**NURS 5309: Teaching/Learning Theories, Strategies, and Evaluation**

Fall 2013

**Instructor:** Lauri D. John, PhD, RN, CNS (oncology), Clinical Assistant Professor

**Office Number:** Pickard Hall, RM 616B

**Office Telephone Number:** (817) 272-0172

**Email Address:** ljohn@uta.edu **(use Blackboard for all course-related correspondence)**

**Faculty Profile:** <https://www.uta.edu/mentis/public/#profile/profile/view/id/2799/>

**Office Hours:** By appointment

**Section Information:** N5309 Section 001

**Time and Place of Class Meetings:**

Wednesdays, 4:00 – 7:00 PM (8/28, 9/11, 9/25, 10/9, 10/23, 11/6, 11/20, 12/4) in Pickard Hall, Room # 223.

**Description of Course Content:**

1. Theories and factors that influence teaching and learning.
2. Issues in clinical teaching
3. Strategies to support diverse student population learning needs
4. Instructional strategies to be used with consideration for student learning styles
5. Technological advances in teaching-learning
6. Philosophy of evaluation models and tools to improve learning.
7. Assessment and evaluation strategies in academic and practice settings
8. Methodologies of lifelong learning

**Student Learning Outcomes:**

Upon completion of the course the student will be able to:

1. Apply education theories to promote student learning.
2. Demonstrate competence with a variety of research-based instructional strategies with consideration for student learning style.
3. Develop strategies to support individual learning styles and diverse student needs.
4. Apply appropriate assessment/evaluation models.
5. Use a variety of strategies to assess and evaluate student learning in academic and practice settings.
6. Employ methodologies that encourage lifelong learning.

**Required Textbooks and Other Course Materials:**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author.

Billings, D. M., & Halstead, J. A. (2012). *Teaching in nursing: A guide for faculty* (4th ed.). St. Louis: Elsevier Saunders.

**Recommended Textbooks & Resources:**

Bastable, S. B. (2008). *Nurse as educator: Principles of teaching and learning for nursing practice* (3rd ed.). Sudbury, MA: Jones & Bartlett Learning. (selected readings available in Course Materials on Blackboard)

DeYoung, S. (2009). Teaching strategies for nurse educators (2nd ed.). Upper Saddle River, NJ: Prentice Hall.

Hacker, D., & Sommers, N. (2011). *A writer’s reference* (7th ed.). Boston, MA: Bedford/St. Martin’s.

Oermann, M. H., & Gaberson, K. B. (2009).  *Evaluation and testing In nursing education* (3rd ed.). New York: Springer Publishing. (selected readings available in Course Materials on Blackboard)

Whittmann-Price, R. A., & Godshall, M. (2009). *Certified nurse educator (CNE) review manual*. New York: Springer Publishing. (This book is available for free through the UTA library. Access it by typing in the exact title of the book to find it and select the E-copy.)

**Course Requirements:**

**Students must submit all assignments on Blackboard in order to pass the course.** There are no options for extra credit.

Faculty will impose penalties for late work. Work is considered late if it is received after the scheduled due date and time. Up to five points will be deducted from the final assignment grade for each day the work is late. Graded late work is not guaranteed to be returned at the same time on-time assignments are returned. If you become ill or have an accident or family emergency and do not believe you can complete an assignment on time, you should phone or email the instructor immediately - BEFORE the due date and time. The instructor may postpone the deadline without penalty, depending on the circumstances. After the due date, points will be deducted for late work regardless of the excuse.

Professional expression of ideas is expected in all work submitted for this class. Any paper that includes errors in grammar, punctuation, format, or expression of ideas that significantly obscure content of the paper will have 20 points deducted and be returned to the student for revision. The revised paper must be resubmitted within one week, and the maximum grade that may be earned on that paper will be 80%.

**Attendance Policy:** Regular class attendance and participation is expected of all students. Students are responsible for all missed course information.

**Major Assignments:** (see course schedule on Blackboard for due dates/times)

Student Information Form P/F

Participation in weekly Blackboard posts/discussion 20%

Class attendance and participation 10%

Teaching/Learning Theory Paper 20%

Teaching/Learning Strategy Demonstration 15%

Teaching/Learning Philosophy Paper 15%

Multiple Choice Exam 20%

**Grading Policy**: Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels. All grade calculations will be carried out to two decimal places, and there will be no rounding of final grades. Letter grades for written assignments and end-of-course grades shall be:

A = 92.00 ‑ 100

B = 83.00 – 91.99

C = 74.00 – 82.99

D = 68.00 – 73.99

F = < 68.00

**Expectations for Out-of-Class Study**: A general rule of thumb is that for every credit hour earned, the average student should expect to spend at least 3 hours per week working outside of class. Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week of their own time in course-related activities, including reading/studying required materials and completing assignments.

**Descriptions of major assignments:**

**Weekly Online Discussion Participation**: 20% of course grade

Discussion among classmates is a major component of this course. Throughout this course, you will be asked to respond to prompts (see course schedule) and make postings to the appropriate Blackboard Discussion Forum. Additionally, you will be required to post thoughtful and scholarly responses to other student postings.

**Guidelines for Substantive Posts**

1. All posts for the week are due by dates and times listed on the course schedule. **Late posts will receive no credit.**
2. **In order to receive full credit each week, you must contribute one initial substantive post and at least 2 substantive responses to classmates. In addition, at least one resource (other than a textbook) must be included in your initial posts.** Students may earn up to 10 points/week for discussion board participation. An initial referenced post may receive up to 5 points and each substantive response may receive up to 2.5 points. An updated running total for the discussion board grade will be recorded in the grade center.
3. All discussion board posts should consist of complete sentences and meet the requirements listed in each of the discussion forum instructions. It is also expected that correct grammar and spelling will be used.APA formatting will be used as appropriate for references. Include your name and any specific information about the post in the subject line of your post.
4. A substantive message does not have to be long. Not all long posts are substantive, and not all short posts are non-substantive.

**Teaching/Learning Theory Paper**: 20% of course grade

Students may choose a theory/framework from the following list. The paper should include a scholarly discussion of a teaching or learning theory/framework including premises of the theory, pros and cons of the theory, role of students and faculty in the theory, and potential application of the theory in nursing education. Appropriate citation of sources/references is expected in the paper. The student will submit the paper to the Assignment section on Blackboard.

**Learning Theories:**

Behavioral

Cognitive-Information Processing

Cognitive-Constructivism

Cognitive-Assimilation

Cognitive development

Cognitive development: sociocultural

historical influences

Essentialism

Existentialism

Multiple intelligences

Perennialism

Progressivism

Reconstructionism

**Education Frameworks/Philosophies:**

Adult education

Caring

Critical pedagogy

Feminism

Humanism

Narrative pedagogy

Phenomenology

Postmodern discourse

**Teaching/Learning Strategy Demonstration**: 15% of course grade

Each student will demonstrate an innovative teaching/learning strategy. Using the innovative strategy, you will have 10 minutes to teach a topic related to an area of nursing expertise (and identified target audience). Creativity and audience engagement are encouraged.

**Students will choose a teaching/learning strategy from the following list. Each student must choose a different strategy. There will be some duplication, but each strategy must be chosen by at least one student.**

Algorithms

Case Study

Collaborative/Group Learning

Debate/Argumentation

Demonstration

Games

Humor

Imagery

Content Mapping

Problem-Based Learning

Reflection

Role Play

Socratic Questioning

Story Telling/Narrative Pedagogy

**Teaching/Learning Philosophy Paper**: 15% of course grade

Each student will develop a statement of their philosophy of teaching/learning, inclusive of clinical teaching. The philosophical statement should reflect personal beliefs about teaching and learning based on a selected review of literature in nursing education, education, philosophy, and other related disciplines. This is a highly personal statement but should also reflect an informed position on what has been documented as best practices in the teaching-learning field (with appropriate citations from the literature). The student will submit the paper to the Assignment section on Blackboard.

**Multiple Choice Exam**: 20% of course grade

A multiple choice exam will be administered during the final week of the course. The exam will be patterned after the Certified Nurse Educator exam that is administered by the National League for Nursing. Exam items will address course content, as related to the NLN Competencies, which are listed in your Billings and Halstead (2012) textbook on pages 11-12.

**Test Blueprint**

* 30%: Facilitate Learning - All bulleted points may be covered
* 30%: Facilitate Learner Development and Socialization - All bulleted points
* 30%: Use Assessment and Evaluation Strategies - All bulleted points
* 5%: Participate in Curriculum Design and Evaluation of Program Outcomes - Bullets 1, 2, 3, and 6
* 5%: Function within the Educational Environment - Bullets 1, 2, 3, 4, 5, and 6
* The Detailed Test Blueprint is available from NLN at:

<http://www.nln.org/facultycertification/information/detailedblueprint.pdf>.

## General Guidelines for N5309 Papers

**Save copies of all of your work!** Create a folder on your computer that is specifically for this course. As you create a new Word document for each assignment, save it in your course folder, and then submit it by the due date.

**Please note:** Wikipedia (or most “.com” websites) is not an acceptable reference for either online discussions or formal papers.

Students in the MSN program are expected to purchase and use the most recent Publication Manual of the American Psychological Association (APA). The 6th Edition of the *APA Publication Manual* (2010) is to be used in conjunction with the guidelines in this syllabus and instructions given in class to demonstrate correct style and format in all papers (including grammar and punctuation, use of numbers and abbreviations, and citation of sources).

Professional expression of ideas is expected in all work submitted for this class. Any paper that includes errors in grammar, punctuation, format, or expression of ideas that significantly obscure content of the paper will have 20 points deducted and be returned to the student for revision. The revised paper must be resubmitted within one week, and the maximum grade that may be earned on that paper will be 80%.

Submitting assignments: Upload all completed assignments to the appropriate area in Blackboard. Before uploading any assignment, save the file using your last name, first initial, and brief assignment name as the file name (Ex: JohnL Behavioral Learning Theory). **The paper you submit for grading is the paper that will be graded.**

Title page: Each paper is to have a formal title page at the beginning of the paper. See the title page template in the Student Resources (APA Resources) section of Blackboard.

Pagination: Page numbering starts with the title page. Numbering continues through the reference list and any appendices. Arabic (1, 2 etc.) numbers are to be used. Insert page breaks after the title page, before the reference list, and before appendices.

Margins: Margins are to be 1 inch on all sides. Text should be left justified only. This means that the right margin may appear irregular. If a word is too long to be completed on one line, it should not be hyphenated.

Type size and font: Type should be 12 characters per inch. The font should be Times New Roman.

Spacing: Double spacing is to be used for the body of papers and the reference list. Use single spacing for discussion board postings, table titles and headings, figure captions, and long quotations. Indent the first line of each paragraph ½ inch using the tab key (not manual spacing).

Punctuation: One space should follow each comma, colon, or semicolon. Insert two spaces after punctuation marks ending sentences. There are specific rules for when and when not to use each punctuation mark. Review the APA Manual for the specific rules (p. 87-96).

Figures and tables: Figures and tables should be inserted into the body of the paper as close as possible to where they are discussed in text (NOT at the end of the paper).

Headers: Running headers are recommended but not required.

Headings: Headings within the paper are essential. Grading criteria are helpful in determining appropriate headings for specific assignments. There are specific rules for placement and format of headings. See the APA Manual for further guidance (p. 62-63).

Quotations: It is expected that students will synthesize and paraphrase information obtained from the literature rather than relying on quotes. Quotations should be rare and limited to only that which is absolutely essential. Unwarranted use of quotations will result in deductions from the assignment grade. When more than 5 words in a row are directly taken from another source, it is considered a quotation and must be cited as such. In the rare instance when quoting is absolutely necessary, the words must be enclosed in quotes (or if more than 40 words, displayed as an indented block) and the original author or speaker and page number must be cited. See the APA Manual for how to properly cite quotations. Failure to correctly cite quotations is plagiarism, and this will be reported to the appropriate officials.

Reference citations in text: Every sentence that is not your own original idea must have a citation to a source, even in the introduction to the paper. Any sentence that is not clearly linked to a citation means that you are claiming that idea as your own original idea (if it is not your own idea, then it is plagiarism). Sources must be cited during or at the end of each fact, not only at the beginning or end of the paragraph or be clearly linked to a citation in the previous sentence. There are specific guidelines for citing primary and secondary sources in text (including for first and subsequent citations) as well as for personal communications. See the APA Manual and APA resources on Blackboard for further guidelines. Failure to correctly cite sources is plagiarism, and this will be reported to the appropriate officials.

Reference list: The reference list includes only the references cited within the paper. There are specific guidelines for citation of various types of sources. These guidelines include spacing, commas, periods, capitalization, italicization, and order of elements of the citation. Format your reference list using the hanging indent function in Microsoft Word (in paragraph formatting) rather than manual spacing.

Additional resources about APA format that you might find helpful are posted on Blackboard in the Student Resources section.

**UT ARLINGTON & COLLEGE OF NURSING POLICIES/INFORMATION**

**Drop Policy:** Students may drop or swap (adding/dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After late registration, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be dropped automatically for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Contact the Financial Aid Office for more information.

Graduate students who wish to change a schedule by either dropping or adding a course must first consult with their Graduate Advisor. Regulations pertaining to adding or dropping courses are described below. Adds and drops may be made through late registration either on the Web at MyMav or in person through the student’s academic department. Drops can continue through a point two-thirds of the way through the term or session. The last day to drop a course is listed in the Academic Calendar available at [http://www.uta.edu/uta/acadcal.](http://www.uta.edu/uta/acadcal)

1. A student may not add a course after the end of late registration.
2. **A student dropping a graduate course after the Census Date but on or before the end of the 10th week of class may with the agreement of the instructor, receive a grade of W but only if passing the course with a C or better average**. **A grade of W will not be given if the student does not have at least a C average.** In such instances, the student will receive a grade of F if he or she withdraws from the class. Students dropping a course must: (1) complete a Course Drop Form available online under MSN forms on the MSN page of the CON website <http://www.uta.edu/nursing/MSN/drop_resign_request.pdf> or Graduate Nursing office rooms 512 or 606); (2) obtain faculty signature and current course grade; and (3) submit the form to Graduate Nursing office rooms 512 or 606.
3. A student desiring to drop all courses in which he or she is enrolled is reminded that such action constitutes withdrawal (resignation) from the University. The student must indicate intention to withdraw and drop all courses by completing a resignation form in the Office of the Registrar or by: (1) Completing a resignation form (available at <http://www.uta.edu/nursing/MSN/drop_resign_request.pdf>) or Graduate Nursing office rooms 512 or 606; (2) obtaining faculty signature for each course enrolled and current course grade; (3) Submitting the resignation form in the College of Nursing office room 512 or 606; and (4) The department office will send resignation form to the office of the Registrar.
4. In most cases, a student may not drop a graduate course or withdraw (resign) from the University after the 10th week of class. Under extreme circumstances, the Dean of Graduate Studies may consider a petition to withdraw (resign) from the University after the 10th week of class, but in no case may a graduate student selectively drop a course after the 10th week and remain enrolled in any other course. Students should use the special Petition to Withdraw for this purpose. For additional information concerning withdrawal, see the section in the Graduate Catalog titled Withdrawal (Resignation) From the University. <http://grad.pci.uta.edu/about/catalog/>

**Last Day to Drop or Withdraw: October 30, 2013**

**Americans with Disabilities Act:**  UTA is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UTA are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Academic Integrity:**  It is the philosophy of UTA that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. According to the UT System Regents’ Rule 50101, §2.2, "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts."

Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

As a licensed registered nurse, graduate students are expected to demonstrate professional conduct as set forth in the Texas Board of Nursing rule **§215.8. In the event that a graduate student holding an RN license is found to have engaged in academic dishonesty, the college may report the nurse to the Texas BON using rule §215.8 as a guide.**

**Plagiarism:** Copying another student’s paper or any portion of it is plagiarism. Copying a portion of published material (e.g., books, journals, electronic sources) without adequately documenting the source is plagiarism. Consistent with APA format, if five or more words in sequence are taken from a source, those words must be placed in quotes and the source referenced with author’s name, date of publication, and page number of publication. If the author’s ideas are rephrased, by transposing words or expressing the same idea using different words, the idea must be attributed to the author by proper referencing giving the author’s name and date of publication. If a single author’s ideas are discussed in more than one paragraph, the author must be referenced, according to APA format. Authors whose words or ideas have been used in the preparation of a paper must be listed in the references cited at the end of the paper. Students are expected to review the plagiarism module from the UTA Central Library via <http://library.uta.edu/tutorials/Plagiarism>

**Student Support Services Available**: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**Electronic Communication Policy:** UTA has adopted MavMail as its official means to communicate with students about important deadlines and events as well as to transact university-related business. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. For information about activating/using MavMail: <http://www.uta.edu/oit/cs/email/mavmail.php>. To obtain your NetID or for logon assistance, visit <https://webapps.uta.edu/oit/selfservice/>. If you are unable to resolve your issue from the Self-Service website, contact the Helpdesk at helpdesk@uta.edu.

Students are responsible for having a functioning computer and being familiar with its use. For example, papers must be written in Word software (presentations in Powerpoint) and uploaded into Blackboard. You must be able to open documents in Word, power point presentations, and other files. If you have difficulty with your computer, it is your responsibility to problem-solve that issue. You may always phone or email the Help Desk in the UTA Library at 817-272-2208, or you can email them at helpdesk@uta.edu

**Use Blackboard for all course correspondence (e-mail and discussions).** Blackboard and UTA email should be checked at least every other day except weekends and holidays. In general, faculty will check Blackboard and UTA email daily with the exception of weekends and holidays. An immediate response to emailed questions is not guaranteed, particularly within the 48 hour window before an assignment is due or on weekends or holidays.

The discussion board should be viewed as a public and professional forum for course-related discussions. The tone of postings should be professional in nature. Although constructive discussion and feedback is important in a learning environment, it is not appropriate to post statements of a personal or political nature or statements criticizing classmates or faculty. Inappropriate statements/language will be deleted by the course faculty and may result in denied access to the Discussion Board. Refer to the Student Handbook for more information.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

**Librarian to Contact: Antoinette Nelson**, *Nursing Librarian*

Phone: 817-272-7433

E-mail: [nelsona@uta.edu](https://owa.uta.edu/owa/johnld%40exchange.uta.edu/redir.aspx?C=Vzu8c_UbSkOI3VTiFXQkU8xjLT0Ga9BIobW2B2C5SfTSjF31gW5Qeuhwr8vrrQSfBxXuEPnz-Uc.&URL=mailto%3anelsona%40uta.edu)

<http://libguides.uta.edu/nursing>

**Status of RN Licensure:** All graduate nursing students must have an unencumbered license as designated by the Texas Board of Nursing (BON) to participate in graduate clinical nursing courses. It is also imperative that any student whose license becomes encumbered by the BON must immediately notify their Associate Dean for the MSN Program, Department of Advanced Practicum Dr. Gray/Dr. Schira. The complete policy about encumbered licenses is available online at: [www.bon.state.tx.us](http://www.bon.state.tx.us)

**Student Code of Ethics:** UTA College of Nursing supports the Student Code of Ethics Policy. Students are responsible for knowing and complying with the Code. The Code can be found in the MSN Student Handbook online: <http://www.uta.edu/nursing/msn/msn-students>

**No Gift Policy:** In accordance with Regent Rules and Regulations and the UTA Standards of Conduct, the College of Nursing has a “no gift” policy. A donation to one of the UTA College of Nursing Scholarship Funds would be an appropriate way to recognize a faculty member’s contribution to your learning.  For information regarding Scholarship Funds, please contact the Dean’s office.

**Departmental Office/Support Staff**

**Department of Advanced Nurse Practice**

**Mary Schira,** PhD, RN, ACNP-BC

Associate Dean and Chair; Graduate Advisor

Email: Schira@uta.edu

**Sheri Decker**, Assistant Graduate Advisor

Office # 606-Pickard Hall, (817)-272-2776 ext.0829

Email: s.decker@uta.edu

**Rose Olivier**, Administrative Assistant I

Office # 605-Pickard Hall, (817) 272-2776 ext. 4796

Email: Olivier@uta.edu

**Roshanda Marks**, Senior Office Assistant

Office # 610-Pickard Hall, (817)-272-2043 ext. 4856

Email: r.marks@uta.edu

**Department of MSN Administration, Education, and PhD Programs**

**Jennifer Gray,** RN, PhD

Interim Dean, College of Nursing

Associate Dean and Chair, Graduate Advisor

Email: jgray@uta.edu

**Vivian Lail-Davis**, Administrative Assistant II

Office # 512-Pickard Hall, (817)-272-1038

Email:

**Felicia Chamberlain**, Administrative Assistant I

Office # 515- Pickard Hall (817)-272-0659

Email: chamberl@uta.edu

**Suzanne Despres**, AP Program, Assistant Graduate Advisor

Office # 512A- Pickard Hall (817)-272-1039

Email: sdepres@uta.edu

**Brief Course Schedule.** If you are enrolled in this class you can access in Blackboard the complete course schedule which includes expanded information about class and discussion board activities and class preparation. *The course instructor reserves the right to adjust this schedule in any way that serves the educational needs of students enrolled in this course.*

**N5309-001 Fall 2013 Brief Course Schedule**

**Wednesdays 4:00 – 7:00PM**

|  |  |
| --- | --- |
| **Date** | **Topics, Activities, and Due Dates** |
| 8/28/13Week 1Class 1 | Course Orientation Facilitating Learning: Intro to Teaching/Learning Theories**Required activity due by Sat. 8/31, 23:59:** Post to discussion board a short paragraph describing yourself/your experiences & a photo of yourself.Submit your completed Student Info form to Blackboard Assignment. |

|  |  |
| --- | --- |
| 9/4/13Week 2Discussion Board | Facilitating Learning: Discussion of Teaching/Learning Theories**Discussion posting**: Due by Wed. 9/4, 23:59**Comment** on classmates’ postings by Sat. 9/7, 23:59 |
| 9/11/13Week 3Class 2 | Facilitating Learning/Participating in Curriculum Design and Evaluation of Program Outcomes: Intro to Teaching Strategies**Teaching/learning theory paper due by Sat. 9/14, 23:59** |
| 9/18/13Week 4Discussion Board | Facilitating Learning: Discussion of Teaching Strategies **Discussion posting:** Due by Wed. 9/18, 23:59**Comment** on classmates’ postings by Sat. 9/21, 23:59 |
| 9/25/13Week 5Class 3 | Facilitate Learner Development and Socialization: Meeting the Needs of Diverse Populations |
| 10/2/13Week 6Discussion Board | Facilitate Learner Development and Socialization: Discussion of Application of Teaching Strategies**Discussion posting:** Due by Wed. 10/2, 23:59**Comment** on classmates’ postings by Sat. 10/5, 23:59 |
| 10/9/13Week 7Class 4 | Facilitating Learning: Demonstration of Teaching Strategies**Classroom activity: Student Demonstrations** |
| 10/16/13Week 8Discussion Board | Using Assessment and Evaluation Strategies/Participating in Curriculum Design and Evaluation of Program Outcomes: Discussion of Clinical Evaluation Strategies**Discussion posting:** Due by Wed. 10/16, 23:59**Comment** on classmates’ postings by Sat. 10/19, 23:59 |
| 10/23/13Week 9Class 5 | Facilitating Learning: Demonstration of Teaching Strategy **Classroom activity: Student Demonstrations** |
| 10/30/13Week 10Discussion Board | Using Assessment and Evaluation Strategies/Participating in Curriculum Design and Evaluation of Program Outcomes: Discussion of Classroom Evaluation Strategies**Discussion posting:** Due by Wed. 10/30, 23:59**Comment** on classmates’ postings by Sat. 11/2, 23:59 |

|  |  |
| --- | --- |
| **Date** | **Topics, Activities, and Due Dates** |
| 11/6/13Week 11Class 6 | Using Assessment and Evaluation Strategies/Participating in Curriculum Design and Evaluation of Program Outcomes: Developing and Using Classroom Tests**Required activity: Due by Tues. 11/5, 23:59** |
| 11/13/13Week 12Discussion Board | Facilitate Learner Development and Socialization: Discussion of Distance Education/Online Learning Communities**Discussion postings:** Due by Wed. 11/13, 23:59**Comment** on classmates’ postings by Sat. 11/16, 23:59 |
| 11/20/13Week 13Class 7 | Functioning within the Educational Environment: Wrap-up/Putting it all together**Teaching/learning Philosophy paper due by Sat. 11/23, 23:59**  |
| 11/27/13Week 14 | Happy Thanksgiving!**No Class, No Assignments**  |
| 12/4/13Week 15Class 8 | Multiple choice exam |
|  | **--End of Schedule--** |