

EDUC 790: Issues and Trends in Education

Syllabus

Summer 2019

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Course Description

This course examines current and emerging issues and trends impacting education. Topics may include socially and culturally responsive teaching, teacher resiliency, trauma responsive classrooms, differentiation, student stress and mental health, grit, emerging technologies, flexible classrooms, and cultivating creativity. Topics will be dependent upon student interests and current national trends. Emphasis will be on developing, analyzing, and clarifying beliefs and practices as they relate to education.

Course Learning Outcomes

Students will....

1. analyze and discuss current issues and trends in education.
2. identify and describe research and innovative practice relating to select issues and trends.
3. reflect on personal beliefs and professional practice in select issues and trends.
4. design and develop action plans to address issues and trends in an education environment.

Evaluation/Course Requirements

Assignment (Descriptions found in course outline below and on Canvas as video tutorials)	Points/ Percent	Learning Outcomes Met (#)	Master's of Education Program Outcome Met
Flipgrid video introduction	5/4%	3	
Blog initial reflections	10/8%	3	
Blog research summaries	15/11%	2	Outcome 1
Blog summary statements	15/11%	2	Outcome 1
Blog action plans	20/15%	4	Outcomes 2 and 3
Blog final reflections	15/11%	1, 2	Outcome 1
Flipgrid resource review	15/11%	1, 2	
Podcasts/videocasts	25/18%	1, 2	Outcome 2
Peer Blog Reviews	15/11%	1, 2	
TOTAL POINTS	135		

Required Course Materials

There is no textbook for this course. Students will be expected to use the library databases for research as well as social media and internet resources for supplementary sources.

Technology Guidelines

This course requires posting of work online that is viewable only by your classmates. None of the work submitted online will be shared publicly. Your academic records (grades, student IDs, personal identification information) will not be shared by the instructor of this course. Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. If you elect to not participate in these online assignments due to confidentiality concerns, then an alternate assignment will be offered to you.

Inclusivity Statement

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this [link](#). You may also contact the Dean of Students office directly at dos@uwsp.edu.

Confidentiality

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

Grading Scale

94 – 100% = A	77 – 79% = C+	60 – 63% = D-
90 – 93% = A-	74 – 76% = C	< 60% = F
87 – 89% = B+	70 – 73% = C-	
84 – 86% = B	67 – 69% = D+	
80 – 83% = B-	64 – 66% = D	

Communicating with your Instructor



Email is the quickest way to reach me at: kroth@uwsp.edu. You will receive an out of office message as this is a summer course, but I am monitoring emails and will respond promptly to emails related to this course.



Call my office at any time (715-346-2276). Leave a voicemail. This will be delivered to my email, which I monitor on my cell phone. As this is a summer class, I am not in the office on a regular basis.



Zoom Videoconference is also available by request.

Office hours

I do not hold office hours in the summer. I can be reached via email and a Zoom meeting can be scheduled.

Attendance

Class will meet on the following dates: Thursday, June 13 from 1:00-4:00 PM and Thursday, June 20 from 1:00-4:00 PM in the Stevens Point School District. The building will be provided via email. Attendance is required for the two face-to-face meetings.

University policy on attendance: Please refer to the “Absences due to Military Service” and “Religious Beliefs Accommodation” below. Additionally, below are attendance guidelines as outlined by the [UWSP registrar](#):

Attend all your classes regularly. We do not have a system of permitted "cuts."

If you decide to drop a class, please do so using myPoint or visit the Enrollment Services Center. Changes in class enrollment will impact your tuition and fee balance, financial aid award and veterans educational benefit.

During the first eight days of the regular 16 week term, your instructor will take attendance. If you are not in attendance, you may be dropped from the class. You are responsible for dropping any of your enrolled classes.

- If you must be absent during the term, tell your instructor prior to the class you will miss. If you cannot reach your instructor(s) in an emergency, contact the Dean of Students Office at 715-346-2611 or DOS@uwsp.edu .
- If you are dropped from a class due to non-attendance, you may only be reinstated to the class section using the class add process. Reinstatement to the same section or course is not guaranteed. Your instructors will explain their specific attendance policies to be followed at the beginning of each course.
- If you take part in an off-campus trip by an authorized university group such as an athletic team, musical or dramatic organization, or a class, make appropriate arrangements in advance with the instructor of each class you will miss. If you are absent from classes because of emergencies, off-campus trips, illness, or the like, your instructors will give you a reasonable amount of help in making up the work you have missed.
- If you enroll in a course and cannot begin attending until after classes have already started, you must first get permission from the department offering the course. Otherwise, you may be required to drop the course.
- If you do not make satisfactory arrangements with your instructors regarding excessive absences, you may be dismissed. If you are dismissed from a class, you will receive an F in that course. If you are dismissed from the University, you will receive an F in all enrolled courses.

Absences due to Military Service

As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, [not to exceed two \(2\) weeks](#) unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the [Military Call-Up Instructions for Students](#).

Religious Beliefs Accommodation

It is UW System policy ([UWS 22](#)) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

Equal Access for Students with Disabilities

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the [Disability and Assistive Technology Center](#) to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.

Help Resources

Tutoring	Advising	Safety and General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568	Academic and Career Advising Center, 320 Albertson Hall, ext 3226	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646

UWSP Service Desk

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at techhelp@uwsp.edu or at (715) 346-4357 (HELP) or visit this [link for more information](#).

Care Team

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting [here](#).

Academic Honesty

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

UWSP 14.03 Academic misconduct subject to disciplinary action.

(1) Academic misconduct is an act in which a student:

- (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
- (b) Uses unauthorized materials or fabricated data in any academic exercise;
- (c) Forges or falsifies academic documents or records;
- (d) Intentionally impedes or damages the academic work of others;
- (e) Engages in conduct aimed at making false representation of a student's academic performance; or
- (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to:

- Cheating on an examination
- Collaborating with others in work to be presented, contrary to the stated rules of the course
- Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
- Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
- Stealing examinations or course materials
- Submitting, if contrary to the rules of a course, work previously presented in another course
- Tampering with the laboratory experiment or computer program of another student
- Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14](#).

Other Campus Policies

FERPA

The [Family Educational Rights and Privacy Act](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

Title IX

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the information on the [Dean of Students webpage](#) for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. For more information see the [Title IX page](#).

Clery Act

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our [Annual Security Report](#). Another requirement of the Clery Act, is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our [Jeanne Clery Act](#) page.

Drug Free Schools and Communities Act

The Drug Free Schools and Communities Act (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. [Center for Prevention – DFSCA](#)

Copyright infringement

This is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our [copyright page](#).

Course Schedule

WK	DUE DATE	TOPICS/ASSIGNMENTS
1	T 5/28	<p>Assignments Due Today:</p> <p>Step 1: Read the class syllabus and view the course introduction video.</p> <p>Step 2: Post a video introduction of yourself on Flipgrid. Share your name, where you work/teach, and what you think the biggest challenges your school will face in the next two years. If you are not a teacher, share your perceptions of the biggest challenges in education/training/coaching in your vocation. Feel free to record a reply/hello to a fellow classmate!</p>
	W 5/29	<p>Assignments Due Today:</p> <p>Step 1: Go to People on Canvas and join 4 of the Issues and Trends groups. If you want to join a group and the group is full, email Dr. Roth and she will open one up for you.</p> <p>Step 2: Watch the tutorial on creating a Google Site and embedding it on the Discussion Board.</p> <p>Step 3: Create a Google Site. In your site, include navigation to a page for each of your four issues. Embed this in the discussion board following the steps in the tutorial above.</p>
	Th 5/30	<p>Assignment Due Today:</p> <p>Post on your blog an initial reflection for each of your issues. Reflect on the following:</p> <ol style="list-style-type: none"> How you see this issue as impacting your classroom/work life? What you are curious about? What you are pessimistic about? What are your dreams related to this issue? <p>Post these reflections on Canvas as one document. Once you do that, your issues modules on Canvas will open up for you, which you need for your next assignment.</p>
2	M 6/3	<p>Assignments Due Today:</p> <p>Step 1: Read the article and watch the video on Canvas for each of the four issues you signed up for.</p> <p>Step 2: Post a “resource review” on Flipgrid for each of your four issues. You will share one research article, video, blog, or non-research article that you found that gave you an ‘aha’ moment related to your issue. Provide a brief overview of the article (title, author, quick summary) and describe what the ‘aha moment’ was. TRICK: No repeats. You need to watch others prior to posted to ensure you are not providing a duplicate item.</p>
	W 6/5	<p>Assignment Due Today:</p> <p>On your blog, for each of your issues, create a “resources” section which include your research summaries. In this section, include the resources that were shared in your Flipgrid group. Add a minimum of three additional</p>

resources for each topic. You should have a minimum of two research articles in your resources section.

Submit your resources to Canvas as well.

Begin development of your action plans

W 6/12

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Assignment Due Today:

Step 1: Interview a person on each of the issues you are researching. This cannot be someone else from the class. You need to interview four different people. These people can be a colleague who has ideas to address the issue, a student or a parent who wants to share recommendations/insights related to the issue, an administrator, or an expert in one of the issues. This interview can either be a podcast (audio recording) or a video. The interviews should not be more than 10 minutes. Ensure the questions you ask in the interview will provide insights on how the issue can be addressed in the classroom/work environment.

Step 2: Post each of your interviews/podcasts on your Blog.

Th 6/13

CLASS: Development of Summary Statements and Action Plans

M 6/17

Assignment Due Today:

Step 1: Post a summary statement for each of your issues on your blog and submit a copy to Canvas. Ensure this statement is a clear explanation of the issue and how it can impact the classroom/educational environment. Submit a copy of your summary statement on Canvas.

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T 6/18

Assignment Due Today:

Post your action plans for each of your issues on your blog and submit a copy to Canvas.

W 6/19

Assignment Due Today:

Select two issues that were not the issues you have been focused on this semester. Read one blog from your classmates for each of these issues. Make sure this blog does not have a comment on it already. Spend some time looking at the research, the summary statement and the action plans. For each blog you read, post a comment in the comments section. This comment should include either an extension idea (something that is not noted that maybe they should think about) or a question. You can also share an 'aha' moment that you had in review of their blog.

Th 6/20

CLASS

F 6/21

Assignment Due Today:

Write a post-reflection for each of the four issues on your blog. Include how your research and activities in the course helped you. Also, answer the same four questions that you answered at the start of the class, and reflect on how and why your responses have stayed the same or changed. Submit your final reflections as one document on Canvas.

- a. How you see this issue as impacting your classroom/work life?
- b. What you are curious about?
- c. What you are pessimistic about?

d. What are your dreams related to this issue?