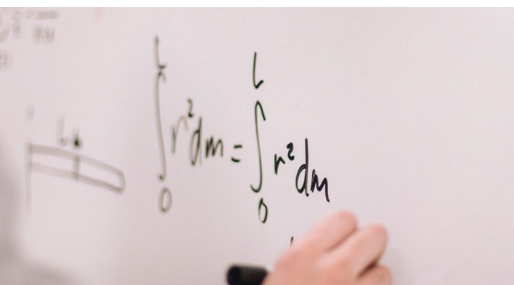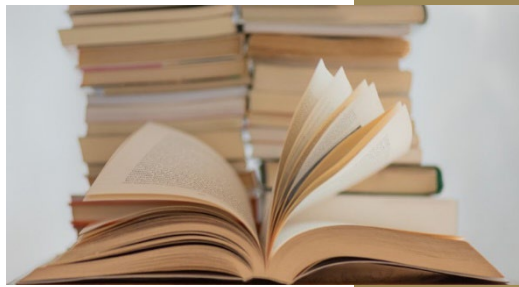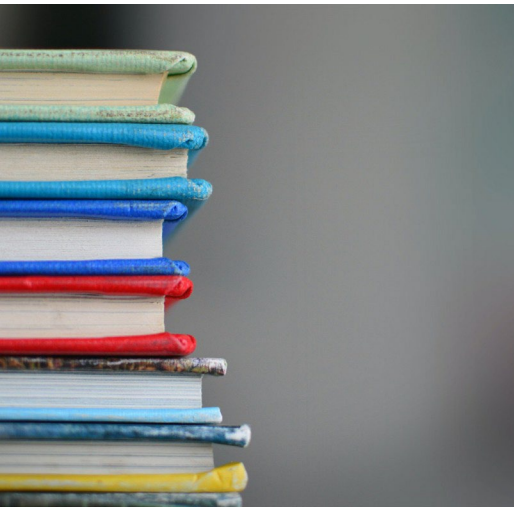# School of Education
Andrews University

SYLLABUS

EDTE208/376/508 Principles
of Teaching & Learning FA24

Andrews University

EDTE 208/376/508 Principles of Teaching & Learning
FALL 2024

INTERACTIVE TABLE OF CONTENTS

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1 SCHEDULE INFORMATION

Class Location:	Bell Hall, room 015
Class time/day:	1:00p.m.- 2:45 p.m./ Tuesdays & Thursdays
Credits offered:	2/3 (376/508) credits

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Dual Format Synchronous Interactive

- **This course is scheduled to meet face-to-face. However, students should be prepared to attend virtually (via Zoom) at any time. This means having access to a computer or tablet and an internet connection.**

- This syllabus is subject to change. Subsequent versions will be uploaded and available on Learning Hub.

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2 INSTRUCTOR CONTACT

Instructor:	Michelle A. Kucelj Bacchiocchi
Telephone:	269-208-5290 (text preferred)
Email:	michellb@andrews.edu
Office Location:	Bell Hall office 014F
Office Hours:	Fridays 9:00am – 11:30am or by request

⇐TOC

Communication with the Instructor

It is important to remember that while the Internet is available 24 hours a day, your instructor is not. You can expect that your instructor will respond to e-mail messages to you within *2 business days* during the week and may not be available to respond on weekends.

Other Assistance

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Technical assistance with online courses	dlit@andrews.edu	(269) 471-3960
Exam requests and online proctoring	sdeexams@andrews.edu	Call: (269) 471-6566
Distance Student Services – any other questions	sdestudents@andrews.edu	Text: (269) 397-4477
Counseling and Testing? Student Support?		

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3 DEPARTMENTAL COMMITMENTS

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1. **SED Statement on Diversity:**

   The Teaching, Learning, and Curriculum department supports the work to dismantle belief in the hierarchy of human value that stems from constructions such as race, gender, ability, economic status, and beliefs. This takes place through an education that emphasizes a recognition of systemic issues that support a lack of human value and discussions on how to become "World Changers" in our professions.

2. **SED Mission Statement**

   It is the mission of the School of Education department to prepare competent, compassionate, and committed educators.

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4 COURSE DESCRIPTION AND PREREQUISITES

Course Description

Basic techniques of instruction, short- and long-term planning, and classroom management. Emphasis is on acquisition and application of an instructional framework and basic classroom routines. The knowledge and understanding of the whole child and the multiple influences on development and learning. An introduction to approaches to learning and meaningful learning environments. The development of positive and supportive relationships with children. The instruction of a variety of instructional strategies, accommodations for a learning environment. Standard based instruction to support diverse learners. Field experience required.

Prerequisites

EDTE 165 Introduction to Teaching

5 COURSE MATERIALS

Note to Berrien Springs campus students: This course is part of the campus' course material delivery program, First Day Complete, already paid for in your bill unless you opted out. The bookstore will provide each student with a convenient package for physical books and any digital materials are in Learning Hub.

Required Textbooks:

1. Borich, Gary D. (2022). Effective *Teaching Methods, 10th ed.* Upper Saddle River, NJ: Pearson Education, Inc. (LH)
2. Heflebower, T., Hoegh, J. K., Warrick, P. B., & Flygare, J. (2019). *A teacher's guide to standards-based learning.* Marzano Research.
3. Marzano, Robert J. (1997). Dimensions of Learning. E-Book (James White Library) **PDF free online search ProQuest**
4. White, Ellen G. (1903, 1952). *Education.* Nampa, ID: Pacific Press Publishing Association. (EGW writing app)

Required Software: NA

Technical Requirements:

- Computer: PC (Win 10 or newer) or MAC (10.14 or better)

- A webcam with microphone, and speakers (or plug in headset)

- Internet: 2.4 Mbps or faster DSL, cable or Wi-Fi connection

- Browser: Current version of Chrome or Firefox

- Software: Office 2013 or newer (Office 365 available here)

Learning Hub Access:

- This course is delivered online through Learning Hub at http://learninghub.andrews.edu

- Your username and password are your Andrews username and password. You need to activate your username and password to access Learning Hub.

- Please do this online here: https://vault.andrews.edu/vault/pages/activation/information.jsp if you haven't already. If you need assistance, call or email us: (296) 471-6016 or mailto:helpdesk@andrews.edu.

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- If you need technical assistance at any time during the course, or to report a problem with Learning Hub, please email dlit@andrews.edu or call (269) 471-3960.

For ISBN and price information, please see the listing at the bookstore www.andrews.edu/bookstore

6 UNIVERSITY OUTCOMES

Program Outcomes (PO)

At Andrews University, undergraduate students will:

Seek Knowledge
1. Demonstrate competence in intellectual, affective, and practical skills to prepare for careers in the twenty-first century, lifelong learning, and service. Skills for undergraduate students are information literacy, quantitative literacy, engaging diverse perspectives, ethical reasoning, analytical inquiry in the form of problem-solving and creative thinking, communication, wellness, and transferable life skills.

2. Pursue enduring questions through study in core fields and explore the connections between those fields. Core fields for undergraduate programs are the Humanities, the Arts, the Natural Sciences, History, the Social Sciences, and Mathematics.

Affirm Faith
1. Articulate a biblical worldview to interpret life, learning, and civic responsibility from a Seventh-day Adventist perspective.

2. Examine and practice moral, intellectual, and theological virtues that reflect God's loving character.

Change the World
1. Apply concepts, knowledge, and skills of core fields and their chosen program to solve meaningful problems.

2. Address the needs of diverse communities in a manner consistent with Christian thought and practice.

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7 STUDENT LEARNING OUTCOMES

Student Learning Outcomes (SLO) The student should be able to:

At the introductory level:
- (SLO.I.1) Describe building respectful relationships with students. *(Core Teaching Practice)*
- (SLO.I.2) Describe how to incorporate students' cultural-religious family intellectual, personal experiences, and resources for use in instruction. *(Core Teaching Practice)*
- (SLO.I.3) Demonstrate an ability to manage and implement standards-based content instruction to support English learners in accessing the core curriculum as they learn language and academic content. *(Professional Standards P.1.k)*
- (SLO.I.4) Identify signs of emotional distress, toxic stress, child abuse, and/or neglect in young children and follow appropriate procedures for mandated reporting and utilize skills and strategies for clarifying and communicating sensitive issues with appropriate parties (including but not limited to child abuse, neglect, hygiene, and nutrition) to promote young children's physical and psychological health, safety, and sense of security. *(Professional Standards P.1.m)*
- (SLO.I.5) Demonstrate knowledge of and critically analyze the ethical/professional codes of conduct in education, including the Michigan State Board of Education Code of

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Ethics. *(Professional Standards P.2.a)*

- (SLO.I.6) Demonstrate knowledge and application of legal and ethical guidelines and professional standards related to children and families. *(Professional Standards P.2.b)*
- (SLO.I.7) Evaluate continually the effects of their professional and personal decisions and actions on children, parents, and other professionals in the learning community. *(Professional Standards P.2.c)*
- (SLO.I.8) Identify, analyze, and engage in ongoing professional learning opportunities that strengthen their instructional practice and use reflective practices to design, monitor, and adapt their instruction as a means for gauging their own professional growth. *(Professional Standards P.2.d)*

At the developing level:

- (SLO.D.1) Develop an understanding of the ministry of teaching, involving the study of the philosophy of Seventh-day Adventist education, and integrate these principles throughout the professional education curriculum. *(NAD Program Standards 6.3.3)*
- (SLO.D.1) Demonstrate knowledge and understanding of the multiple influences on development and learning of the whole child, including but not limited to cultural and linguistic context, economic conditions of families, social-emotional needs, trauma, health status and disabilities, peer and adult relationships, children's individual and developmental variations, opportunities to play and learn, family and community characteristics, and the influence and impact of technology and the media. *(Professional Standards P.2.b)*

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8 TOPICS AND ASSIGNMENTS

Week	Lessons	Readings & Activities	Assignments Due (by 11:59 on LH on date indicated)	Outcomes Met (SLO)
Expectations	Lesson planning templates, 1, 2 & 3 and corresponding microteaching lessons will also have reflections with self-assessments using the appropriate rubric completed. The lesson planning templates will be derived from the unit plan developed in this course which will come from the syllabus that is originally developed.			
1 Aug 27 Aug 29	Introduction & Overview Syllabus	Application to Program & Portfolio & Background Checks Read TGSB Chapter 1 Read EMT Chapter 1		
2 Sep 3 Sep 5	Key Behaviors of Effective Teaching & Practices Marzano: Dim of Learn 1	TGSB Chapter 1 (QU's 1-5 & 6) on LH Eff Methods of Teach (EMT) Chap. 1 EMT Chap. 2 Und Your Stud	Teaching & Learning Definitions Classroom Rules Background Check Completed	

3 Sep 10 Sep 12	Effective Teaching, Understanding ST, Metaphor Standards, Benchmarks & Dispositions	Read EMT Chapter 5 TGSB Chapter 2 TGSB Chapter 2 (QU's 1-5) LH	Twenty Highlights from EMT Chapter 2 Bullet List from Reading on LH EMT Chapter 5

Week	Lessons	Readings	Assignments	Outcomes Met (SLO1)
4 Sep 17 Sep 19	Diversity & Intelligence Yearly Planning: SBL Adventist Learning Community	Read TGSB Chapter 3 Elementary vs Secondary (208/376)		
5 Sep 24 Sep 26	Planning Continued & Portfolio Unit Planning SBL ALC	Read EMT Chap 6 TGSB Chapter 3 (QU's 1-6) on LH Read TGSB Chapter 4	Metaphor Essay(6 paragraphs minimum) 5 sequential lessons within your grade 1 math unit will also fulfill 1 lesson plan for MATH 211, 1 lesson plan for EDTE 243; and 3 lesson plans for EDTE 208 (1,3 & 5). 5 Sequential Lesson for 376 in your grade level and content area. Teach Lesson 1,3 & 5)	
6 Oct 1 Oct 3	Unit Planning Workshop & Instructional Matrix Lesson Planning	TGSB Chapter 4 (QU's 1-4) on LH	Portfolio #1 Submission (Introduction, Title Pages, 1 artifact per CF)	
7 Oct 8 Oct 10	Fall Break Lesson Planning & Small Group	Read TGSB Chapter 5	Unit Plan Template Submission (208 & 376) Application to Program with Recommendations (Midterm)	
8 Oct 15 Oct 17	Small Group Declarative & Procedural Knowledge	TGSB Chapter 5 (QU's 1-5) on LH	Lesson Planning Template #1 from unit plan using Instructional Planning Rubric Instructional Matrix Submission 10 Highlights from TGSB Chap. 5	
9 Oct 22 Oct 24	Microteaching #1 to Peers Small Group	Read EMT Chap 12 Read EMT Chap 8 Qu Strategies	Reflection of Microteaching of Lesson #1	

10 Oct 29 Oct 31	Cooperative Learning Questioning Strategies & Portfolio		Lesson Planning Template #3 from unit plan using Instructional Planning Rubric
11 Nov 5 Nov 7	Microteaching #3 to Peers Marzano Dimension 2		Reflection of Microteaching of Lesson #3
12 Nov 12 Nov 14	ESL Instruction ESL		Lesson Planning Template#5 from unit plan using Instructional Planning Rubric Portfolio Submission #2 (1 artifact per element in Portfolio rubric: 20 total and reflective conclusion)
13 Nov 19 Nov 21 & 26	Microteaching Lesson #5 to Peers Marzano Dimension 5: Habits of Mind		Reflection of Microteaching of Lesson #5
14 Nov 28	Holiday Break: Thanksgiving		
15 Dec 3 Dec 5	ESL Conclusion Effective Teaching, Planning, & Assessment Portfolio Preparation for Final		Field Experience 10hr Documentation Field Experience Teacher Evaluation Field Experience Reflection Paper
16 Dec 10	**FINAL EXAM: PORTFOLIO PRESENTATION** **(Submission #3 PRIOR to final schedule time 3:30-5:30 p.m.)**		

Criteria for Grades

All major assignments have an informational sheet on Learning Hub, which includes grading procedures (rubrics, pass/fail, outcomes…)

Passing Grades

The SED Department requires a C or better to consider Education courses as passed. Earning a C- or below will result in having to re-take the course. Even if a student satisfactorily completes all course work, a passing grade will not be given unless experience hours and any required assignments or documentation are submitted and completed by the required due date.

Assignment Submission

Unless specified, assignments will be submitted and graded through Learning Hub.

Late Submission

Late work will receive an automatic 10% deduction per class meeting day late up to 3 meetings. After three days, no credit will be awarded for late assignments. Please note that excused absences have 3 days (not three

class meetings) to turn in late work. After that, work will be considered late and follow the above policy.

Grading Scales

A	= 94-100%	B+	= 87-89%	C+	= 77-79%	D	= 60-69%
A-	= 90-93%	B	= 83-86%	C	= 73-76%	F	= 0-59%
		B-	= 80-82%	C-	= 70-72%		

Rubrics
Reference rubrics in Learning Hub course site.

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10. Class Requirements

The School of Education Department policy (in coordination with MDE/NAD certification and accreditation requirements from the state of Michigan) states:

> Field Experience is a requirement for this course. Field Experience hours and any required assignments or documentation for each experience are required to be completed and submitted to pass this course. Even if a student satisfactorily completes all course work, a passing grade will not be given unless experience hours and any required assignments or documentation are submitted and completed by the required due date. This is a departmental policy, which aligns with and enforces the university academic policies (https://bulletin.andrews.edu/content.php?catoid=19&navoid=4153#Student_Responsibilities). Professors will uphold the university policy as stated, without exception.

1.	Lesson Plan templates, Reflections & Rubrics	20%
2.	In-class participation, assignments, and discussions	10%
3	Metaphor Essay	5%
4.	Field Experience Hours and Teacher Evaluation	15%
5.	Field Experience Reflection Paper	20%
6.	Unit Plan Template	15%
7.	Final Portfolio	15%
	Total	**100%**

1. **Homework (due throughout the course) ***

   Reading assignments, lesson plans, discussion posts, and/or short active assignments will be assigned weekly. Homework assignments may take place in Learning Hub. All assignments and/or links will be posted in Learning Hub.

2. **Classwork (due throughout the course) ***
   Short in-class projects, educational issues debates, and various group work will be given at each class meeting. *Daily classwork cannot be made up, and no late work is accepted in this category unless the absence is excused.*

3. **Field Experience 10 hrs. and Reflection Paper**
   Students are required to **<u>observe</u> 10 hours of assigned teaching videos.**
   The emphasis of the field experience should focus on the teacher's perspective of the unit goals and objectives of this course. Specifically, the students' observations and interview questions should center on:

   - The Effective Teacher.
   - Student Diversity.
   - Curricular and Instructional Planning.
   - Teaching Strategies; and
   - Management of Behavior

   A minimum of **10 hours** spent on field experience observation. Following the observation hours, students will create 10 questions, two per the areas of focus written above, and set up an interview time with the assigned teacher in the field. A written reflection paper will be submitted at the end highlighting the five areas of focus as bulleted above.

4. **Final Exam**
   The final exam will be held at the designated university exam schedule time. The final is a presentation of the final portfolio submission. The introduction is completed. There are seven title pages, each with a title, illustration, and definition in your own words. Each conceptual framework (CF) has 3 artifacts. Each artifact has a Title, Evidence (description of artifact) and Assessment (rationale for why this artifact fits in the CF). The portfolio rubric is to be followed.

   There are 21 elements in the rubric. At the end of the semester there should be 21 artifacts in total and at least 16 that are aligned one for each standard EXCEPT those elements that require being in the classroom and will be submitted during student teaching. The proficiency standard is to be a level 2, emerging for the element completed at this stage of the program.

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11 CLASS POLICIES

Withdrawal and Incomplete Policies
The current withdrawal policy can be found online at
https://www.andrews.edu/distance/students/gradplus/withdrawal.html. The incomplete policy is found online at http://www.andrews.edu/weblmsc/moodle/public/incompletes.html.

Student Responsibility
Email is the official form of communication at Andrews University. Students are responsible for checking their Andrews University email, Learning Hub, and iVue regularly.

Professionalism
To prepare students for the professional world, certain behaviors/activities are expected in the classroom and clinical placements.

As a matter of courtesy, cell phones should be turned on silent before entering the classroom. If a call has to be taken, **kindly step out** of the classroom and address the situation. Picture-taking during class is not allowed. Recording devices are allowed only if pre-approved by the instructor, and if approved, under no circumstance are recordings—visual or verbal—to be posted on a public website.

Laptops and Tablets

Laptop computers and tablets will be used in class as a learning tool. Browsing the Internet and/or reading and sending e-mail or shopping during class is discourteous. Laptops/tablets should not be used for surfing the web or watching movies during class. It is disrespectful and unprofessional to use these devices inappropriately during class.

Dress

Students are encouraged to dress appropriately for the course. As teachers in training, they are expected to present themselves professionally and in keeping with the learning environment. During clinical experiences and micro-teaching, students should dress in business casual attire. Students must always adhere to the dress code at their clinical experience site.

Academic Presentation

Presentation is important. Your attention to detail, demeanor, and attire factor into how you are perceived as a professional. Active participation in class discussions and critiques is an essential part of learning. Without participating and expressing opinions and thoughts, it is impossible to clarify your goals and develop a personal style of teaching. Academic writing is always expected on each assignment unless specified by the professor. Students who have difficulty with writing should use resources such as Grammarly or the Writing Center for support.

Campus Resources and Disability Accommodations
Learning needs and disabilities: If you qualify for accommodations under the American Disabilities Act, please contact the Student Success Office, Nethery Hall Suite 100, success@andrews.edu, (269)471-6096. Accommodation can be made through this office.

Reading needs and support: There are several reading assignments for this course. If you require assistance, please contact the Center for Reading, Learning, and Assessment, Bell Hall Suite 200, (269) 471-3480. The reading assistance does come at a cost. If you need assistance, please contact your professor. EDTE 110 is also an available class that may benefit you in you are in need of additional reading assistance. If you are interested in taking this course, please contact your professor.

Writing needs and support: There are several written assignments for this course. If you require additional assistance, please contact the Writing Center, Nethery Hall Room 134, writery@andrews.edu, (269) 471-3358.

Late Assignment Submission
Late work will receive an automatic 10% deduction per class meeting day late up to 3 meetings. After three days, no credit will be awarded for late assignments. Please note that excused absences have 3 days (not three class meetings) to turn in late work. After that, work will be considered late and follow the above policy.

Professional Behavior for Remote Learning
You should plan on being in the Zoom at least 5 minutes before the scheduled start time to ensure that all technical components are working. The Zoom link is found in each course's Learning Hub. While attending class via Zoom, you should do your best to be in a quiet area free from distractions. Headphones may help you hear better and reduce distractions. Both the camera and microphone should be on and working (though your professor may choose to mute your microphone at some points in the class). While on Zoom, you should refrain from doing activities that you would normally not do in the regular classroom. This may include things like sleeping, preparing food, use of phone, computer, or other devices for non-class-related purposes, personal grooming, etc. You should also ensure that you are dressed appropriately for class. If you would feel more comfortable using a virtual background while your camera is on for the class, they can be found on the Andrews website https://www.andrews.edu/agenda/56036 with directions. If you have any problems let your professor know.

Class Attendance
"Regular attendance at all classes, laboratories, and other academic appointments is required for each student. Faculty members are expected to keep regular attendance records. The syllabus notifies students of the attendance requirements. *Au Bulletin – Student Responsibilities*

Students are expected to attend class regularly. Of course, there are times when tragedy, illness, or other unforeseen circumstances may require an absence. This is understandable. However, please note that all absences, tardies, and early departures will be noted and recorded. Whenever possible, the student should contact the course instructor *before* an unavoidable absence. If a student does miss a class, it is her/his responsibility to find out what materials were covered in the class during the absence. **Please refer to the Andrews Bulletin for specific attendance requirements.**

SED's- Class Attendance when Ill:

If you are ill or experiencing symptoms, please be kind to your peers and do not physically attend class. If you are experiencing mild symptoms and are still able to fully engage in class you are expected to join the class by Zoom only; please do not attend in person. If you plan on attending by Zoom, you should email or text your professor as soon as possible. The link for the course is always posted on Learning Hub, However, if you are experiencing more severe symptoms (vomiting, fever, nausea, etc.), you should not attend class physically or on Zoom. You should refer to the Andrews University attendance policy. Please note that while attending class via Zoom will allow you to participate in class and gain valuable information, for the absence to be excused, you must still adhere to the attendance policy which requires documentation (ex: doctor's note, note from a resident hall dean, permission by the professor, etc.).

Class Absences
"Whenever the number of absences exceeds 20% (10% for graduate classes) of the total course appointments, the teacher may give a failing grade (AU Bulletin). Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The classwork missed may be made up only if the teacher allows it. Three tardies are equal to one absence.

Excused Absences

"Excuses for absences due to illness are granted by the teacher. Proof of illness is required. Residence hall students are required to see a nurse on the first day of any illness which interferes with class attendance. Non-residence hall students should show written verification of illness obtained from their physician. Excuses for absences not due to illness are issued directly to the dean's office. Excused absences do not remove the student's responsibility to complete all the requirements of a course. Classwork is made up by permission of the teacher".

<div align="right">AU Bulletin - Student Responsibilities</div>

Academic Integrity

Andrews University, as a Seventh-day Adventist institution, expects students to demonstrate the ability to think clearly and exhibit personal moral integrity in every sphere of life. Honesty in all academic matters is a vital component of personal integrity. Breaches in academic integrity principles are taken seriously by the University. Acts of academic dishonesty as described in the University Bulletin are subject to incremental disciplinary penalties with redemptive intent. Such acts are tracked in the office of the Vice President for Academic Administration. Repeated and/or serious offenses will be referred to the Committee on Academic Integrity for further recommendations on penalties.

> Cheating: Using or attempting to use unauthorized materials, information, or study aids to gain an unfair grade advantage over other students in any academic exercise.

> Plagiarism: Representing another's words or ideas as one's own in any academic exercise.

> **Multiple Submissions: Submitting the same assignment in two or more courses without obtaining the prior permission of the respective instructors.

> Fabrication: Falsifying or inventing information or citations in an academic exercise.

Emergency Procedures

Andrews University takes the safety of its students seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.   ⇐TOC

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12 CREDIT HOUR DECLARATION

Credit-Hour Definitions

Estimation of Time Use for Completing Assignments for this Course

An **undergraduate** 3-credit course requires a total of 135 hours for course lectures, reading requirements, and written assignments (15 weeks x 3 hours/week x 3 credits). For this course, the instructor estimates that this total of 135 hours will be distributed in the following activities:

An **undergraduate** 2-credit course requires a total of 60 hours for course lectures, reading requirements, and written assignments (15 weeks x 2 hours/week x 2 credits). For this course, the instructor estimates that this total of 135 hours will be distributed in the following activities:

- Class meetings: 45 hours
- Observations: 10 hours
- Reading: 30 hours
- Assignments: 50 hours

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13 ANDREWS UNIVERSITY TEACHING AND LEARNING CONFERENCE

All students enrolled in Elementary or Secondary Education programs are expected to attend the Andrews University Teaching & Learning Conference (AULTC) In March-April. Students should plan and make necessary adjustments to class and work schedules. Assistance with letters of request for missed classes can be provided by the professor if necessary.

In addition, students are expected to present posters created in EDTE 165 at the poster session. Students in EDTE 630 are also expected to present a poster, but options to present a paper/oral presentation may be considered.

Information about the conference, proposal submission access and schedules can be found on the conference website: https://digitalcommons.andrews.edu/autlc/

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14 INSTRUCTOR PROFILE

Currently, Dr. Bacchiocchi teaches in the Department of Teaching, Learning, and Curriculum and is the Director of Student Teaching, where she places and supervises teacher candidates in the classroom for internships. Best classroom practices are modeled and incorporated in method classes, First Days of School Experience, and Student Seminar.

Dr. Bacchiocchi's field of research is growth mindset and the definitions of intelligence of preservice teachers. Teacher training, effective classroom strategies, motivation, and neural retraining are other areas of study and interest. Some personal interests include free-range reading, skiing, scuba diving, being in nature, and spending quality time outdoors.

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