction on your final grade (taken from the points for reading assessments).
- Students will not be penalized for absences due to the observance of religious holidays that fall on our scheduled class day; please give me advance notice of these absences.
- Excessive tardies (3 or more) also constitutes an unexcused absence.

Reading assessments (10%)

Each week (other than the first and last weeks of class) you will be asked a few questions related to the reading. Some questions will be application-based and some will request open-ended comments you have related to the readings in terms of points of confusion or something you read that is particularly applicable to your experiences in the classroom and how you connect the reading assignments with your field placement. Questions and comments will be used to ignite discussion during class.

Classroom Observation Papers (30%)

Observation papers will include a description of the classroom or environment, details of the situation, as well as classroom observations and analysis. You will explain how your observations relate to a chosen topic taken from class readings or other sources. There are two observation papers. For the first observation paper, you are to choose one of the topics we have ***already covered*** and use the Observation paper directions found in Canvas Modules to guide your writing. For the last paper, you may choose any other second topic from the course, including those we have not yet covered.

Service Learning Project (40%)

Service learning encompasses projects focus on improving individuals, classrooms, and schools for children, their families, and their community. Some examples of prior service

learning projects include planting plants or painting rocks to beautify the school campus, collecting towels or making dog toys for animal shelters, writing letters to soldiers, and teaching kids how to recycle or conserve water. The service learning project is broken into three parts; proposal, data and conclusions, and presentation. Please see Canvas for further explanation and examples from prior students.

Critical Incidents (20%)

A critical incident is any positive or negative incident or situation that has significance for you. It is often one that makes you stop to think because it exceeds your expectations, raises questions for you, or raises issues regarding communication, existing knowledge, or professional relationships. Perhaps it's a situation that's inconsistent with your current beliefs, values, attitudes, or behaviors. It is an incident which in some way has had a significant impact on your professional learning and/or teaching. You will write two critical incident reports to reflect on something that has transpired in your internship classroom. You will use the guidelines found on the Canvas assignment.

Writing Standards

Each piece of written work must be double-spaced, using at least 1-inch margins and standard font.

Late Work

I reserve the right to accept and deduct points for late work, up to a 10-point deduction per day. If you need to turn in late work, you must contact me by emailing me in advance of the due date. I will determine if you will be granted the extra time for the assignment and will email you to confirm.

Writing Flag Requirements

You will get credit for a writing flag course and so will do a significant amount of your work in formal, written form. Another condition is that at least one of your papers is to be edited by your instructor and your peers. The Service Learning Project part 1 will be used to fulfill this requirement. You will edit each other's work in class and your instructor and/or TA will offer other suggestions to improve the written work. After rewriting, formatting, and other suggested edits have been considered, you will resubmit it on Canvas.

Online Behavioral Management Certificate - TBSI

You will complete an online module, called the Texas Behavior Support Initiative (TBSI) through Region 4 that will fulfill a Texas legislative requirement. You will be introduced to the website in class, but you will have to complete the module on your own, which takes about 2 hours. Full instructions about how to access the module are in the assignment on Canvas. You will not get credit for ALD 328 until you have uploaded a PDF copy of your certificate of completion to Canvas. Your certificate is due on the last day of class by midnight.

Grades

The following scale will be used to determine grades:

A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D	60-69
F	Below 60%

COURSE EXPECTATIONS

Participate

This course will improve your teaching practice. Be reflective as you read materials and interact in discussions. In-class discussion and activities are designed to maximize the value of our time together and leverage the educational benefits of having a cohort of peers to learn alongside, so please come prepared and contribute to the learning experience during class.

Stay up-to-date

Unless otherwise stated, all readings, class materials, supplemental resources, grades, emails, and announcements will be posted on the course Canvas site. You are responsible for keeping up with information and communication via Canvas.

Treat others with respect

Our class sessions are a time and place for learning. Behaving respectfully toward everyone in the class means engaging the learning activities at hand and refraining from doing anything not directly related to them (e.g., studying for other classes, checking email, using cell phones, carrying on side conversations, etc.).

Communicate with me

If you have questions or concerns about the course, need some help with a difficult concept or assignment, or anything else, I am always willing to listen and do what I can to help you. The best ways to reach me are to email me via Canvas or visit me in office hours. I usually do not respond to emails between the hours of 6pm to 8am.

UNIVERSITY POLICIES

University Code of Conduct

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Academic Integrity

Each student in the course is expected to abide by the University of Texas Honor Code: "As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity." **Plagiarism is taken very seriously at UT.** Therefore, if you use words or ideas that are not your own (or that you have used in previous class), you must cite your sources. Otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding UT's Academic Honesty and the University Honor Code which can be found at the following web address:

http://deanofstudents.utexas.edu/sjs/acint_student.php

Q Drop Policy

If you want to drop a class after the 12th class day, you'll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, see:

<http://www.utexas.edu/uqs/csacc/academic/adddrop/qdrop>

Services for Students with Disabilities

This class respects and welcomes students of all backgrounds, identities, and abilities. If there are circumstances that make our learning environment and activities difficult, if you have medical information that you need to share with me, or if you need specific arrangements in case the building needs to be evacuated, please let me know. I am committed to creating an effective learning environment for all students, but I can only do so if you discuss your needs with me as early as possible. I promise to maintain the confidentiality of these discussions. If appropriate, also contact Services for Students with Disabilities, 512-471-6259 (voice) or 1-866-329- 3986 (video phone). <http://ddce.utexas.edu/disability/about/>

Counseling and Mental Health Center

Do your best to maintain a healthy lifestyle this semester. All of us benefit from support during times of struggle. You are not alone. If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, I strongly encourage you to seek support. <http://www.cmhc.utexas.edu/individualcounseling.html>

CARE Counseling is a program through the UT Counseling and Mental Health Center. It is common to need support when dealing with feelings and problems that seem beyond your control. CARE Counselors are available to help with a variety of issues that may serve as a barrier to your academic success. Your CARE Counselor in the College of Education is Danie White, LPC, LMFT. Her office is in the George I. Sanchez Building, SZB 212E. To schedule an appointment, call 512-232-6862 and ask to schedule a CARE appointment. If you leave a voice mail, please include your name, EID, and contact number. Walk-in hours are also available. You will check-in at the College of Education's Student Division in SZB 216, and they will let Danie know you're waiting. All services are confidential. None of your information will be shared without your written consent.

Important Safety Information:

If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns Advice Line): 512-232-5050. Your call can be anonymous. If something doesn't feel right – it probably isn't. Trust your instincts and share your concerns. The following are recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Link to information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency

SUPPORT RESOURCES

Canvas Support: Student Tutorials: <http://edutech.ctl.utexas.edu/students/>

Technology Support & Equipment Check-out (SZB 536):

<http://www.edb.utexas.edu/education/ito/services/checkout/>

The College of Education has equipment, including laptops, available for check-out upon approved reservation. The Information Technology Office (ITO) desk is also available to help answer any basic technology questions you have.

Undergraduate Writing Center (FAC 211): <http://uwc.utexas.edu/>

I strongly encourage you to use the Writing Center, which offers free, individualized, expert help with writing for any UT undergraduate, by appointment or on a drop-in basis. Whether you are writing a lab report, a resume, a term paper, a statement for an application, or your own poetry, UWC consultants will be happy to work with you. Their services are not just for writing with “problems.” Getting feedback from an informed audience is a normal part of a successful writing project. Consultants help students develop strategies to improve their writing. The assistance they provide is intended to foster independence. Each student determines how to use the consultant's advice. The consultants are trained to help you work on your writing in ways that preserve the integrity of your work. Additional writing resources are available.

Sanger Learning Center (JES A315A) <http://www.utexas.edu/ugs/slc/support>

Sanger Learning Center's resources can help you achieve your academic goals. Visit their office or website to learn how to:

- get help with course content (e.g., drop-in and by-appointment tutoring, free refresher classes, etc.)
- improve your study skills (e.g., access helpful information, meet with an academic coach, attend workshops, etc.)
- attend course-specific study groups (e.g., supplemental instruction, peer-led study groups, etc.)

Libraries: <http://www.lib.utexas.edu/>

ITS: <http://www.utexas.edu/its/>

Student Emergency Services: <http://deanofstudents.utexas.edu/emergency/>

COURSE SCHEDULE (subject to change)

Date	Course Packet Readings/Topic for each week	Due
Jan. 28	Introduction to course Teaching & Learning	
Feb. 4	Constructivism/Critical Thinking	
Feb. 11	Creativity	
Feb. 18	Social and Emotional Learning	Service Learning Project Part 1 draft
Feb. 25	Self-Regulated Learning	Service Learning Project Part 1 edited by Dr. Richards/Jendayi
Mar. 4	Motivation	Service Learning Project Part 1 final draft due
Mar. 11	Mindfulness and Stress	Critical Incident 1
Mar. 18	Spring Break!	
Mar. 25	Resilience	Observation paper 1
Apr. 1	Stereotypes	
Apr. 8	Special Education and RTI	Service Learning Project Part 2
Apr.15	Standardized Testing	Critical Incident 2
Apr. 22	Classroom Assessment	Observation paper 2
Apr. 29	Parent Involvement	
May 6	Service Learning Presentations	Service Learning Project Part 3; TBSI certificate