



AED 150-101: Resiliency & Human Potential (3)
Tier 1 General Education, Individuals & Societies
Fall 2017

Description of Course

The teaching-learning course is a twist on the typical academic preparation-type courses in that this course looks at learning through the eyes of an educator – as you in the role of the instructor. The course is designed to assist learners acquire and develop knowledge and strategies than enhance academic and personal development to help them become effective college-level adult learners and presenters. Particular emphasis will be placed on both learning and instructional skills such as critical thinking, developing personal and educational goals, improving comprehension, applying organizational techniques, making use of evaluation, and fostering leadership.

Unique opportunity exists to participate in an Office of Student Engagement approved non-credit engagement experience called "Citizen Scientists". Read more at [OSE CitizenScience non credit experience](#) and check out the flyer located in Module 2 on our D2L site.

Times and Location • Asynchronous delivery in fully online platform

Instructor Information • Lisa Parce, PhD scholar, Maynooth University

Email: lisar1@email.arizona.edu

Phone: 520.414.9220 (international call, I'm based in Ireland)







Office Hrs: Email to set phone or video call meeting (Skype, WhatsApp, GoogleHangouts)

Service-Learning Partner • LoriAnne Barnett, M.S. Education Coordinator USA National Phenology Network | lorianne@usanpn.org | 520.621.1803

Course Objectives & Expected Learning Outcomes

Course objectives: To look at learning through an educator's eyes and make the learning process fun. Explore instructional design; apply practical teaching methods and organizational management strategies to encourage personal and academic growth.

Expected Learning Outcomes. Students will be able to:

-  Research and apply effective learning and teaching methods.
-  Develop a deeper understanding of one's own learning style and organizational management skills through exploration, application, and reflection.
-  Participate in community engagement through a service-learning project with Nature's Notebook.
-  Practice goal setting, critical thinking, time management, motivation, concentration, and study skills strategies.
-  Demonstrate the ability to read with comprehension, write in a clear and organized manner, and conduct teaching lessons effectively.
-  Improve teamwork skills for enhanced workplace readiness - communication, listening, problem solving, leadership, and collaboration.

Course Format & Methodology

Format: Web-delivered content is available in online Modules released on a time sensitive basis throughout the term. Each Module contains three sections - Overview, Activities (in the form of an interactive Checklist), and Class Notes comprised of "Talks", with corresponding slide decks. "Talks" are best accessed through the D2L site navigation bar - UATools-Panopto.

Methodology: Students will engage with the instructor and peers **experientially** through: interactive pre-recorded video "Talks", cooperative and individual learning activities; assigned readings and engagement with workbooks; online discussions; writing prompts; and a service-learning project with place-based data collection.

Communication

- 🐾 **Daily**, students are expected to check D2L, University course management software, for content and news updates
- 🐾 Per UA policy, any email communication will be sent to the student's official UA CatMail account
- 🐾 When contacting the instructor, include '**AED150**' in the subject line; instructor tries to respond to questions within 48 hours, Monday-Friday
- 🐾 Be advised: I live in Ireland, my time zone is GMT, 7-8 hours ahead of Arizona, depending on month of year

Required Texts

- 🐾 Blackett, K. & Weiss, P. (2nd Ed.) (2011). *College Success Guide: Top 12 Secrets For Student Success*. St. Paul, MN: Jist Works.
 - Available as **FREE** e-book through UA Libraries!
 - Within our D2L AED150 site, click Library Tools tab from the navigation bar. Link to e-book located in upper right corner
 - Alternatively, purchase hardcopy at UABookstores or paperback or Kindle version at <http://www.amazon.com>

Required Technology Materials

- 🐾 Access to a computer that connects to high speed Internet & an updated browser
 - Recommended browsers include modern versions of Firefox, Internet Explorer, Safari, and Chrome
- 🐾 Access to **one** free MS Office 365 student license download available at <http://uabookstores.arizona.edu/technology/campuslicensing/default.asp>

Required Knowledge/Ability

- 🐾 Tier One General Education courses are writing intensive, <http://gened.arizona.edu/content/writing-component>
- 🐾 Peer review occurs through learning log revisions and evaluation occurs via self and team feedback
- 🐾 Ability to participate in online discussions using D2L Discussion boards
- 🐾 Knowledge and skills to create video recordings for team and individual projects
- 🐾 If you require assistance in any area of writing, please visit the **University Writing Center/Think Tank** at the University of Arizona, Bear Down Gymnasium, <http://thinktank.arizona.edu/tutoring/writing>, or call them at 520.626.0530

Required Extracurricular Activities - Service-Learning Project with Nature's Notebook

- 🐾 Service-learning activities will require weekly plant observations with data entered into a free App; place-based at the Krutch Garden, UAMall, or Manzo Elementary's Desert Biome, located one block west of Manzo Elementary School, 855 N Melrose Ave, 3 miles west of campus
- 🐾 Attend August 28, 2017 Coffee Walk at 9am or 11am with instructor and LoriAnne Barnett, Ed. Coordinator, USANPN *required unless class conflict. Sign up by DoodlePoll in D2L Calendar

D2L

- 🐾 Course site - <http://d2l.arizona.edu>
- 🐾 Need D2L help? Visit <http://www.help.d2l.arizona.edu/student/student-home>
- 🐾 Experiencing technical difficulties? Ensure your computer is up to date following guidelines posted in Module 1 Overview - Technology Requirements, contact the 24/7 IT Support Center at #520.626.8324, or visit <http://uits.arizona.edu/departments/the247>

Course Expectations & Late Work Policies

Expectations & Behavior

- 🐾 Engage with **all** Module material and be ready to learn!
- 🐾 Treat each other with respect; follow posted 'Netiquette' in a manner conducive to learning
- 🐾 Maintain a high level of self-responsibility and discipline
- 🐾 Follow University policies for behavior, conduct, and integrity expectations

Late Work Policy

- 🐾 Late work not accepted

Attendance & Participation Policy

- Success largely depends on your diligent participation in all Module components and is required if you intend to understand the material at a level that will lead to a passing grade
- Participation assessed through completion of quizzes, monitoring of student participation in D2L online Discussions and professional interactions with teammates. Student grades and continuing affiliation with their team may be impacted by low participation

Grading Policy

Grade	Percent
A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
E	≤ 59%

Instructor has a *no rounding* policy.

Standard University grading scheme will be used for this course; <http://catalog.arizona.edu/policy/grades-and-grading-system>

Originality • Students are expected to complete original work. The website www.turnitin.com is used to assess student work for plagiarism; **turnitin.com scores above 20% will not be graded.**

Academic Honesty • University policies will be followed for student work that is suspected of plagiarism, see <http://azregents.asu.edu/rrc/Policy Manual/5-308-Student Code of Conduct.pdf>

Incompletes and Withdrawals • Requests for incompletes (I) and withdrawal (W) must be made in accordance with University policies, which are available at <http://catalog.arizona.edu/policy/grades-and-grading-system>

Formatting & Submission Notes:

- ✓ All writing assignments to be submitted as **.pdf** files; typed and formatted in a modified APA style
- ✓ Online Quiz, Worksheets, and online Discussion responses/posts are to be written in a professional, collegiate style in complete sentences
- ✓ Read Module 1 Technology Requirements file carefully
- ✓ Record and submit all teaching presentation assignments as videos in one of the following formats.
 - Video published to YouTube or shared through GoogleDrive
 - Video created using free technologies such as VoiceThread, Movenote, iMovie or MovieMaker depending on your computer's OS
 - ALL - Submit hyperlink to Assignments Dropbox
 - Media files that can't be accessed won't be graded

Assignment	Total Possible Points	
Getting Started *Introductory online Discussion (2 parts) *TEACH Documentary activity	100	
		50
		50
Learning Logs *Two learning logs w/peer review; 125 points each	250	
Reading Comprehension Assessments (10; 25 pts. each) *Combination of worksheets, online quizzes, workbook checks & discussions *Lowest score automatically dropped	225	9*25=225
TEAM Teaching Experiences & Service-Learning Project	885	
Mini lesson - Learning style theme		110
*Done in teams		
*Lesson Plan		50
*5 minute teaching lesson w/slides and narrative by each team member		50
*Evaluation: self & team evaluation worksheet		10
Team Lesson #1 - Nature's Notebook Service-Learning project		200
*Lesson Plan		75
*~10 minute teaching lesson video		100
*Evaluation written through Learning Log 2; individual participation in D2L team discussions		25
Social media posts (2) - Nature's Notebook Service-Learning project		100
*Done individually, 50 points each		
*2-3 paragraph posts with photo, uploaded to Tucson Phenology Network FB page		
Team Lesson #2 - Nature's Notebook Service-Learning project		375
*Lesson Plan		150
*~15 minute teaching lesson video		200
*Evaluation - self & team evaluation worksheet		25
Data Collection - Nature's Notebook Service-Learning project		100
*Weekly data collection from plant observations, 10 points each; up to 20 points bonus for 2 additional unique weeks of data collection		
Final Exam *Online, survey-style assessment	50	
TOTAL	1,510	

Assignment Overview

Module Content • Read and follow links for videos and readings in the Overview, complete Activities by following Checklist instructions, and watch/listen to instructor "Talks", lectures, review notes in the Class Notes section

Getting Started Activities • Engage in an interactive whole class Introductory Discussion through D2L Discussions in two parts. Part 1 - original post with 1-2 minute video intro. plus brief responses to teaching-learning questions; Part 2 - replies to two classmates' posts.

Watch the TEACH documentary and complete a chart and series of questions [worksheet].

RCAs (*Reading Comprehension Assessments*) • Demonstrate reading proficiency of textbook content through RCAs. Ten RCAs appear throughout the term and take a variety of formats including online quizzes [workbook checks], online discussions, and worksheets. Lowest RCA score is automatically dropped at end of the term.

Learning Logs • Compose two reflective learning logs, follow prompts to think critically about course material and apply content to real world contexts. Both logs require peer review of a draft with substantive effort for revision in the final submitted version.

Individual Projects • Complete two social media articles related to your phenology and our Nature's Notebook project.

Team Teaching & Service-Learning Projects • Teams will write one mini lesson plan and creates slides with a written narrative in teams. New teams will then work on two larger lessons, each with a lesson plan and recorded teaching video. The mini lesson will focus on an assigned learning style, while the other two team teaching efforts will focus on our Service-Learning project with Nature's Notebook. Reflection, self and peer evaluation are integrated.

Team Discussions • Interact regularly with teammates through group chats and in team meetings. Weekly summaries of team progress to be documented in the Module 2: Service-Learning Project Forum. Teams are responsible for posting weekly updates. Responsible participation in team communication and work is expected; low commitment may result in a reduced grade for the project.

AED 150a1-101: Course Schedule			
Week	Module	Module Topics & "Talks"	Assignments + due dates
1 (Aug 21-25)	1 - Getting Started & Learning Styles	Course overview & structure, collaborative learning, learning styles explored. Talks = WelcomeAudioTour; M1.1, M1.2	Review course syllabus, D2L site Introductory Discussion - 2 parts. Original Post - 8/25 @8pm & Replies - 8/27 @8pm *Required for continuation in course
2 (Aug 28 - Sept 1) *8/28, 9am or 11am: Attend Krutch Garden Coffee Walk	1 - Learning Styles cont'd 0 - Teaching Materials	Mini lesson teams Teaching Materials overview; Lesson Plan basics What is Phenology? Choose plant Talks = M1.1, M1.2	Sign up for Nature's Notebook account & get App! Start collecting data - Krutch Garden or Manzo Elementary RCA #1, Online Quiz (CS Guide, Ch 3) - open 8/28 @8am-9/1 @8pm TEACH Documentary - watch film, complete worksheet - 9/3 @8pm
3 (Sept 4-8) *Labor Day 9/4	0 - Teaching Materials	Mini lesson @ Learning Styles; peer review Talks = Module0, M1.2	Data Collection week 1 TTL packet, chapters 3 & 8 Mini lesson plan & Mini lesson video - 9/8 @8pm Learning Log 1A - draft w/peer review, D2L Discussion - 9/8 @8pm Learning Log 1B - final version to Dropbox - 9/10 @8pm
4 (Sept 11-15)	2 - Service-Learning Project w/Nature's Notebook	Review Nature's Notebook project components; New Teaching Teams formed, plant research Talks = M2_Nature'sNotebookOverview	Data Collection week 2 RCA #2, Phenology Presentations Feedback Form - 9/15 @8pm
5 (Sept 18-22)	2 - Service-Learning Project w/Nature's Notebook cont'd	Nature's Notebook project cont'd Talks = M2_Nature'sNotebookOverview	Data Collection week 3 RCA #3, Species ID Profile Page w/photos - 9/22 @8pm
6 (Sept 25-29)	3 - Goal-setting	Setting personal and educational SMART goals, organization Talks = M3.1, M3.2	Data Collection week 4 RCA #4, Workbook Check Online Quiz (CS Guide Ch 4&6) - open 9/25 @8am - 9/29 @8pm
7 (Oct 2-6)	4 - Research & Active Learning	Conducting academic research Benefits of active learning Talks = M4.1, M4.2	Data Collection week 5 Teach Teaching Work week
8 (Oct 9-13)	0/2 - Revisiting Teaching Materials & Service-Learning	Lesson planning revisited; peer review revisited Team Teaching Lesson #1 @ Nature's Notebook Evaluating & reflecting on your teaching Talks = Module 0, M2_Nature'sNotebookOverview	Team Teaching #1 lesson plan & teaching video - 10/13 @8pm Learning Log 2A-draft w/peer review, D2L Discussion - 10/13 @8pm Learning Log 2B-final version to Dropbox - 10/15 @8pm
9 (Oct 16-20)	5 - Learning & the Brain	Learning theories, teaching methods, and the brain Talks = M5.1 <u>S-L Project components</u> Social media write-ups & journalism writing	Data Collection week 6 RCA #5, Brain video Reaction Notes - 10/20 @8pm Social Media post #1 - 10/22 @8pm
10 (Oct 23-27)	6 - Reading & Study Skills	Strategies for reading comprehension Talks = M6.1	Data Collection week 7 RCA #6, Online Quiz (CS Guide Ch 1; TTL packet Ch 1&2) - open 10/23 @8am - 10/27 @8pm
11 (Oct 30-Nov 3)	7 - Attitude is Everything	Attitude & Synergy Talks = M7.1	Data Collection week 8 RCA #7, Online Workbook Check Quiz (CS Guide Ch 5 & 9) - open 10/30 @8am - 11/3 @8pm
12 (Nov 6-10) *Veterans Day 11/10	2 - Revisiting Service-Learning Project and 0 - Revisiting Team Teaching Materials	<u>S-L Project components</u> • Social media write-ups & journalism writing • Team Teaching Lesson #2 @ Nature's Notebook introduced: Talks = Data Analysis by Julianna (link in M2 Checklist)	Data Collection week 9 Social Media post #2 - 11/10 @8pm

13 (Nov 13-17)	8 - Time & Energy Management	Practical strategies for time & energy management Talks = M8.1	Data Collection week 10 RCA #8, Online Quiz (CS Guide Ch11, TTL packet Ch 4) - open 11/13 @8am - 11/17 @8pm
14 (Nov 20-24) *Thanksgiving 11/23-26	9 - Change & Stress Management	Practical strategies from change & stress management Talks = M9.1	Data Collection week 11 RCA #9, Stress Worksheets - 11/26 @8pm
15 (Nov 27-Dec 1)	10 - Motivation & Assessments 2 - Revisiting Service-Learning Project and 0 - Revisiting Team Teaching Materials	Boosting test-taking skills & what drives us to succeed? Talks = M10.1 <u>S-L Project components</u> <ul style="list-style-type: none"> • Data Collection file "how-to" • Team Teaching Lesson #2 @ Nature's Notebook: <ul style="list-style-type: none"> ➤ Lesson planning ➤ Teaching strategies ➤ Teach! 	Data Collection week 12 Team Teaching work week RCA #10, Online Quiz (CS Ch 2 & 10) - 11/27 @8am - 12/1 @8pm Data Collection file - 12/3 @8pm
16 (Dec 4-8) *Last class 12/6 *Reading day 12/7 *Finals being 12/8	2 - Revisiting Service-Learning Project; FINAL EXAM	Wrap up Nature's Notebook Service-Learning project Final = Survey-style assessment, online under Quizzes	Team Teaching #2 Lesson Plan & teaching video - 12/8 @8pm Final Survey Exam - open 12/7 @8pm - 12/12 @8pm
17 (Dec 11-15) *Course ends 12/12 *Finals end 12/14	2 - Revisiting Service-Learning Project; FINAL EXAM	Wrap up Nature's Notebook Service-Learning project Final = Survey-style assessment, online under Quizzes Non-credit engagement, <i>Citizen Scientists</i> (optional)	Team Lesson #2 - self & team evaluations - 12/12 @8pm Final Survey Exam - open 12/7 @8pm - 12/12 @8pm Submit non-credit Citizen Scientist website link (optional)

University Policy Statements

Accessibility & accommodations statement • Our goal in this course is that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so we can discuss options. You are welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations. For additional information on Disability Resources and reasonable accommodation, visit <http://drc.arizona.edu>. If you have reasonable accommodations, plan to meet with me by appointment to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

Absence policy • Prior notification by the student to the instructor is expected. The UA's policy concerning Class Attendance, Participation, and Administrative Drops is available at <http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop>. The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable, <http://policy.arizona.edu/human-resources/religious-accommodation-policy>. Absences pre-approved by the UA Dean of Students (or dean's designee) will be honored. See <http://policy.arizona.edu/employmenthuman-resources/attendance>.

Behavior policy • To foster a positive online learning environment, students and instructors have a shared responsibility. We want a safe, welcoming and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed. To that end, our focus is on the tasks at hand and not on extraneous activities. Unprofessional online behavior will not be tolerated and will be reported to the Dean of Students.

Threatening behavior policy • The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>

Code of Academic Integrity • Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog, see <http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>

The University Libraries have excellent tips for avoiding plagiarism; see <http://www.library.arizona.edu/help/tutorials/plagiarism/index.html>

Exams • A Final Exam, online, survey style, must be completed no later than 8:00pm on December 14. Click her for [Schedule](#) and [Regulations](#)

Honors credit • Course does not have a stand-alone Honors section; the requirements to fulfill an Honors contract are available upon request. Honors contract information is available at <http://www.honors.arizona.edu/future-students/honors-credit-across-campus>.

UA nondiscrimination and anti-harassment policy • The University is committed to creating and maintaining an environment free of discrimination, <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>.

Subject to change statement • Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.