

I. Course Title: ~~Course Title:~~ Today's Classroom: Foundations of and Current Trends in Education

II. Course Prefix and Number: ED 589

III. Number of Credits: 2 Semester Hours; 30 Hours

IV. Dates/Times: Ongoing, asynchronous online

V. Instructor: Koh Ikeda, Ed.D.

VI. Location: Online, <https://www.ccreditsonline.org/>

VII. Course Description:

The Today's Classroom: Foundations of and Current Trends in Education is a course designed to cover a number of areas. This course is being used in an alternative certification program for beginning teachers for Los Angeles School District (and was developed in partnership with them), as well as in a number of school districts for their paraprofessionals' training programs. As a survey course, it is designed to teach the history of public education and the policies and theories; psychological, academic and governmental that have guided and shaped it. This course also covers diversity in the classroom, differentiated lesson plans, assessments—alternative and traditional, differentiated learners, motivation and creating optimal learning environments in the classroom. Because there have been so many changes in the classroom over the last twenty years, this course is also beneficial to those teachers whose college curriculum did not include these areas. It meets the requirements for university accreditation at both Humboldt State University and Seattle Pacific University.

This popular course will help you to create effective learning environments, understand different educational strategies, and how they can be implemented in the classroom. Topics include: Important concepts in American history, governmental policies, and best practices in classrooms across the nation; research on factors that influence student motivation; early childhood development theories, differentiated learning; and traditional vs. alternative methods of assessment; and diversity in the classroom. **ONLINE COURSE AVAILABLE 24/7 - MUST HAVE ACCESS TO A COMPUTER & INTERNET TO COMPLETE COURSE LESSONS.**

Participants/Grade Level: Teachers K-12, Para-Educators, Special Ed.

VIII. Course Objectives:

- To introduce course participants to American education, from its history and the governmental policies that have guided it, down to the actual workings within today's classroom.
- To identify the leaders affecting public education, including those considered innovators.
- To discuss the development of a child, including the theories of Piaget, Vygotsky, Erikson and Kohlberg.
- To identify and address individual differences in learning and diversity in the classroom.
- To discuss the scientific approach to learning, including the behavioral, cognitive and constructivist theories.
- To identify the factors that influence motivation.
- To identify methods to create an environment that promotes better learning.
- To discuss traditional versus alternative methods of assessment.

IX. Texts, Readings, Instructional Resources/Methods of Instruction

This course provides opportunities for a variety of skills practices. These practices are designed to address a variety of student learning styles and to vary the methods and modes of practice. Lessons in video format and those summarized in the course are also varied to include some that are direct instruction, some that are facilitated instruction, and some that are constructivist in nature, as the coaching and reading skills are being practiced. Observing lessons in video format are particularly helpful in illustrating both the reading and coaching skills to be learned.

A variety of strategies are employed in this course:

- Content presented for participants to read online—the formal instruction
- Video clips of lessons, coaching, feedback sessions
- Specific and varied learning activities to practice skills and strategies
- Analyses of lessons by video and script
- Specific practice with data collection and feedback processes
- Online forum for participants to post answers to questions, lesson analysis, responses to feedback sessions and receive specific feedback against identified standards
- Application settings to be completed in workplace settings and summarized in forum for specific feedback
- Activities, quizzes, and feedback with each course module so skills are practiced
At high enough levels of understanding so that they can be applied throughout the course

X. Content Outline/Topics

LESSON 1 The History of Public Education

- 1.a The History of Public Education
- 1.b Classrooms of Yesterday and Today
- 1.c The Purpose of Public Education in America

- 1.d Events in the History of American Public Education
- 1.e Exercise

LESSON 2 Leaders Affecting Public Education

- 2.a Leaders Affecting Public Education
- 2.b Defining the Central Role of Public Education
- 2.c Exercise
- 2.d Innovators of Education
- 2.e Workbook Exercise
- 2.g For Your Enjoyment

LESSON 3 The Development of a Child

- 3.a The Development of a Child
- 3.b Reflection on the Child
- 3.c Cognitive Development
- 3.d The Development of the Brain
- 3.f Exercise
- 3.g Piaget's Theory of Cognitive Development
- 3.k Vygotsky's Theory Video
- 3.m Cognitive Development Theory in Action
- 3.o Social and Emotional Development
- 3.p Erikson's Theory of Psychosocial Development
- 3.q Exercise
- 3.r Kohlberg's Theory of Moral Development

LESSON 4 Individual Differences in Learning

- 4.a Individual Differences in Learning
- 4.b Diversity in the Classroom
- 4.c Workbook Exercise
- 4.d Forum Exercise
- 4.e Learning Styles
- 4.f Howard Gardner's Multiple Intelligence Theory
- 4.h Visual, Auditory, and Tactile/Kinesthetic Learners
- 4.j Lesson Plan Adaptation
- 4.k Exercise
- 4.l Varying Abilities in the Classroom
- 4.m Are You Ready to Address Learner Differences in the Classroom?
- 4.n Exercise

LESSON 5 The Scientific Approach to Learning

- 5.a The Scientific Approach to Learning
- 5.b Behaviorist Theories of Learning
- 5.c Classical Conditioning
- 5.e Operant Conditioning
- 5.h Cognitive Theories of Learning
- 5.j Constructivist Theories of Learning

5.1 Combining Theories

LESSON 6 Motivation

- 6.a Motivation
- 6.b Teachers in Action
- 6.c Individual Factors Influencing Motivation
- 6.d Intrinsic vs. Extrinsic Motivation
- 6.f Maslow's Hierarchy of Needs Theory
- 6.h Attribution Theory
- 6.i Exercise
- 6.j Expectancy x Value Theory

LESSON 7 Learning Environments

- 7.a Learning Environments
- 7.b The Teacher in Action
- Part I—Classroom Management
- 7.d Classroom Set-up
- 7.e Desk Arrangements
- 7.f Centers
- 7.g Exercise
- 7.h Bulletin Boards
- 7.i Personal Touches
- 7.j Exercise
- 7.k Organization
- 7.m Exercise
- 7.n Rules and Procedures
- 7.o Creating Rules and Procedures
- 7.p Following the Rules and Procedures
- 7.r Discipline
- Part II—Instructional Methods
- 7.t The Teacher's Knowledge of the Subject Matter
- 7.u Lesson Planning
- 7.w Presentation of Material

LESSON 8 Assessment

- 8.a Assessment
- 8.b What is Assessment?
- 8.c Exercise
- 8.d Traditional Testing
- 8.e Using Tests For Assessment
- 8.f Points of View on Classroom Testing
- 8.g Alternative Assessments
- 8.h Techniques of Alternative Assessment
- 8.i Exercise
- 8.j The Use of Rubrics
- 8.k Points of View on Alternative Assessment

- 8.l Exercise
- 8.m The Growing Importance of Assessment
- 8.n Your Assessment
- Final Exam

XI. Course Requirements and Grading Policy:

This online course is experiential and interactive. Participants will engage in a variety of activities to learn, practice, and apply the skills outlined in the course. This will include workbook exercises, short answers that are reviewed by a moderator, quizzes, observation and analysis of lessons, coaching interactions with a coaching partner that include feedback and analysis of both the lesson and the coaching episode. A final exam is also a part of the course and must be successfully passed with 80% in order to pass the class. Participation in all of these areas is necessary for students to successfully complete the course with a passing grade.

This course contains:

- Quizzes (20)
- Workbook/Worksheet Exercises (4)
- Self Reflective Exercises (18)
- On-Line Forum Assignments (15)
- Optional Assignments (19)
- Final Exam (1)

XII. Grade Distribution and Scale:

70 % On-line forum assignments submitted to the on-line instructor (self-reflections, results of skills practicing, creating a plan, evaluating techniques). The course moderator/mentor will interact with the participant to ensure the participants mastery of the knowledge and skills taught in the course. The moderator's assessment assures the participant's new level of expertise will enable the participant to understand and implement the new skills and strategies immediately into their personal working situation. The combination of the all the interactive components of the courses and the one-on-one interactions with the moderator/mentor will determine the participant's mastery.

15% Workbook/Reflective Journal (research, creating a plan, case studies).

15% Final Exam.

The participant has 15 weeks to complete all aspects of the course.

Grading for CE Credits Online Courses

All courses are Pass/Fail unless a letter grade is requested by the participant when registering for the course.

For a Passing grade:

Completion of all online assignments, reflective journal assignments, postings to online forum, response to practice done in own setting and passing the final exam.

Every Forum Exercise must be approved by the moderator and checked off on the participant's outline before the participant can complete the post survey, course evaluation, final exam, and submit for credit. This creates a forced mastery that ensures each student has mastered all of the concepts prior to receiving credit. Our moderators work with participants on a one-to-one basis to ensure that every participant has a firm grasp of each lesson.

* Students are required to meet a mastery equivalent to a B grade to be allowed to apply for academic credit.

For a B grade:

Completion of all online assignments, reflective journal assignments, postings to online forum, response to practice done in own setting and passing the final exam with a score of 80%.

An A grade would be based upon demonstrated quality-excellent work and a score of 90% and above on the final exam.

*See attached rubric