

AEP 672(g), Problems in Education: PERSONAL RESPONSIBILITY
(Graduate Version)

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COURSE CREDIT: 3 graduate credits

DATES & TIMES: 8 weeks online, 6 hours per week; or
16 weeks online, 3 hours per week

COURSE DESCRIPTION:

The purpose of this seminar/webinar delivered course is to enhance development of a student's goal achievement and personal responsibility skills. Emotionally intelligent teachers or trainers will be able to model as well as talk about the thoughts and behaviors most important to a person's goal and academic achievement and personal well-being. The skills learned in this course provide a research derived and validated approach to help learners identify, understand, and develop specific behaviors related to critical thinking skills.

This seminar uses the Personal Responsibility Map as a starting point for individual and group focused interventions emphasizing experiential and skill-based learning experiences to improve learner achievement and personal effectiveness. This model encourages self-awareness, self-understanding, and positive personal change within the context of a supportive relationship. The Personal Responsibility Map measures the following areas: goal setting, self-efficacy, values congruence, achievement drive, supportive environment, self-esteem, self-management, problem solving, and resiliency.

STUDENT LEARNING OUTCOMES:

Upon completion of this course, the student will be able to:

1. Design a plan for improvement for a student or employee using five specific intervention strategies to improve goal setting and implement self-management skills.
2. Explain why most people do not set goals and how setting goals can lead to unlocking potential, overcoming barriers, and achieving those goals.
3. Utilize seminar/webinar skill enhancements to improve self-management skills and to set, align, and achieve goals in a work setting.
4. Evaluate how personal responsibility concepts can be used to change the culture of an organization.

REQUIRED WEBINAR: Students must participate in a Conover webinar, at a cost of \$75, by enrolling at this link: <https://conoveru.com/shop/> This is the only additional charge for this course and is paid directly to the Conover Company

REQUIRED TEXTS: (provided by Conover in conjunction with the webinar)

OPTIONAL TEXTS:

Tracy, B. (2010). *Goals*. San Francisco: Berrett- Koehler Publishers, Inc. ISBN: 978-1- 0509-411-3 Paperback (*Available through Amazon or Barnes and Noble; or ebook available through CourseSmart*).

Savage, T. V. (2010). *Successful Classroom Management and Discipline: teaching self- control and responsibility* (3rd ed.). Thousand Oaks, CA: Sage Publications (*Available at CourseSmart.com*)

FORT HAYS STATE UNIVERSITY MISSION STATEMENT:

Fort Hays State University provides accessible quality education to Kansas, the nation, and the world through an innovative community of teacher-scholars and professionals to develop engaged global citizen-leaders.

COLLEGE OF EDUCATION AND TECHNOLOGY MISSION STATEMENT:

Education professionals prepared in the College of Education and Technology at Fort Hays State University will have the technological, pedagogical and content knowledge, skills, and dispositions to lead, model, teach and collaborate in diverse settings.

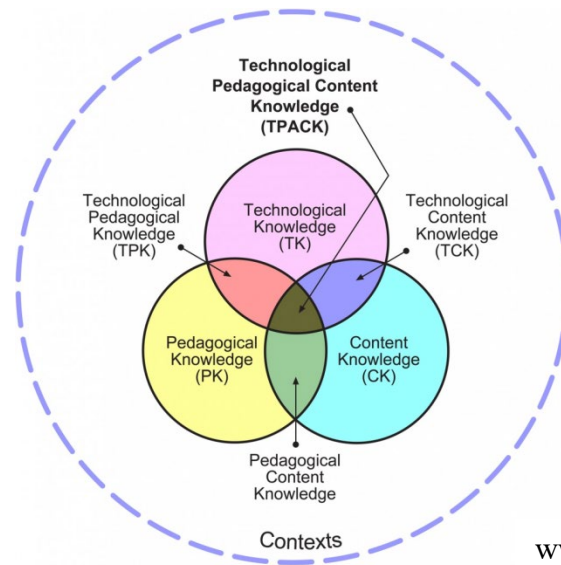
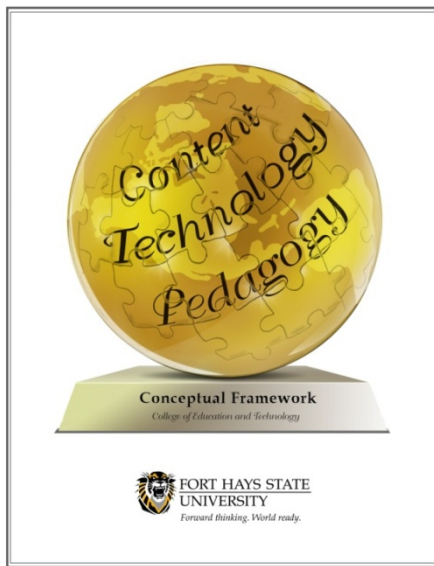
(For Steering Committee approval, September 2012)

CURRENT MISSION:

Professional educators prepared at Fort Hays State University will have the knowledge, skills, and disposition to ensure excellence in teaching while actively investing in their own professional development.

DEPARTMENT MISSION STATEMENT:

The mission of the Advanced Education Department is to prepare 21st century global leaders who serve in educational and community settings. Degree programs focus on the interaction among innovative technologies, relevant content, diversity and best practices.



www.tpck.org

The Conceptual Framework for Professional Educators at FHSU

Technological Pedagogical and Content Knowledge (TPACK)
<i>TPACK 1</i> – Candidates integrate current and emerging digital tools to collect, analyze, and present information.
<i>TPACK 2</i> – Candidates demonstrate proficiency in oral and written communication skills.
<i>TPACK 3</i> – Candidates select, design, administer, and interpret a variety of appropriate assessments.
<i>TPACK 4</i> – Candidates incorporate theories and research to design and implement effective learning environments for all students.
Technological Knowledge (TK)
<i>TK 1</i> – Candidates model and teach safe, legal, and ethical use of digital information and technology.
Technological Content Knowledge (TCK)
<i>TCK 1</i> – Candidates design/facilitate diverse learning activities that incorporate digital tools and resources.
Content Knowledge (CK)
<i>CK 1</i> – Candidates design/facilitate lessons/opportunities that reflect subject content and academic knowledge.
<i>CK 2</i> – Candidates design/facilitate and implement interdisciplinary units of study.
Pedagogical Content Knowledge (PCK)
<i>PCK 1</i> – Candidates make/facilitate curricular decisions based on data.
<i>PCK 2</i> – Candidates collaborate with other professionals to identify and design strategies and interventions to ensure student/teacher learning.
<i>PCK 3</i> – Candidates design/facilitate and adapt lessons/opportunities to meet the diverse needs of all students.
<i>PCK 4</i> – Candidates reflect on their practice and make necessary adjustments based on data to develop effective learning opportunities for all students and teachers.
Pedagogical Knowledge (PK)
<i>PK 1</i> – Candidates model the dispositions expected of professional educators as identified in state and institutional standards.
<i>PK 2</i> – Candidates engage in and reflect on professional learning opportunities.

Technological Pedagogical Knowledge (TPK)
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<i>TPK 1</i> – Candidates communicate and collaborate using digital tools.
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Disposition Statement: Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as candidates interact with students, families, colleagues and communities. These behaviors support student learning and development. Candidates are expected to demonstrate observable behaviors that are consistent with the ideas of fairness and the belief that all students can learn. (NCATE definition, 2001)

Definition for **DIVERSITY:** Differences among groups of people and individuals based on culture, ethnicity, race, socioeconomic status, gender, exceptionalities, language, migrant status, religion, sexual orientation, and geographical area.

DIVERSITY FIELD PLACEMENT definition: The FHSU COET definition of a diverse placement for students includes practicums, clinicals, internships, student teaching experiences, and course assignments. These experiences provide the candidate with the opportunity to interact with P-12 students in environments where the following indicators of diversity are present: 20% of the student population is economically disadvantaged (on free or reduced lunch), 5% of the student population has identified disabilities (are on IEPs), or 5% of the student population is non-white (self-reporting of student or parent).

DIVERSITY PROFICIENCIES:

1. Recognizes and explains the nature of diversity in the community to inform instruction.
2. Understands and can articulate characteristics and attributes of student populations which contribute to commonality and differences.
3. Recognizes and applies appropriate educational options for all students.
4. Understands and applies results of assessment data for educational placement and accommodations.
5. Utilizes appropriate technology to gather and disseminate information.
6. Reflects on diversity experiences from a variety of perspectives (emotional, informational, and developmental) for diagnostic purposes and self-growth.

SOCIAL MEDIA GUIDELINES FOR STUDENTS:

All social media sites created for instruction and communication purposes by Advanced Education Programs faculty will be set up as *secret* or private.

Site purpose

The purpose of the site will be stated by your instructor. It is in line with Advanced Education Program's mission to help prepare 21st Century learners and provide them content and pedagogical knowledge online via innovative technology. A general guideline will be: *This site is to be used exclusively for the purpose of responding to class discussions, assignment submission, uploading videos, and asking questions regarding course work. Your instructor has the right to remove any comments, discussions, questions, etc. that are not consistent with the stated purpose of this site.*

Know copyright laws

Always use a URL link when posting videos, full articles, etc. In other words, if you embed them on the site, be sure to provide sources and/or permissions.

Be accurate

Always provide clear and consistent information based on research and fact.

Be respectful

It's okay to disagree, but be polite and constructive in your manner.

No defamatory or harmful information about any individual—including students, colleagues, faculty, or administrators will be tolerated. All such content will be not be tolerated and may result in removal of the violator from the social media site at the discretion of the instructor.

Remember--Anything that's not appropriate for the classroom or the evening news is not appropriate online.

Students Who Do Not Want to Participate

Students who may not want to participate for various reasons are encouraged to discuss concerns with your instructor.

Be transparent

Note that any opinions expressed are your own and communicate in a professional and appropriate manner. Your instructor will likewise follow these guidelines: *Anything that the instructor says is strictly his/her opinion and is not speaking on behalf of FHSU.*

Safeguard others' privacy

When telling stories about real students and classroom, school, and district challenges, *don't* identify the location, names, job titles or any other personal information protected by state and federal privacy laws.

Adhere to the Golden Rule of Social Media: Post about others as you would have them post about you.

COURSE REQUIREMENTS:

Each student enrolled will complete a nationally recognized instructor seminar/webinar. Successful completion of the seminar/webinar, reading requirements, and assignments will enable students to maximize their application of concepts presented.

Attendance, Preparation, and Participation:

Like the instructor, students are expected to achieve course standards/requirements on time and thoroughly prepared, meaning all assigned reading has been completed and questions on the webinar board have been thoroughly reviewed; concepts, definitions, examples, and procedures presented in the text and course are understood well enough to be discussed; individual or group assignments have been prepared; and the student is ready to engage in classroom activities.

Technology Competencies:

It is expected that candidates begin our program with basic computing skills that include using Microsoft Word to write papers, accessing online research databases, and corresponding by email. Knowledge of the use of technology-supported multimedia, such as PowerPoint and other

audio/video resources is a plus; those who do not already have a working knowledge of their use will develop it over the course of their program.

As appropriate, asynchronous online participation is vital for acquiring the knowledge necessary to meet the course objectives. Additionally, students' presence and participation contribute to an interchange of ideas and experiences that benefit everyone. *The instructor reserves the right to reduce a student's grade for consistent lack of participation or timeliness of projects.*

Graded Assignments:

1. Post-Seminar/Webinar Reflection Paper –
Write a journal-based reflection paper on the seminar/webinar outcomes. Relate the learning in this seminar experience to a work environment. Discuss at least five different ways goal setting and self-management can be used for success and design a plan for an employee or student who needs improvement. Justify how personal responsibility concepts can be used to change an organization. (5-7 pages)
2. Application Paper –
Personal responsibility is committing to setting clear goals aligned with core beliefs and taking full responsibility to achieving them. Good self-management strategies can be implemented to unlock potential, overcome barriers, and achieve personal and organizational goals. Evaluate how you can use personal responsibility concepts (goal setting and self-management) and skill enhancements to improve your personal circumstances and the culture of your organization. Include in your analysis the effect the tools and applications the Conover Team has brought to your efforts by citing their instruction in your discussion. (6-8 pages)
3. Student Produced Electronic Learning Journal –
This course requires completion of either a
 - a) Seminar-delivered educational experience, or a
 - b) Webinar-based, online learning experience.Either experience will require a student produced electronic learning journal.
4. Final Exam – 50 questions
Successful completion of an end of session online multiple-choice final consisting of 50 multiple choices randomly selected questions from a multiple question-based portfolio that has each participant taking his or her own individual version of an exam. Students must scan and submit by email to their ASU instructor proof of a successful final exam score of greater than 70%, in the form of a *Conover Completion Certificate*.

Required Documents:

Conover Completion Certificate: Personal Responsibility

Return your student writing assignments, your electronic learning journal, and on-line computer produced *Conover Completion Certificate* by email to your assigned instructor.

GRADE DISTRIBUTION AND SCALE:

EVALUATION CRITERIA:

A 100 - 93 = Demonstrates a thorough understanding of course concepts and principles and provides insight into the inter-relatedness of the information. There is clear, convincing, and consistent evidence that the student demonstrates achievement. The evidence is comprehensive, thoughtful, and integrated.

B 85 – 92 = Displays a complete and accurate understanding of course concepts and principles. There is clear evidence that the student knows what to do and does it. The evidence is specific and reasonable. However, at times the evidence may be somewhat uneven, with specific features addressed more effectively than others.

C 76 – 84 = Displays an incomplete understanding of course concepts and principles and have some notable misconceptions. There is limited evidence that the student knows what to do, how to do it, or when to do it.

D 67 – 75 = Demonstrates severe misconceptions about course concepts and principles. Candidate does not have a grasp of information; student cannot answer questions about the subject matter presented. There is little or no evidence that the student has demonstrated achievement.

COURSE SCHEDULE:

Seminar and/or asynchronous online managed content webinar (*Conover Company*).

Lesson 1 – Introduction to Personal Responsibility

Lesson 2 – How Personal Responsibility Works

- Assignment 1 – Complete the Personal Responsibility Map
- Describe your experience going through the Personal Responsibility Map. Explain how this instrument can be used to help make you aware of your Personal Responsibility

Lesson 3 – Skills Enhancements

- Assignment 2 – Complete Skill Enhancements
- How can these skill enhancements improve success? Why is it important to individualize the learning experience?

Lesson 4 – Personal Responsibility Research

- Assignment 3 – Getting Familiar with the PRM Research
- This assessment drives the instruction. How can you incorporate this research into your setting with your users?

Final Exam