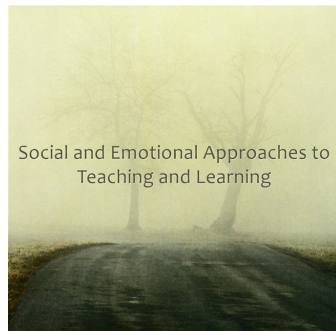# Social and Emotional Approaches to Learning and Teaching

Dr. Jeremy Price

Fall 2015

Welcome to EDUC1099, Social and Emotional Approaches to Learning and Teaching. Blah blah blah blah.

"It seems to me that that, finally, is what good teaching is all about. . . Somehow or another, skill and knowledge are integrated into some kind of a human connection."
- Mike Rose

Get to Know Your Professor

Dr. Jeremy Price
Office: Education 315 | 304.333.3686
Email: `jeremy.price@fairmontstate.edu`
Visit me during my student drop-in hours:

Mondays	Wednesdays	Fridays
10:00am - 12:00pm	10:00am - 12:00pm	10:00am - 12:00pm
		1:00pm - 2:00pm

Psst: Email is the best way to contact me.

If you can't make my student drop-in hours, schedule an appointment with me at `https://jeremyprice.youcanbook.me/`

The EDUC1099 Contract

Your first job *is to work at developing an academic relationship with me as your professor* just as you should work to develop a relationship with all of your professors. This job for you extends to *all* of your classes; you will find that putting the effort into building an academic relationship with your professors pays off. Putting effort into building an academic relationship with your professor will make your other two jobs flow much more smoothly. I am (and all of your professors are) here to help you succeed. In order to help me support you, you need to help me know what you need. If you have a question, if you don't understand something, if you are having trouble getting to class, if you need a different explanation of something, *talk to me*. Sometimes this means coming to my Student Drop-In Hours or scheduling an appointment with me outside of class. I work very hard to get to know my students in class, but I get to know them even better (and I can provide more targeted support) when my students talk with me outside of class.

    Your second job *is to get to know and learn how to use all of the course materials.* I will provide you with information, models, and scaffolding in the syllabus and other companion documents. These companion documents include `Reference Sheets`, `Project Packages`, and `Model Assignments`. Success in this class involves organizing and understanding these sources of information. I am happy to meet with you to discuss the course and its requirements further.

    Your third job *is to consider the long-term returns you will gain from putting effort into the work of this course.* When you are in college, your primary work responsibilities are to your coursework. You are in the Teacher Education Program and the effort you put into your coursework will pay off in terms of becoming a better prepared and more successful teacher. It is hard to find a balance between these long-term payoffs and short term needs (such as paying for rent, clothing, or entertainment and fun activities). You may also be more responsible for your time and attention than you ever have been before, so it is easy to slip into a pattern of missing classes. I am more than happy to help you find the right balance and to connect you with people and resources than can provide further support.

    My jobs as your professor include designing an engaging, relevant, productive course, facilitating class activities that I believe will be effective in the learning process, assessing your work in a fair, timely manner, and creating a safe, supportive space in which everyone can be who she or he is and freely contribute to the class. I am here to support you as you succeed in this course and in the Teacher Education Program, but I can only do so with your help.

Thank you to Dr. Terry Murray of the State University of New York at New Paltz for his inspiration (and some of the language) for including a course contract.

Course Throughlines

In this course, we will explore the questions. . .

- How do I see my role as a teacher with technology?
- How do I relate teaching, technology, and me?
- What practices and routines, digital tools and knowledge for teaching can I develop to support my role as a teacher with technology?

↓ *By engaging in these experiences. . .* ↓

↓ *To help you become. . .* ↓

A thoughtful educator who uses technology to support learning by facilitating the growth of understanding and creativity in each learner.


Using vocabulary of the profession is important and will help you communicate with your professors and colleagues in a precise and professional manner. We will therefore be using the ideas and language of the Teaching for Understanding (TfU) framework. According to TfU, *throughlines* "describe the most important understandings that students should develop during an entire course." Throughlines are the big ideas that we will be exploring and developing understandings around over the semester.

Course Practices and Routines

A Commitment to Universal Learning

I am committed to the principle of universal learning. This means that our classroom, our virtual spaces, our practices, and our interactions be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning.

Any student with particular needs should contact the coordinator of Disability Services at the start of the semester. Services are available to any student, full or part-time, who has a need because of a [documented] disability. It is the student's responsibility to register for services with the coordinator of students with disabilities and to provide any necessary documentation to verify a disability or the need for accommodations. You and I can work out the details of any accommodations for this course.
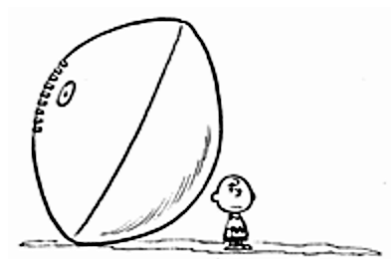
The coordinator of Disability Services can be reached at 304.367.4686 or 800.641.5678 Ext. 8.

Improve Your Chances for Success by Coming to Class Every Day

Being present is important to success in this class.[1] This class is very collaborative and you will often be working in teams: your teammates depend on you. Attendance will be taken at every class, both as a way to help me learn your names and as a way to help you stay on track with attendance.

I also understand that life happens and sometimes you might need to miss class. [2] Keep an open line of communications with me about your absences from this class. **If you need to miss class, please notify me directly by email**. Although I would prefer to be notified ahead of time of your absence, if you have an excuse for your absence you have 24 hours after class to notify me. I will notice patterns of absences—unexcused *and* excused—and I will call you on it because I want to do everything I can to help you succeed.

[1] Research has found that just showing up to class is a better way to tell if you will do well in your college classes than anything else, including how you might have done in high school (Crede, Roch, and Kieszczynka, 2010).

[2] *Some acceptable reasons to miss class* include family emergencies, car troubles break down, icy or snowy roads, or illness. *Some not acceptable reasons to miss class* include oversleeping, conflict with outside jobs, or the "I don't feel like going to class" excuse.

Building Trust: "Ooops!" Days

You might forget me to send me an email, so **each teacher candidate in EDUC1099 receives two "Ooops!" days.** Each unexcused absence

beyond your two "Ooops!" days will result in 50 points taken off your final grade for the course. *If you need to be excused from class for an extended period of time* for a particular reason, you must speak to me directly outside of class—such as during my drop-in hours, or if you can't come at those times, schedule an appointment with me—so that we can work out a way for you to participate in the structure and activities of the course. I will be posting your attendance status on TaskStream each month.

THE MOST IMPORTANT THING IS TO KEEP AN OPEN LINE OF COMMUNICATIONS OPEN WITH ME: I am here to help you succeed. I recognize that students are required to miss class for many different reasons. The important thing to remember is to keep an open line of communications with me so your grade is not adversely affected.

Stay Current by Keeping In Touch Outside of Class

COMMUNICATIONS BETWEEN ME AND YOU OUTSIDE OF CLASS WILL OCCUR OVER EMAIL. Please do not send me a message through Blackboard. Please make sure to check your Fairmont State email on a regular basis (at least 4-5 times per week). If you do not have a smart phone, a computer or internet access at home or in your dorm room, make it a regular practice to go to the library and check your email there.

Learn More by Submitting Assignments and Making Good Use of Feedback

IT IS IMPORTANT TO SUBMIT ASSIGNMENTS ON TIME as a professional courtesy to yourself, your professor, and your classmates. All assignments are due in TaskStream before *Pumpkin Hour*[3]. It is best not to wait until the Very Last Minute to submit assignments on `TaskStream`, as the submission process requires several steps.

   I completely understand that life happens and emergencies, illnesses, and other situations come up when you least want them to. If you are involved in an emergency, illness, or situation, please inform me via email as soon as possible, preferably before the due date, and we can discuss an extension. I also understand that things may happen on the date an assignment is due, so every student in EDUC2201 has a *Things Happen Buffer*.

> If you earned an B in the course but had two unexcused absences beyond your two "Ooops!" days, you will receive a C for your final grade.

> [3] *Pumpkin Hour* is 11:59pm on the day the assignment is due.

> The *Things Happen Buffer* gives you a little wriggle-room when it comes to handling the things that come up in life. Make sure to send me an email within *24 hours* after the due date if something comes up. The sooner you contact me the better.

Performances of Understanding

PERFORMANCES OF UNDERSTANDING ARE A WAY FOR YOU TO DEMONSTRATE WHAT YOU UNDERSTAND WHILE ALSO BUILDING YOUR UNDERSTANDING. The *Performances of Understanding*[4] are what you produce in each of the 4 units of the course. Each of these Performances are designed to not only help me see what you understand, but also to help you deepen your knowledge and develop your skills around the use of technology in teaching and learning. You will receive a Project Package at the beginning of each unit which will include more specifics about what I expect from you, including a copy of the rubric that I will be using to evaluate your work. In addition to the Culminating Performances themselves, you will engage in Check-In Performances to help you get ready for the Culminating Performances.

Sometimes I lie awake at night and I ask, "Is life a multiple choice test or is it a true or false test?" Then a voice comes to me out of the dark and says, "We hate to tell you this but life is a thousand word essay."

Charles M. Schulz

[4] Performances of Understanding are a concept from the Teaching for Understanding framework.

Unit 1: Introducing Social and Emotional Approaches to Teaching and Learning

In this unit, we will be exploring a framework for social and emotional approaches to teaching and learning. We will see how this framework intersects with the real lives of teachers and learners and the work in which they engage together. As a way to help you make these connections, you will be keeping a two-day journal in which you document when aspects of this framework intersect with your own experiences as a learner. You will then write a comprehensive, analytical, and rigorous reflection on what happened, how these experiences intersected with the framework, and how you now see things differently.

↦ *Your 48-Hour Social-Emotional Journal is worth* **20 points**.

Unit 2: The Impact of Stories on Teaching and Learning

When examining the social and emotional aspects of teaching and learning, it is important to recognize the stories we tell about ourselves, the stories we construct around others, and the stories that others tell about us. The story of the "redneck" is one that is intertwined with the cultural history of Appalachia, and is mostly not flattering. We will learn about the history of this phrase, learn about its significance, and work to "re-write" its meaning through creative artifacts. This

re-writing is important to help students who may live out the stories written for them instead write the stories and live the lives they prefer.

↦ *Your Redneck Project is worth **20 points**.*

Unit 3: Your Work to Model Social and Emotional Approaches to Teaching and Learning

Modeling is one of the most powerful tools for teaching. It is therefore important to model social and emotional practices in your own teaching and learning lives as an educator. Each person in the class will select a social-emotional practice and conduct research into what it is, what purpose it serves, how it works, and what the potential outcomes are. You will create a short poster presentation for a Social-Emotional Practices Conference. You will be able to engage classmates in conversation about these practices.

↦ *Your presentation in the Social-Emotional Practices Conference is worth **20 points**.*

Unit 4: Social and Emotional Teaching and Learning in the Wide World

One of the most important jobs of an educator is to facilitate an environment to promote learning, and planning this environment is a necessary part of this process. As such, as your last performance, you will be planning an activity that incorporates principles and practices of social-emotional learning and teaching. This plan is a condensed version of the lesson plan format you will be expected to write later in your career as a teacher education candidate. I hope that you will continue

↦ *Your Social-Emotional Activity Plan is worth **20 points**.*

Cross-Unit Considerations

Blah

↦ *These combined considerations are worth **20 points**.*

Course Point Breakdown

Keep in mind that **you earn your grade**. I do not "give" you a grade. As a teacher, I place a great deal of emphasis on becoming aware of learning processes and progress. *This is a practice that is important to bring to your own students,* so I want to give you a head start.

90-100 points is an A, 80-89 points is a B, 70-79 points is a C, 65-69 is a D, 64 or less is an F.

Unit	Performance	Points
1	48-Hour Social-Emotional Journal	20
2	The Redneck Project	20
3	Social-Emotional Practices Conference	20
4	Social-Emotional Activity Plan	20
ALL	Check-In Performances, Participation, and Growth	20
Total		**100**

📅 *Course Schedule* 📅

Check-In and Culminating Performances of Understanding Due Dates

Unit	Performance	Due Date
1	What Do I Notice?	August 21
	48-Hour Social-Emotional Journal	August 31
2	Re-Remembering Rednecks	September 4
	The Redneck Project	September 14
3	Practices Organizer	September 18
	Social-Emotional Practices Conference	September 28
4	Activity Organizer	October 2
	Social-Emotional Activity Plan	October 12

Unit 1: Introducing Social and Emotional Approaches to Teaching and Learning

🔑 Values and attitudes influence the educational process, are brought in by both students and educators, and can be developed through intentional efforts.

📅 *Week Of*	August 17-21
Priming Questions	What are some of the rules of the "program" for "doing school"?
	Should an effort be made to "deprogram" students from "doing school"?
	What does the author mean by "surprise," and why is surprise important for learning?
📖 *Readings*	How Deprogramming Kids From How To Do School Could Improve Learning (`http://goo.gl/pnkkRM`)
	Surprise Journal: Notice the Unexpected (`http://goo.gl/h2ESqJ`)
Check-In Performances	**What have you noticed?** Due Friday, August 21

✱✱✱

📅 *Week Of*	August 24-28
Priming Questions	According to Grant Wiggins, what are the differences between an *argument* and a persuasive essay? According to John Spencer, how is it *about* the technology?
📓 *Readings*	Argument—the Core of the Common Core—and a clarifying example (`http://goo.gl/1nhpHs`) Actually, It Is About the Technology (`http://goo.gl/BE79FJ`)
🗒 *Performances*	**48-Hour Social-Emotional Journal** Due Monday, August 31

Unit 2: The Impact of Stories on Teaching and Learning

🔑The stories that we tell about ourselves and others influence the attitudes and values that we bring to our lives and learning experiences.

📅 *Week Of*	August 31-September 4
Priming Questions	According to Tom Whitby, what are the differences between *then* and *now*? What is the advice Bill Ferriter gives to help make students more engaged in learning with technology?
📓 *Readings*	The Longer View: EdTech and 21st-Century Education (`http://goo.gl/iuJk59`) Are Kids Really Motivated by Technology? (`http://goo.gl/s3orWi`)
Check-In Performances	**Re-Remembering Rednecks**(: What did I think and what have I learned?) Due Friday, September 4

✱✱✱
📢 Special Week: Labor Day on Monday, September 7 (no class) 📢

📅 *Week Of*	September 7-11
Priming Questions	What is the ultimate goal of Universal Design for Learning? What are the different "modes" according to UDL? What examples of these different modes have you seen in your own educational career?
📓 *Readings*	What Is Universal Design for Learning? (`http://goo.gl/V9YHNw`) UDL At A Glance Video (`http://goo.gl/1xhgQh`) UDL Questions & Answers (`http://goo.gl/watsXV`)
	The Redneck Project Due Monday, September 14

Unit 3: Your Work to Model Social and Emotional Approaches to Teaching and Learning

⚲A key part of the intentional effort involves modeling by educators of introspection, contemplative and deliberative practices, and identity work.

📢 Special Week: Rosh Hashanah on Monday, September 14 (class via VoiceThread) 📢

🗓 *Week Of*	September 14-18
Priming Questions	According to Carol Dweck, why are the two mindsets—fixed and growth—important? What are times that *you* have taken on a fixed mindset? A growth mindset?
📖 *Readings*	Mindsets: How to Motivate Students (And Yourself) (`http://goo.gl/N997iN`) The Power of Believing You Can Improve (`http://goo.gl/ADvfw4`)
Check-In Performances	**Practices Organizer** Due Friday, September 18

✳✳✳

📢 Special Week: Yom Kippur on Wednesday, September 23 (class via VoiceThread) 📢

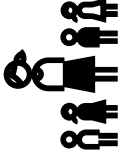| 🗓 *Week Of*	September 21-25
Priming Questions	What are the four Reciprocal Teaching Strategies? What do the Reciprocal Teaching Strategies do for learners?
📖 *Readings*	Reciprocal Teaching Strategies (`http://goo.gl/pIk8XA`)
📚 *Performances*	**Social-Emotional Practices Conference** on Monday, September 28

Unit 4: Social and Emotional Teaching and Learning in the Wide World

⚲Social and emotional learning and teaching occurs within a broader social and political context.

🗓 *Week Of*	September 28-October 2
Priming Questions	According to the authors, what are the benefits of students becoming digital authors? According to the authors, why is it important for students to use technology in school? What does it mean to write purposefully?
📖 *Readings* *Check-In Performances*	Creating Digital Authors (`http://goo.gl/nTCziC`) **Activity Organizer** Due Friday, October 2

✳✳✳

⚑Last Day of Class, Wednesday, October 7 ⚑

| 📅 *Week Of*	October 5-9
Priming Questions	What is a WebQuest?
	What can a student learn from engaging in a WebQuest?
📕 *Readings*	What is a WebQuest? (`http://goo.gl/M9HDsK`)
	What are the Essential Parts of a WebQuest? (`http://goo.gl/737kms`)
	What Kinds of Topics Lend Themselves to WebQuests? (`http://goo.gl/ZrD7r4`)
☰ *Performances*	**Social-Emotional Activity Plan** Due by Monday, October 12

Unit	Introducing Social and Emotional Approaches to Teaching and Learning	The Impact of Stories on Teaching and Learning	Your Work to Model Social and Emotional Approaches	Social and Emotional Teaching and Learning in the Wide World
Generative Topic	Values and attitudes influence the educational process, are brought in by both students and educators, and can be developed through intentional efforts.	The stories that we tell about ourselves and others influence the attitudes and values that we bring to our lives and learning experiences.	A key part of the intentional effort involves modeling by educators of introspection, contemplative and deliberative practices, and identity work.	Social and emotional learning and teaching occurs within a broader social and political context.
Understanding Goals	What are the key values and attitudes in the field? Teacher candidates recognize that values and attitudes affect self, others, and task.	How do stories relate to attitudes, values, and the social-emotional environment of the classroom? How can stories be influenced, changed, and retold?	What is the teachers' role in social and emotional approaches to teaching and learning? What are some recognized practices in the field of social and emotional teaching and learning?	What are the contexts in which social and emotional approaches to teaching and learning occur? How can opportunities for social and emotional approaches be constructed in context?
Performances of Understanding	48-Hour Social-Emotional Journal	The Redneck Project	Social-Emotional Practices Conference	Social-Emotional Activity Plan

Appendix

Fairmont State School of Education Conceptual Framework

The mission of the Fairmont State University School of Education (FSU SoE) is to prepare reflective and responsive educators who possess the knowledge, skills, and dispositions to help all students learn. The FSU SoE mission is integrated across the curriculum, field experiences, clinical practice, and assessments of candidates. The conceptual framework (CF) provides the structure and guiding principles that are necessary to accomplish this mission. The five West Virginia Professional Teaching Standards (WVPTS) and their respective functions undergird the knowledge, skills, and dispositions that candidates must possess in order to facilitate learning for all students. Diversity and technology are included in the CF representing themes that are integrated throughout the unit's programs. Demonstrated competencies in the standards/functions empower candidates to function as reflective and responsive educators. The CF is based on research about effective teaching and learning best practices that apply to teacher candidates at the initial level as well as accomplished teachers at the advanced level. The CF and the WVPTS also are central guiding elements of the FSU Professional Development School (PDS) Partnership that provides a critical structure and context for teacher education and educator professional development.
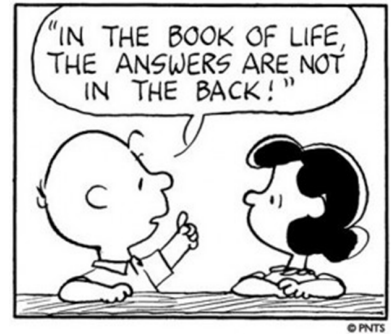
Figure1: Fairmont State University School of Education Conceptual Framework

Fairmont State University Policies

Academic Integrity

Fairmont State values highly the integrity of its student scholars. All students and faculty members are urged to share in the responsibility for removing every situation which might permit or encourage academic dishonesty. Cheating in any form, including plagiarism, must be considered a matter of the gravest concern. Cheating is defined here as: the obtaining of information during an examination; the unauthorized use of books, notes, or other sources of information prior to or during an examination; the removal of faculty examination materials; the alteration of documents or records; or actions identifiable as occurring with the intent to defraud or use under false pretense. Plagiarism is defined here as: the submission of the ideas, words (written or oral), or artistic productions of another, falsely represented as one's original effort or without giving due credit. Students and faculty should examine proper citation forms to avoid inadvertent plagiarism.

Disability Services

Disability services are available to any student, full or part-time, who has a need because of a documented disability. It is the student's responsibility to register for disability services and to provide any necessary documentation to verify a disability or the need for accommodations. Students must provide their professors with a copy of their academic accommodation letter each semester in order to receive accommodations. Faculty, students, and the Office of Disability Services must cooperate to ensure the most effective provision of accommodations for each class.

The Office of Disability Services is located in suite 316 of the Turley Student Services Center 333-3661. For additional information, please visit the Fairmont State University Office of Disability Services webpage at www.fairmontstate.edu/access or call (304) 333-3661.