University of Mississippi
School of Education
Curriculum & Policy Committee
Meeting Minutes
April 25, 2014


I. Call to order by Dr. Amy Wells Dolan

II. Discussion and Decision-Making on Proposed Initiatives

A. LCE Department: No new business

B. Teacher Education Department

Amy Wells Dolan: These courses are needed to finalize the EDD for practicing teachers in mathematics.

1. New Course Titles and Description for:

   EDCI 731. Assessment and Differentiation. Research and investigations in the relationship formative assessment and differentiation of instructional strategies. (3 hours)

   EDSE 725. Trends and Issues in Secondary Education. Issues in Secondary Education; emphasis on external and internal factors impacting the secondary classroom in the new millennium

EDSE 757. Technology Concepts, Applications, and Trends for Educators – Research and Practice. A course for practicing educators to enable them to make a critical investigation of their implementation of educational technologies in the past, present, and plan for the future in a rapidly changing technological world. (3 hours). Pre-Requisites – No specific courses, but students must be competent with the basic uses of technology of presented in the most recent EDSE 557.
EDFD 703. Seminar on the Learner and Learning. Exploration of prominent learning theories and their practical applications toward the design of learning environments. (3 hours).

Dr. Rosemary Oliphant Ingham made a motion to accept all of these courses. Dr. Debby Chesin seconded the motion. All items were approved by voting members present.

Dr. Amy Wells Dolan asked that a member make a motion to approve the EDD for practicing teachers in mathematics now that all four courses (listed above) have been approved. The program has already been approved by the department. Dr. Rosemary Oliphant Ingham made a motion to approve the EDD for practicing teachers in mathematics. Dr. Ann Monroe seconded the motion. All voting members approved.

The items will now move to the graduate council

   C. New Business: No new business
THE UNIVERSITY OF MISSISSIPPI
DEPARTMENT OF TEACHER EDUCATION

COURSE: EDCI 731. Assessment and Differentiation. Research and investigations in the relationship between formative assessment and differentiation of instructional strategies. (3 hours)

Prerequisites: None

Instructor Contact Information

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<th>Name</th>
<th>Office</th>
<th>Phone</th>
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<th>E-Mail</th>
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<tbody>
<tr>
<td>Dr. Kaye Pepper</td>
<td>210 Guyton</td>
<td>662-915-3996</td>
<td>TBD</td>
<td><a href="mailto:kpepper@olemiss.edu">kpepper@olemiss.edu</a></td>
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II. SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK:

A. Vision Statement
The vision of the School of Education at The University of Mississippi is to be an exemplary unit that prepares reflective professional educators, creates and disseminates new knowledge, and provides service to the state and nation to meet the educational challenges of the 21st century. Undergraduate and graduate programs in the unit are conceptualized to prepare candidates who can positively impact students to be productive and caring citizens who will exhibit the five qualities outlined in the conceptual framework.
B. Unit Major(M) and Minor(m) Themes/outcomes
1. Lifelong Learners who take responsibility for their own learning and continuously foster their professional renewal. (M)
2. Problem Solvers who develop solutions to improve the educational environment for all students. (M)
3. Communicators who effectively use verbal, non-verbal, electronic, and print modes of communication to establish a positive classroom environment. (M)
4. Users of Technology who integrate multimedia in learning environments as instructional and management tools to enhance student learning. (M)
5. Professionals committed to diversity who appreciate diverse contexts and promote and model the values of diversity. (M)

III. KNOWLEDGE BASE MAJOR(M) AND MINOR(m) THEMES:

T – Thinking and problem solving (M)
E – Equality and respect for diversity (M)
A – Appropriate teaching strategies (M)
C – Communication and cooperation (M)
H – Human development and curriculum (M)
E – Esteem, autonomy, and lifelong learning (M)
R – Relevance: Social and global (m)
S – Supervision, management, and guidance (m)

IV. PROFESSIONAL DISPOSITION FOR CANDIDATES:

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<td>9, 10</td>
<td>Professional Practice Collaboration Leadership</td>
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V. REFERENCES:

A. Primary Text

B. Supplemental Text

C. Assigned Readings
Developingthetheoryofformativeassessment_12262012101200.pdf
VI. PURPOSE OF THE COURSE:
The purpose of the class is to provide doctoral candidates the opportunity to research the development of assessment, particularly formative assessment, and differentiated instruction and examine the relationship between the two. Candidates will understand the concepts of assessment of learning, assessment as learning, and assessment for learning. Candidates will apply the theories of formative assessment and differentiated instruction in a classroom setting.

VII. COURSE OBJECTIVES:

Course participants will:

- trace the development of the theories of assessment and differentiated instruction.
- synthesize research findings on the effectiveness of formative assessment in differentiating instruction and move from theory into practice (NBPTS 2.2) (InTASC 1, 4).
- through analysis of assessment data, diagnose student needs and prescribe instructional tasks effective in meeting learning needs and preferences of students (NBPTS 1:1) (InTASC 1, 2, 3, 4, 10)
- evaluate the effectiveness of the team approach in implementing differentiated instruction.

VIII. COURSE SCHEDULE – See next page

IX. COURSE REQUIREMENTS, POLICIES, AND EVALUATION PROCEDURES:

A. Course Requirements –

1. For a class you teach: (40 points each)
   (a) administer pre-assessment and develop/implement instructional strategies to meet individual student needs (differentiate using content and process)
   (b) administer formative assessment, adjust instructional strategies/interventions based on individual student needs (differentiate using content and process); repeat as needed
   (c) administer summative assessment (differentiate the end product in order for students to demonstrate learning based on individual needs/preferences)

2. Participate in class discussions focused on your reflections associated with:
   (a) completion of elements in item #1
   (b) the value of making the change to differentiation within a professional learning community experience. (15 points total)

3. In a written paper, apply the theories of assessment and differentiated instruction to your experiences in completing elements of item #1. Be sure to reference readings and resources utilized during the semester. (50 points)

4. Share the findings from your written paper through a class presentation. (15 points)

The instructor reserves the right to reject submissions that contain errors of construction, misspellings, and/or grammatical mistakes that reflect hastily crafted or poorly edited work inconsistent with graduate level scholarship.
<table>
<thead>
<tr>
<th>Week 1</th>
<th>Source</th>
<th>Topic</th>
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<tbody>
<tr>
<td></td>
<td>William-Embedded Formative Assessment</td>
<td>Introduction to class, Syllabus, Website, Dispositions, Reflection on Current Classroom Practices</td>
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<tr>
<td></td>
<td>William-Embedded Formative Assessment</td>
<td>Chapter 2 – The Case for Formative Assessment</td>
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<td>Chapter 3 – Clarifying, Sharing, and Understanding Learning Intentions and Success Criteria</td>
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<td>Chapter 4 – Eliciting Evidence of Learners’ Achievement</td>
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<td>Chapter 5 – Providing Feedback that Moves Learning Forward</td>
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<tr>
<td>Week 9</td>
<td>Watts, J. (2010).</td>
<td>A foundational research study connecting Carol A. Tomlinson’s model of differentiated instruction...</td>
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<td>Week 10</td>
<td>William-Embedded Formative Assessment</td>
<td>Chapter 6 – Activating Students as Instructional Resources for One Another</td>
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<td>Chapter 7 – Activating Students as Owners of Their Own Learning</td>
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<td>Chapter 4 – The Content of Professional Development for Change Toward Differentiation</td>
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<tr>
<td>Week 14</td>
<td>Final Paper Findings/Presentations</td>
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<td>Week 15</td>
<td>Final Paper Findings/Presentations</td>
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</tbody>
</table>
B. Field Experience and Clinical Practice – None

C. Assessment Procedures

Qualitative and quantitative measures of student performance on the course requirements stated above will be used to determine candidate achievement of the course objectives listed under VII. All required assignments are given a specific grade as indicated on page 4 of the syllabus. Grades will be totaled and the following scale for final grades will be used:

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\begin{align*}
A &= 184-200 \\
B &= 166-183 \\
C &= 148-165 \\
D &= 130-147 \\
F &= \text{Below 130}
\end{align*}
\]

D. Instructional Strategies

The course will be a seminar, to include: review of research, class discussions, reflections, debates, and oral presentations.

E. Attendance Policy

Attendance and participation in class are expected. An excessive number of absences can adversely affect one’s overall performance in the course.

F. Policies Related to Students (Candidates) with Disabilities

It is the responsibility of any student with a disability, who requests a reasonable accommodation, to contact the Office of Student Disability Services (915-7128). Contact will be made by that office through the candidate to the instructor of this class. The instructor will then be happy to work with the candidate so that a reasonable accommodation of any disability can be made.

X. SPECIAL CONSIDERATIONS

A. Recommended Reading List – None

B. Required Reading List – See Section V.C. above.

C. Academic Integrity and Honesty – Candidates are expected to follow the honor code as outlined in the current University of Mississippi M-Book for Students (Code of Discipline) which can be found online at http://s3.amazonaws.com/os_extranet_files_test/7983_11049_mbook2.pdf. Plagiarism, as defined in the honor code, will not be tolerated.

D. Flexibility Clause – The aforementioned requirements, assignments, policies, evaluation procedures, etc., are subject to change. Candidates’ experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus.
The University of Mississippi
Department of Teacher Education


Instructor: Dr. Joe Sumrall
Office: 305 School of Education
Phone: 915-5310
Cell: 816-8568
e-mail: sumrall@olemiss.edu
Office hours: Monday-Thursday 3-5

II. SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK:

"Educators as Reflective Professionals"

Vision Statement

The vision of the School of Education at The University of Mississippi is to prepare reflective professional educators, create and disseminate new knowledge, and provide service to the state and nation to meet the educational challenges of the 21st century. Undergraduate and graduate programs in the unit are conceptualized to prepare candidates who can positively impact students to be productive and caring citizens who will exhibit the five qualities outlined in the conceptual framework.
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4. Users of technology who integrate multimedia in learning environments as instructional and management tools to enhance student learning. (M)

5. Advocates for diverse learners who appreciate, promote, and model the values of diversity. (m)

B. Unit Major(M) and Minor(m) Themes/outcomes

III. KNOWLEDGE BASE MAJOR(M) AND MINOR(m) THEMES:

- T Thinking and problem solving (M)
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**V. REFERENCES**

**A. Primary Text**


**B. Supplemental Text**

None

**C. Assigned Readings**

Selections from national and state standards within specific subject areas, state/national newspaper articles, Education Week and government reports/mandates.

**VI. PURPOSE OF THE COURSE**

The purposes of **COURSE: EDEL 725: Trends and Issues in Secondary Education** are to investigate the trends and issues that occur within the secondary classroom. Media, political, textbook, business and other curricular influences in relation to changing trends and issues in the secondary classroom are studied. Academic and non-academic issues at local and national levels in relation to the secondary classroom are reviewed.

**VII. COURSE OBJECTIVES:**

Candidates will be able to:

- Identify, discuss, and apply information concerning trends, issues, and
developments in the secondary classroom.
• Research and discuss trends and issues within teaching candidates’ specific
discipline areas.
• Recognize and articulate external constituencies influences and impacts on
classroom instruction.
• Develop a group presentation focused on non-academic (e.g., school
violence) and academic (e.g., national testing) trends and issues in the
secondary classroom.
• Describe the relationship between changing demographics and trends in the
secondary classroom.
• Describe the relationship between changing technologies and trends in the
secondary classroom.
• Debate specific issues in the secondary classroom
• Develop a trend or issue related action research project

VIII. COURSE OUTLINE

SEE ATTACHED

IX. COURSE REQUIREMENTS AND ASSESSMENT PROCEDURES

A. Course Requirements

ASSIGNMENTS POINTS

PARTICIPATION 100 (10 CLASS NIGHTS DISCUSSING TOPICS)
EDUCATION MOVIE REVIEW 30 (3 MOVIES 10 POINTS EACH)
GROUP PROJECT 50
GROUP CHAPTER PRES 15
INDIVIDUAL PAPER 50
THREE DEBATES 30
COOPERATIVE GRADE BASED
ON DR. SUMRALL CHAPTER
1, 3, 5, 7, 8, 9 QUESTIONS 30
Trend or Issue Related Action Research Proposal

TOTAL 355

B. Field Experience and Clinical Practice.
Class simulations are required. Using text case study and debate assignments
classroom scenarios are practices.

C. Assessment Procedure
Presentational rubrics, writing rubrics, and checklists will be used to determine
candidates achievement of course objectives listed under VI. All required
assignments will be given a specific grade. Grades will be computed using
the following scale:
A = 92-100  
B = 83-91  
C = 74-82  
D = 65-73  
F = Below 65

D. **Instructional Strategies**  
The course will include lectures, class discussions, group and individual work, use of technology, films, and demonstrations.

E. **Attendance Policy**  
**Attendance Policy:** Attendance and participation in class are expected. Excessive absences will adversely affect the final grade for the course. The instructor will define the policy the first day of class. Candidates will be responsible for all material covered when absent.

F. **Policies Related to Students (Candidates) with Disabilities**  
It is the responsibility of any candidate with a disability, who requests a reasonable accommodation, to contact the Office of Student Disability Services (915-7128). Contact will then be made by that office through the candidate to the instructor of this class. The instructor will be happy to work with the candidate so that a reasonable accommodation of any disability can be made.

X. **SPECIAL CONSIDERATIONS**

A. **Recommended Reading List**  
Education Week  
Phi Delta Kappan

B. **Academic Integrity and Honesty**  
Candidates are expected to follow the honor code as outlined in the current University of Mississippi M Book.

C. **Flexibility Clause**  
The aforementioned requirements, assignments, policies, evaluation procedures, etc. are subject to change. Candidates' experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus.
THE UNIVERSITY OF MISSISSIPPI

DEPARTMENT OF TEACHER EDUCATION

I. COURSE INFORMATION: EDSE 757. Technology Concepts, Applications, and Trends for Educators - Research and Practice. A course for practicing educators to enable them to make a critical investigation of their implementation of educational technologies in the past, present, and plan for the future in a rapidly changing technological world. (3 hrs). Pre-Requisites – No specific courses, but students must be competent with the basic uses of technology as presented in the most recent EDSE 557.

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<td>Dr. Allan Bellman</td>
<td>320 Guyton</td>
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<td><a href="mailto:abellman@olemiss.edu">abellman@olemiss.edu</a></td>
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II. SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK:

- EFFECTIVE COMMUNICATORS
- PROBLEM SOLVERS
- USERS OF TECHNOLOGY
- LIFELONG LEARNERS
- ADVOCATES FOR DIVERSE LEARNERS
- EDUCATORS AS REFLECTIVE PROFESSIONALS
  IMAGINE INNOVATE INSPIRE
- STUDENT-CENTERED
- KNOWLEDGE-BASED
- RESEARCH-BASED
A. Vision Statement

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V. REFERENCES:

A. Primary Texts


B. Supplemental Text


Sprenger, Marilee, Brain-Based Teaching in the Digital Age, ASCD, Alexandra, Va, 2010.

C. Assigned Readings

Selected articles from:


*Teaching Mathematics in the Middle School*, National Council of Teacher of Mathematics.


*Contemporary Issues in Technology and Teacher Education (CITE Journal)*.

As well as:

Other journals, news articles, and blogs as appropriate.

VI. PURPOSE OF THE COURSE:

For practicing educators to investigate and evaluate their past and present uses, and plan for future implementation of technologies in their classroom. The investigation will explore how technology decisions were made in the past and how they could be made in the future. Future implementation of new technologies and how a teacher can stay abreast of the, often, rapidly changing field of technology will be given special emphasis.

VII. COURSE OBJECTIVES:

Candidates will:

1. Apply, demonstrate and employ technology as an effective mathematics teaching and learning tool. (NBPTS 1, 2, 3, 4) (InTASC 8)
2. Apply, demonstrate and employ manipulatives, virtual and physical, as an effective mathematics teaching and learning tool. (NBPTS 1, 2, 3, 4) (InTASC 8)
3. Apply, demonstrate and employ dynamic, interactive technologies as effective mathematics teaching and learning tools. (NBPTS 1, 2, 4, 5) (InTASC 4, 5)
4. Apply, demonstrate and employ effective problem solving strategies enhanced by technology. (NBPTS 1, 2, 4) (InTASC 5)
5. Illustrate how to effectively assess student mathematical progress. (NBPTS 1,2,3,4) (InTASC 6)
6. Identify research that supports the effective teaching and learning of mathematics through the use of technology. (NBPTS 1,2,3,4,5) (InTASC 9)
7. Assess various mathematical technologies as they apply to the Common Core State Standards for Mathematics Standards for Mathematical Practices. (NBPTS 2,3,4) (InTASC 6)
8. Demonstrate the ability to design, evaluate and assess the effect of instruction enhanced by technology that is appropriate for diverse student groups. (NBPTS 3) (InTASC 7, 8)

VIII. COURSE OUTLINE

See Course Schedule for additional details

- Where does a teacher find information about new technologies – professional development opportunities, fellow teachers, technology company representatives, popular media, bloggers, academic researchers.
• History of technology starting with the personal computer – Development and introduction of various technologies, their expected benefits, their actual benefits, and what replaced each.
• Technologies that support the development and presentation of instructional materials.
• Technologies that change the learning environment and its location.
• Technologies that support various diverse learning methods.
• Technologies to collect, analyze, and display data (instructional and assessment).
• Dynamic, interactive technologies.
• Technology vs. physical or virtual manipulatives.
• Digital media.
• Web-based materials.
• Technologies for assessment – formative and summative.
• Place of social media.
• Modern trends in technologies.
• The near future.
• Selection and implementation of new technologies.

VIII. COURSE REQUIREMENTS, POLICIES, AND EVALUATION PROCEDURES:

A. Course Requirements and Assessment Procedure

See Course Schedule for additional details

<table>
<thead>
<tr>
<th>Assignment Description</th>
<th>Points</th>
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<tbody>
<tr>
<td>Class preparation, attendance and participation.</td>
<td>65 pts.</td>
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<tr>
<td>Class Presentation – a technology presently used.</td>
<td>15 pts.</td>
</tr>
<tr>
<td>Class Presentation – a technology not presently used.</td>
<td>15 pts.</td>
</tr>
<tr>
<td>Outline a lesson that uses technology during all parts of preparation, presentation,</td>
<td>25 pts.</td>
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<td>instruction, and assessment.</td>
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<tr>
<td>Reflective Paper – Historical develop of a single technology. Include an evaluation</td>
<td>20 pts.</td>
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<td>and assessment of its typical use. This cannot be the technology used in the other</td>
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<td>reflective paper.</td>
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<tr>
<td>Design and develop a technology enhanced learning environment and experience. Discuss</td>
<td>20 pts.</td>
</tr>
<tr>
<td>the research base to your decisions. Discuss how this environment will enhance learning.</td>
<td></td>
</tr>
<tr>
<td>What is a reasonable implementation plan? How could you evaluate its success and future</td>
<td></td>
</tr>
<tr>
<td>direction.</td>
<td></td>
</tr>
<tr>
<td>Create and justify a technology plan for an academic department at your personal</td>
<td>15 pts.</td>
</tr>
<tr>
<td>location or level. Explain how you would evaluate its success if implemented.</td>
<td></td>
</tr>
</tbody>
</table>

Each completed assignment will be given a point value according to rubrics provided with the assignment and the previous topical values. Presentations, projects, preparation and participation will be used to determine candidate achievement of the course objectives. All assignments and examinations should be completed on the announced due dates. The acceptance of late assignments is at the discretion of the course instructor. If late work is accepted, points will be deducted from the final score.
All student assignments must be created individually unless students have specifically been placed on an instructional or development team. Material from textbooks, websites, and other outside location can be used as the basis of an activity but must be altered to reflect 60% new material for credit. Failure to comply to this rule will result in no credit being given for an activity. If in doubt, check before too much time and effort is put into altering someone else's work.

NOTE: It is possible and encouraged for one student developed activity to fall under multiple categories.

Course grades will be computed using the following scale:

- A = 92 – 100%
- B = 83 – 91%
- C = 74 – 82%
- D = 65 – 73%
- F = Below 65%

B. Field Experience and Clinical Practice

There is no Field Experience or Clinical Practice needed as part of this course.

C. Instructional Strategies

The course will include lecture, class discussion, online discussion, online polling and quizzing, demonstrations and presentations, cooperative/collaborative group learning activities.

D. Attendance Policy

Attendance and participation in class are expected. Excessive absences will adversely affect the final grade for the course. Candidates are responsible for all required assignments.

E. Policies Related to Students (Candidates) with Disabilities

It is the responsibility of any student with a disability, who requests a reasonable accommodation, to contact the Office of Student Disability Services (915-7128). Contact will be made by that office through the candidate to the instructor of this class. The instructor will then be happy to work with the candidate so that a reasonable accommodation of any disability can be made.

IX. SPECIAL CONSIDERATIONS:

A. Academic Integrity and Honesty – Candidates are expected to follow the honor code as outlined in The University of Mississippi Policy Directory, which can be found online at https://secure4.olemiss.edu/umpolicyopen/index.jsp. Plagiarism, as defined in the honor code, will not be tolerated.

B. Flexibility Clause – The aforementioned requirements, assignments, policies, evaluation procedures, etc., are subject to change. Candidates’ experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus.
I. **COURSE INFORMATION:** EDFD 703. Seminar on the Learner and Learning. Exploration of prominent learning theories and their practical applications toward the design of learning environments. (3 hours)

**INSTRUCTOR(S):**

<table>
<thead>
<tr>
<th>Name</th>
<th>Office #</th>
<th>Phone</th>
<th>Office Hours</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Joel Amidon</td>
<td>323 Guyton</td>
<td>662.915.7588</td>
<td>TBD</td>
<td><a href="mailto:jcamidon@olemiss.edu">jcamidon@olemiss.edu</a></td>
</tr>
</tbody>
</table>

II. **SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK:**

A. **Vision Statement**

The vision of the School of Education at The University of Mississippi is to prepare reflective professional educators, create and disseminate new knowledge, and provide service to the state and nation to meet the educational challenges of the 21st century. Undergraduate and graduate programs in the unit are conceptualized to prepare
candidates who can positively impact students to be productive and caring citizens who will exhibit the five qualities outlined in the conceptual framework.

B. Unit Major (M) and Minor (m) Themes/Outcomes

1. Lifelong learners who take responsibility for their own learning and continuously foster their professional renewal. (M)
2. Problem solvers who develop solutions to improve the educational environment for all students. (M)
3. Effective communicators who effectively use verbal, non-verbal, electronic, and print modes of communication to establish a positive school environment and promote student thinking and learning. (M)
4. Users of technology who integrate multimedia in learning environments as instructional and management tools to enhance student learning. (m)
5. Advocates for diverse learners who appreciate, promote, and model the values of diversity. (M)

II. KNOWLEDGE BASE MAJOR (M) AND MINOR (m) THEMES:

T – Thinking and problem solving (M)
E – Equality and respect for diversity (M)
A – Appropriate teaching strategies (M)
C – Communication and cooperation (m)
H – Human development and curriculum (M)
E – Esteem, autonomy, and lifelong learning (M)
R – Relevance: Social and global (M)
S – Supervision, management, and guidance (m)

III. PROFESSIONAL DISPOSITIONS FOR CANDIDATES

<table>
<thead>
<tr>
<th>Teacher Ed Dispositions</th>
<th>InTASC</th>
<th>Imagine, Innovate, Inspire</th>
<th>CF</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>demonstrates an expectation that all students can learn and are a vital part of the learning community.</td>
<td>1, 2, 8</td>
<td>Caring Equality Authentic Assessment</td>
<td>Advocates for Diverse Learners Effective Communicators</td>
</tr>
<tr>
<td>displays sensitivity to students’ needs.</td>
<td>2, 3, 6, 7</td>
<td>Professionalism Collaboration Excellence</td>
<td>Advocates for Diverse Learners Problem Solvers Effective Communicators</td>
</tr>
</tbody>
</table>
IV. REFERENCES:

A. Primary Text

None

B. Supplemental Text(s)


C. Assigned Readings

Readings will be assigned by the course instructor that emerge from current research on learning.

V. PURPOSE OF THE COURSE:

This course focuses on research on learning and is designed to provide students with an understanding of how people learn in school contexts, but other contexts will not be ignored. The course serves to introduce students to the major learning theories that have guided the field of education (e.g., behaviorism, constructivism, sociocultural/sociohistorical perspectives). Pragmatic implications of these different theoretical perspectives will also be examined. For example, questions such as the following are considered: What constitutes learning within each perspective? What are the implications for designing and analyzing learning environments if one takes a particular theoretical perspective? What are the implications for assessment? What kind of goals are set for students if one takes a particular theoretical perspective?

VI. COURSE OBJECTIVES:

Candidates will:
1. Explore important learning theories (e.g., behaviorism, constructivism, sociocultural/ 
sociohistorical perspectives) and the conditions/context under which they were 
developed. (InTASC Standard 1, 2)
2. Define what it means to learn given the different theoretical perspectives (InTASC 
Standard 1, 2)
3. Ground the theoretical perspectives in examples of practice (InTASC Standard 3, 5)
4. Apply different learning theoretical perspectives to the design and analysis of learning 
environments (InTASC Standard 1, 2, 3, 5, 7, 8, 10)

VIII. COURSE OUTLINE:
See attached Course Schedule for additional details.

Historical Perspective on Learning
Behaviorist Perspectives on Learning and the Design of Mathematical Learning
Environments
    Behaviorism
Cognitive Perspectives on Learning and the Design of Mathematical Learning
Environments
    Information Processing
    Constructivism
    Various Cognitive
    Constructivism and Information Processing
Situative Perspectives on Learning and the Design of Mathematical Learning Environments
    Situated and Everyday Cognition
    Situated and Distributed Cognition
    Situative & Sociocultural Perspectives: Participation and Practices
    Sociocultural Perspectives: Figured Worlds & Communities

IX. COURSE REQUIREMENTS, POLICIES, AND EVALUATION PROCEDURES:

A. Course Requirements See attached Course Schedule for additional details

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection Papers (Objectives 1-3)</td>
<td>25 pts</td>
</tr>
<tr>
<td>Class Presentation of a Learning Theory (Objectives 1-3)</td>
<td>20 pts</td>
</tr>
<tr>
<td>Final Project to Design a Learning Environment (Objectives 1 - 4)</td>
<td>30 pts</td>
</tr>
<tr>
<td>Attendance &amp; Participation (Objectives 1-4)</td>
<td>20 pts</td>
</tr>
<tr>
<td>Peer Feedback (Objectives 1,3,4)</td>
<td>5 pts</td>
</tr>
<tr>
<td>Total Points Possible</td>
<td>100 pts</td>
</tr>
</tbody>
</table>
B. Assessment Procedure

Rubrics, checklists, peer evaluation, and self-evaluation will be used to determine candidate achievement of the course objectives listed under VI. All required assignments will be given a specific grade. Grades will be computed using the following scale:

- A = 92-100%
- B = 83-91%
- C = 74-82%
- D = 65-73%
- F = Below 65%

All assignments and examinations should be completed on the announced due dates. The acceptance of late assignments is at the discretion of the course instructor. If late work is accepted, points will be deducted from the final score.

C. Field Experience and Clinical Practice

N/A

D. Instructional Strategies

This course will include explorations, demonstrations, cooperative and collaborative learning, and student presentations.

E. Attendance Policy

Attendance and participation in class are expected. Excessive absences will adversely affect the final grade for the course. See “Assignments” for more details.

F. Policies Related to Students (Candidates) with Disabilities

It is the responsibility of any student with a disability, who requests a reasonable accommodation, to contact the Office of Student Disability Services (915-7128). Contact will be made by that office through the candidate to the instructor of this class. The instructor will then be happy to work with the candidate so that a reasonable accommodation of any disability can be made.

X. SPECIAL CONSIDERATIONS

A. Recommended Reading List

Readings may be added as needed throughout the semester.
B. Required Reading List – See attached Course Schedule

C. Academic Integrity and Honesty – Candidates are expected to follow the honor code as outlined in *The University of Mississippi Policy Directory*, which can be found online at [https://secure4.olemiss.edu/umpolicyopen/index.jsp](https://secure4.olemiss.edu/umpolicyopen/index.jsp). Plagiarism, as defined in the honor code, will not be tolerated.

D. Flexibility Clause – The aforementioned requirements, assignments, policies, evaluation procedures, etc., are subject to change. Candidates’ experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus.