



School of Education
 College of Professional Studies
University of Wisconsin - Stevens Point

Education 301 (4): Peer Facilitation and Collaborative Learning

One day a week, 50 minutes each week between 10/1-1/21/19

Instructor: Amanda Meidl
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 Office hours by appointment

Course description

Education 301 is a one-credit, graded course offered 8W2 of the semester. This course is designed for UWSP Reading In the Disciplines (RID) TAs and will serve as the preliminary training for RID.

Intended learning outcomes

If students bring sufficient ability and apply reasonable effort to this course, students will be able to:

- Understand the importance of and be able to incorporate collaborative learning and discussion techniques into RID group work
- Promote a greater understanding of course concepts through discussion of and writing on course material while enhancing students' academic approaches to course material and transferrable skills
- Develop confidence in classroom management, explaining and presenting ideas in front of peers, and their leadership abilities

Course requirements and expectations

The requirements for this course are reasonable, but vital to the success of the course. Students are expected to:

1. Attend weekly class sessions (8 weeks)
2. Actively participate in these sessions
3. Lead at least one Reading In the Disciplines/EDUC 109 course
4. Complete weekly reflective writings
5. Write a short (2 page) final paper reflecting on your learning experience in EDUC 301

Grading

Your grade will be based upon the degree to which you successfully complete all of the requirements listed above.

Attendance and participation:	40%
Weekly reflections:	40%
Final paper:	20%

A: 90-100% B: 80-89% C: 70-79% D: 60-69% F: 59% and below


Coursework

Date	Topic	Class Plan/Activity	Reading(s)	Assignment	Reading and Assignment Due Date
Week 1	Tutoring/ Logistics	Background stories, questions about RID groups	Pittendrigh: Suggestions for Facilitating Discussions Princeton: Leading and Facilitating Discussion	Reflection – What most worries you about RID group discussion? What, in the readings, was helpful and/or might be things you would consider using in your RID group?	Week 2
Week 2	Group discussion techniques	Discussion of your writings, preview of UbD	Tomlinson, McTighe: Integrating DI and UbD (Chapter 7)	Reflection – discuss your familiarity with DI and UbD. What was new to you? Did you find anything helpful that you might use in your RID group?	Week 3
Week 3	DI and UbD	Discussion of Tomlinson and McTighe, preview of learning differences	Learning Differences (Jigsaw – <i>choose one</i>): Casteneda (2016), Lewin (1995), or Vogel, Fresko, Wertheim (2007)	Reflection on what you've read – explain the reading and include what you'd like to tell/ask your peers	Week 4
Week 4	Learning Differences	Discussion of writings (Jigsaw), preview of inclusivity	Anderson, diPietro: The Assumptions We Make About Diversity Lila: Inclusivity – additional concepts and definitions	Answer the questions in Lila: Inclusivity – starting the conversation	Week 5
Week 5	Inclusivity	Headwinds and Tailwinds activity, discussion of your writings	Axelrod, Cooper: Reading Critically, Writing Well (Jigsaw – <i>choose one</i>): Ch. 3 (Observation), Ch. 4 (Reflection), Ch. 5 (Explaining Concepts), Ch. 6 (Evaluation)	Reflection on what you've read – what you'd like to tell/ask your peers. Keep in mind that ed. 5 has a 1999 copyright. What's changed? Do you see things within the chapter that you're critical of?	Week 6
Week 6	RCWW	Reading Critically, Writing Well - Discussion of writings (Jigsaw), preview of final	Hennessy, Evans: Small-group learning in the community college classroom	Reflection – write a short narrative of your RID group(s). Discuss group dynamics, challenges, successes, etc.	Week 7
Week 7	Group discussion, part II	Discussion of your writings		2-page reflection (final)	Week 8
Week 8	Final discussion	Review of course, your RID group(s)	--	--	--



Class Climate & Honoring Difference

The School of Education strives to honor the uniqueness of all learners. I am dedicated to creating safe, inclusive, and welcoming experiences in which all students can succeed. I mindfully plan coursework in ways that promote pluralism: celebrating the coexistence of multiple identities, cultures, and belief systems.

This course is a Safe Zone for LGBTQ issues and more. I will not condone disrespectful or discriminatory language or behavior. I extend an open door invitation to all my students. If you feel unwelcome or unsafe in this course, or you have any concerns about your ability to succeed, please let me know. We can address the issue together, confidentially.

As a teacher, I align my policies and choices with my university's guidance, including the [UWSP Community Bill of Rights and Responsibilities](#) .


Exceptional Needs Policy

I am dedicated to accommodating the needs of my students. As an instructor, I align my policies and choices with the Americans with Disabilities Act (ADA), a federal law that requires educational institutions to provide reasonable accommodations for students with disabilities. [Here is more information about UWSP's relevant policies](#) . If you have a disability and want an accommodation, please register with the [Disability Services and Assistive Technology Office](#)  and then contact me. If you are unfamiliar or uneasy with this process, please contact me anyways and we will work through it together.

Integrity Policy

I expect you to come to class promptly and regularly, prepared to actively and fully participate in the activities. I expect you to treat me, your colleagues, and anyone else with respect and tolerance. I expect you to take responsibility for managing your life so that you complete all assignments on time. If you are unable to meet these expectations (e.g., attendance, assignments), I expect you to communicate with me and anyone else affected (e.g., your peer facilitator, your colleagues) as soon as possible.

I expect you to complete your assignments with integrity. For most assignments, you will be free to use resources and people inside and outside of this course. Some assignments may even require this. However, I expect you to give proper credit for anything that is not your own original work. I urge you to make intellectual integrity a central part of your professional identity. Professionals in a variety of fields routinely use other people's work (e.g., lesson plans in education). But accidentally or deliberately leaving off credit is professionally and morally wrong. I use anti-plagiarism tools. I do not expect my students to plagiarize others' work; rather, you can be confident that no one is plagiarizing your work (e.g., in a future class). If you are unclear on how to give proper credit, please ask me before turning in the assignment.

As an instructor, I align my policy on academic misconduct (e.g., cheating) with the [UWSP Community Bill of Rights and Responsibilities \("UWSP Chapter 14"\)](#) .