



EDCI 551 Teaching and Learning in the 21st Century
Eastern Mennonite University
September 14 - December 13, 2010

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Course dates: Sept. 14 - Dec. 13, 2010
Location: On-line Course
Time: TBA
Credits: 3 graduate credits

I. COURSE DESCRIPTION:

To ensure that students are prepared to successfully meet the demands of the complex, rapidly changing world of the 21st century, educators must find ways to integrate core academic subjects with applied skills of leadership, critical thinking, problem-solving, and applications of technology. Issues of schooling to be addressed include reducing the disparity in the preparation of students exiting high school, ensuring that graduates are adept at communicating, and teaching students to respect diversity while working together to advance common goals. Key insights will be acquired by comparing instruction as it exists today with adaptations that incorporate 21st century skills. This course will consider pertinent research, demographics, and perspectives past and present to engage participants in reading, reflection, and discourse regarding solutions to these challenges.

II. PURPOSE:

To develop leaders and teachers who reflect deeply on the rapidly changing global society and consider the degree to which education systems are effectively preparing students as both contributors to and citizens of this society.

III. EMU CONCEPTUAL FRAMEWORK:

"Preparing Caring, Reflective Teachers for a Changing World"

The EMU Teacher Education Program has chosen the theme *Preparing Caring, Reflective Teachers for a Changing World* as the conceptual framework from which its beliefs and outcomes are based. The Teacher Education Program envisions preparing informed lifelong leaders and learners who value the dignity of all persons and are ready and willing to share a pilgrimage of openness and continuous growth as they invite others to join them. These caring, reflective educators will offer healing and hope in a diverse world. Six performance outcomes focus all course and candidate outcomes.

IV. MA IN EDUCATION PROGRAM OUTCOMES:

Scholarship: to acquire advanced knowledge through core curriculum and specialty area courses and to organize and integrate that knowledge into professional practice. **(S)**

Inquiry: to generate questions and to use critical thinking to self-assess, to view problems from multiple perspectives, to make informed decisions and to engage in action research for educational change. **(I)**

Professional Knowledge: to acquire advanced pedagogical and specialty area knowledge in order to create cultures of change and manage environments conducive to learning, setting high expectations and implementing appropriate instructional and assessment practices. **(PK)**

Communication: to develop communication strategies (verbal, nonverbal, and technological), which support collaboration and resourcefulness to empower self and others. **(C)**

Caring: to develop a nurturing spirit that advocates for students, encourages social and ethical responsibility, and promotes peace building in diverse settings. **(Ca)**

Leadership: to act as social change agents by working collaboratively to bring about fair and just systemic change within educational contexts. **(L)**

V. COURSE OUTCOMES:
The student will:

1. Analyze the degree to which instructional practice in schools today correspond to the needs in the workplace and global society. (S, I, PK, L)
2. Have knowledge of the politics and social structures that facilitate or impede the preparation of students for the 21st century. (S, I, PK)
3. Review research and demographics related to these needs. (S, I)
4. Review model programs in educational settings that are attempting to address stated needs. (S, I, PK, L)
5. Use current literature to draw conclusions about how perceived deficits in preparing students might be addressed. (S, I, PK, C, C, L)
6. Consider adaptations of curriculum and instruction that would better equip students for today's complex, rapidly changing world. (I, PK, C, L)
7. Examine pedagogy in core content areas and reconfigure lessons to incorporate critical thinking, problem-solving, and communication. (I, PK, C, L)
8. Reflect on the role of technology in preparation for the 21st century workplace and research areas in which technology applications advance the effort. (I, PK, L)
9. Dialogue with selected educational leaders to gain first-hand perspectives as to preparation for the 21st century. (I, C, L)
10. Demonstrate knowledge about issues of diversity and acceptance that influence the degree to which students are effectively prepared. (S, PK, C, C, L)

VI. RATIONALE:

- Research in leadership and learning suggest that educators need to rethink schooling to effectively prepare students as citizens of the 21st century (Pink, 2005; Fullan, 2007; Elmore, 2009).
- Assessment is driving teachers to focus on “teaching the facts” and not preparing students as thinkers and problem-solvers of the future (Stiggins, 2004; Marzano, 2007).
- Research on learning and the brain (neuro-education) informs educators on effective practice (Armstrong, 2008; Sousa, in press.)
- Local, state, and federal legislation influences education systems and the degree to which students are effectively taught (policy documents).
- Changing demographics influence support of education, as well as, other factors that determine the quality of instruction provided to students (Hodgkinson, 2004).

- Technology must be used to inform students and access information, providing rationale that counters traditional educational approaches (November, 2008).

VII. INSTRUCTIONAL PROCEDURES:

The course will be taught through Blackboard. Methodology used in the course will include:

- Discussion Board interactions
- Email interactions with the instructor
- Independent projects
- Small-group project work on-line
- Research using Web-based resources
- On-line Learning Logs based on instructor's questions
- Article critiques

VIII. REQUIRED TEXT BOOKS:

Pink, Daniel H., *A Whole New Mind: Why Right-Brainers will Rule the Future*, Riverhead Books, New York, March 2005. ISBN 1-57322-308-5

Wagner, Tony, *The Global Achievement Gap: Why Even Our Best Schools Don't Teach the New Survival Skills Our Children Need—And What We Can Do About It*, Basic Books, New York, NY, 2008. ISBN-13: 978-0-465-00229-0

Additional required readings

IX. COURSE REQUIREMENTS AND METHODS OF EVALUATION:

Submission of all required projects, papers, learning logs by established deadline (additional explanation will be provided.)

- Participation in all Discussion Boards (15%)
- Weekly Learning Logs, Three-square responses (10%)
- Website assignments and critiques (10%)
- Reflection papers and learning walk (15%)
- Interview and write-up with Business CEO or Human Resources contact (10%)
- Interview and write-up with School administrator (10%)
- Interview and write-up with Students (5%)
- Lesson Plan for the 21st Century (15%)
- Final 3-page paper (10%)

In addition to weekly assignments, students will reflect on and incorporate the concepts learned in this course into their current lives and work practices using a weekly Learning Log. Students are asked to give thoughtful reflection and complete answers to the following questions (or other questions that may be posted) each week.

Learning Log Format (Unless other format provided):

- o What aspect of the week's learning tasks were most meaningful?
- o What is something you gained that might be helpful to you in your work or personal life?
- o What suggestions, if any, do you have for the instructor and/or class participants to enhance the class?
- Discussion Boards will be weekly unless otherwise indicated. The discussions will be your opportunity to connect with other students in this course and to provide insight and responses to key questions prompted by the instructor and each other. Expected participation includes one posting of

the topic and at least three responses to postings of other students. There is no substitute for the discussion board experience. If you are unable to participate, please inform the instructor in advance. However, the discussion board should be open for sufficient duration to allow all members of the class to “weigh in.”

- Global perspectives
 - Examine resources that advance global education
 - Readings on workforce preparation and needs of the 21st century
 - Insights from the “world of work”
- Progress toward 21st Century learning at school, district and state levels
 - Dialogue with school leaders using designated formats
 - Models of schools attempting to address these areas
 - Career and technical course strands
 - Internships and authentic practice
 - Project-based learning
 - Consider policies and practices that impede preparation
 - Entrenched practices
 - Teach to the test
 - Preparation and continuing education programs
- Assessment for or against Progress?
 - Global Achievement Rankings: PISA results for other countries
 - What do students have to say about the quality of learning?
 - Examination of assessment tools
- Review of pedagogy in classrooms and examination of the teaching gap between what is and what should be
 - Adaptations of lessons to further 21st century skills
 - Incorporation of critical thinking, creativity, and problem-solving
 - Project-based learning
 - Resources to advance goals of thinking
- Applications of technology
 - Examine the role of technology in 21st century learning
 - View resources related to the content of the class
- Commitment to advance efforts to better prepare students as leaders and learners in the 21st century.
 - Review perspectives of leaders in the field
 - Examine available tools and resources to advance the effort
- Transforming instruction
 - Using selected standards create lesson plans that reflect 21st century goals
 - Analyze how instruction can be reinvented
- Exemplars to inspire change: Small successes that model 21st century teaching and learning

Course Evaluation/ Grading:

Use of Graduate Level Writing Standards and American Psychological Association (APA) Writing Style

1. Assignments must be typed using 12-point type and 1" margins. Participants are expected to use *Publication Manual of the American Psychological Association 6th Edition, 2nd printing*, for written assignments.
2. Assignments must be clearly written and free of obvious spelling and grammatical errors. The EMU Graduate Level Writing Standards will be used to evaluate written work. (A writing rubric has been provided at the end of the syllabus.)

Your grade will be based on completing assignments according to the established schedule, participation in all discussion boards, and submission of learning logs. Points/percentages equate to grades as follows:

96-100	A
92-95	A-
88-91	B+
84-87	B
80-83	B-
75-79	C

Credit can not be awarded for a grade less than a C.

Attendance Expectations: The on-line class affords students some flexibility in participation. All assignment deadlines must be met. Any exceptions must be approved by the instructor. Full participation in the discussion board is expected.

Academic Honesty:

The responsibility to foster and guard academic integrity rests with all members of the academic community. A foundation of mutual trust is essential to the learning community. Any incidences of academic dishonesty may result in a failing grade for the work submitted and a "Record of Academic Dishonesty" filed with the M.A. Director and the provost's office.

Students are asked to meet with the professor (and other affected persons, where appropriate) to examine the effects of the dishonesty on others and to develop an accountability plan.

Special Accommodations Statement:

Students with disabilities preventing them from fully demonstrating their abilities should contact the instructor personally as soon as possible to discuss any accommodations necessary to ensure full participation and facilitate equal educational opportunity. All information and documentation of the disability is confidential and will not be released without permission.

REQUIRED READINGS

(Note: The bibliography will be expanded as the course is developed.)

Damon, William, *The Moral North Star*, Educational Leadership, ASCD, Oct. 2008, Vol. 66, No. 2, pp. 8-13
http://www.ascd.org/publications/educational_leadership/oct08/vol66/num02/The_Moral_North_Star.aspx

Hodgkinson, H.L., *Leaving Too Many Children Behind: A Demographer's View on the Neglect of America's Youngest Children*, April, 2003, Institute of Educational Leadership, Inc.
<http://www.iel.org/pubs/manychildren.pdf>

Meier, Deborah, *Reinventing Schools that Keep Teachers in Teaching*, Rethinking Schools Online, Volume 23 No. 3, Spring 2009.

http://www.rethinkingschools.org/archive/23_03/rein233.shtml

A Mission of the Heart: What Does It Take to Transform a School? A report prepared for the Wallace Foundation by Public Agenda, spring 2008.

<http://www.publicagenda.com/files/pdf/missionheart.pdf>

Pink, Daniel H., *A Whole New Mind: Why Right-Brainers will Rule the Future*, Riverhead Books, New York, March 2005.

Southern Regional Education Board, *A Plan to Help Teachers and School Supervisors Implement Seven Tips to Improve Instructional Skills*, June 2008

http://www.sreb.org/publications/2008/08T02_Plan_Help_Seven_Tips.pdf

Southern Regional Education Board, *Redesigning the Ninth-Grade Experience*, March 2008

http://www.sreb.org/publications/2008/08V06_9th-grade_redesign.pdf

Sternberg, Robert J., *Excellence for All*, Educational Leadership, ASCD, Oct. 2008, Vol. 66, No. 2, pp. 14-19

http://www.ascd.org/publications/educational_leadership/oct08/vol66/num02/Excellence_for_All.aspx

Wagner, Tony, *The Global Achievement Gap: Why Even Our Best Schools Don't Teach the New Survival Skills Our Children Need—And What We Can Do About It*, Basic Books, New York, NY, 2008.

Wagner, Tony, *Rigor Redefined*, Educational Leadership, ASCD, Oct. 2008, Vol. 66, No. 2, pp. 20-25

http://www.ascd.org/publications/educational_leadership/oct08/vol66/num02/Rigor_Redefined.aspx

Additional Sources:

Fullan, M. *The New Meaning of Educational Change*. New York: Teachers College Press, 2007.

Gates, Bill, A Forum on Education in America: Bill Gates, remarks on November 11, 2008.

<http://www.gatesfoundation.org/speeches-commentary/Pages/bill-gates-2008-education-forum-speech.aspx>

Rethinking Schools Online

<http://www.rethinkingschools.org/archive/index.shtml>

Reeves, Douglas B., *The Daily Disciplines of Leadership*, Jossey-Bass, San Francisco, 2002.

Society for Organizational Learning

<http://www.solonline.org/PublicationsAndResources/>

Ken Kay Discussion: Every Student Deserves World Class Knowledge and World Class Skills

<http://www.youtube.com/watch?v=17C0mrBo6AA>

Appendix A: Writing Standards – Graduate Level (Grid Version)

<u>Criteria</u>	A <i>excellent</i>	B <i>competent</i>	C <i>below expectations</i>	<u>Comments</u>
Content (<i>quality of the information/ideas and sources/details used to support them</i>)	- has clarity of purpose - has depth of content - displays insight or originality of thought -demonstrates quality and breadth of resources	- has clarity of purpose - has substantial information and sufficient support - contains some originality of thought -uses quality resources	- has clarity of purpose -lacks depth of content and may depend on generalities or the commonplace - has little originality of thought -uses mostly quality resources	
Structure (<i>logical order or sequence of the writing</i>)	- is coherent and logically developed -uses very effective transitions	- is coherent and logically developed -uses smooth transitions	- is coherent and logically (but not fully) developed -has some awkward transitions	
Conventions (<i>appearance of the writing: sentence structure, usage, mechanics, documentation</i>)	- has virtually no errors of conventions	- has minimal errors of conventions	- is understandable <u>but</u> has noticeable problems of sentence structure, usage, mechanics or documentation	
Style (<i>personality of the writing: word choice, sentence variety, voice, attention to audience</i>)	- is concise, eloquent and rhetorically effective -has nicely varied sentence structure -is engaging throughout and enjoyable to read	- displays concern for careful expression -has some variation in sentence structure -is generally enjoyable to read	- has some personality <u>but</u> lacks imagination and may be stilted and may rely on clichés -has little variation in sentence structure -is not very interesting to read	
The weighting of each of the four areas is dependent on the specific written assignment and the teacher's preference.				<u>Grade</u>