

ROWAN COLLEGE
CURRICULUM COMMITTEE

(e)

PROPOSAL TITLE: PROMOTING EFFECTIVE LEARNING 0827.135

 UNDERGRADUATE X GRADUATE 3 CREDIT HOURS

SPONSOR(S): Sharon Davis-Bianco, Christine A. Johnston

DEPARTMENT & TELEPHONE# Educational Administration Department
Doctoral Program Development Team X-4702

CHECK ONE: X COURSE MINOR PROGRAM CONCENTRATION SPECIALIZATION
 ACHIEVEMENT CERTIFICATE CERTIFICATION PROGRAM MAJOR PROGRAM

STEP #1 (DEPARTMENT)	STEP #2 (RECEIPT)	STEP #3 (SCHOOL)
APPROVED/DATE: NOT APPROVED/DATE: DEPT. CURRICULUM CHR. REVIEWED/DATE: DEPT. CHR.	SCC# <u>CP5-46-35</u> DATE RECEIVED: <u>Donald J. Gordon</u> SENATE CURRICULUM CHR.	REVIEWED DATE: <u>11/18/95</u> <input checked="" type="checkbox"/> RECOMMEND TO APPROVE <input type="checkbox"/> RECOMMEND NOT TO APPROVE FORWARD FOR OPEN HEARING <input type="checkbox"/> WITHOUT RESERVATIONS <input type="checkbox"/> WITH RESERVATIONS COMMENTS: <u>[Signature]</u> SCHOOL COMMITTEE/CHR.

STEP #4 (ACADEMIC DEAN) COMMENTS:

RECOMMEND
 NOT RECOMMEND
 CONDITIONALLY RECOMMEND (SEE COMMENTS)

DATE & SIGNATURE, DEAN OF SCHOOL [Signature] 11/21/95

STEP #5 (SENATE CURRICULUM COMMITTEE)

DATE OF OPEN HEARING 11/21/95

APPROVED BY SENATE CURRICULUM COMMITTEE (DATE) 11/21/95

RETURNED TO SPONSOR(S) FOR THE FOLLOWING REASONS:

STEP #6 (SENATE)

DATE PRESENTED TO SENATE 11/21/95 APPROVED NOT APPROVED

NOTIFICATION TO EXECUTIVE VICE PRESIDENT/PROVOST (DATE) _____

SENATE CURRICULUM COMMITTEE CHAIR SIGNATURE/DATE [Signature] 11/22/95

STEP #7 (EXECUTIVE VICE PRESIDENT/PROVOST)

DATE RECEIVED

12-4-95

APPROVED:

YES NO

IF NO, REASONS ARE AS FOLLOWS:

STUDENT CREDIT HOURS

3

FACULTY LOAD HOURS

3

EQUALIZED CREDIT HOURS

OFFICIAL COPY & APPROVAL SHEET FILED (DATE)

12/8/95

SIGNATURE, EXECUTIVE VICE PRESIDENT/PROVOST

[Signature]

REGISTRAR

DATE APPROVED COURSE DESCRIPTION RECEIVED

10 Jan 96

HEGIS TAXONOMY AND COURSE NUMBER ASSIGNED

0827-735

DATE/SIGNATURE OF REGISTRAR

B. J. Keenan 10 Jan 96

NOTIFICATION FORWARD:

SENATE CURRICULUM COMMITTEE CHAIRPERSON

DEPARTMENT CHAIRPERSON(S)

ACADEMIC DEAN(S)

REGISTRAR

SPONSOR(S)

Course Proposal

1. Details:

- a. Course Title: **Promoting Effective Learning**
- b. Sponsors: Dr. Sharon Davis Bianco, Educational Administration Department, and Doctoral Program Development Team
- c. Credit hours: 3
- d. Course level: Doctoral
- e. Curricular effect: Major Requirement
- f. Prerequisites: Research for Educational Leadership I and Forces of Change in American Society
- g. Suggested time & scale of implementation: Summer 2
- h. Adequacy of present staff: As part of its 1994 action approving the Feasibility Study for the Doctoral Program in Educational Leadership, the Board of Trustees committed to a six FTE faculty complement. Existing faculty, along with six individuals who will be hired over a five year period, will teach in the program; the new faculty will teach both in the doctoral program and in other degree programs at the college.
- i. Short term evaluation: N/A: new course

2. Rationale:

This course is part of a new Doctoral Program in Educational Leadership that was prepared in keeping with both the College's Strategic Plan to continue the development of the institution's mission and our Long Range Vision and Planning Paper which projects our near term evolution to a Carnegie Classification as Doctoral University II. The Doctoral Program has been planned to meet a documented need and demand for opportunities for advanced graduate education for leaders at all levels of the educational system in this region of the State. The program has been carefully designed to provide its graduates with the knowledge and abilities required for successful educational leadership in the years ahead.

To meet the challenges of the twenty-first century, educational leaders must be committed to promoting effective learning in all enrolled in their programs. However, their challenge is becoming increasingly complex as the pace of change in our environment continues to accelerate. Further, trends indicate that greater proportions of school and college enrollments will be students for whom our institutions have been least successful, including persons from backgrounds of historical poverty, students for whom English is not their first or their best language, children from dysfunctional homes, those

from single parent homes or who themselves are single parents, people with learning disabilities, etc. Other challenges are presented by those who are gifted and talented, as well as by those who are adult learners. At the same time that we seek to do a more effective job with such students, we can and must do better with those whom we have served the best so that we may contribute to our nation's economic development, civic vitality, and intellectual and creative advancement.

This course will focus on the best ways to facilitate learning for the diverse range of students -- typical, atypical, at-risk, disadvantaged, gifted and talented, young, and old. It will examine issues such as how the educational environment can be organized to maximize learning, whether the manner in which students are grouped contributes to improved learning, how an individual's learning and behavior styles may be taken into account when planning instruction, the effectiveness of peer learning and mentoring, etc. The course will also provide insight on the use of instructional technology to improve learning outcomes. Working collaboratively with colleagues in the workplace to carry out action research, students will be contributors to as well as consumers of the research on effective teaching and learning.

3. Essence of the Course

a. Objectives -- Students will be able to:

- (1) compare and contrast research-based teaching models;
- (2) describe the latest research on the neurology of learning;
- (3) describe and implement selected research-based methods and strategies to ameliorate learning difficulties;
- (4) describe and apply uses of instructional technology to improve learning effectiveness;
- (5) identify specific examples of effective teaching literature in their workplace and potential solutions of non-examples;
- (6) implement a collaborative model to problem-solving, and;
- (7) demonstrate ability to promote effective learning by carrying out collaborative "action research" with a colleague.

b. Topical Outline/Content

- (1) Societal forces that impact the promotion of effective learning
- (2) Research and knowledge base of teaching models
 - (a) Teaching information through presentation
 - (b) Teaching concepts for higher-level thinking
 - (c) Teaching skills through direct instruction;
 - (d) Teaching social and academic skills through cooperative learning
 - (e) Promoting verbal interaction through discussion
 - (f) Higher-level thinking through inquiry teaching
 - (g) Teaching effective learning strategies

- (3) Effective learning literature
 - (a) Social organization
 - (b) Instruction and curriculum
 - (c) Dissemination sources of educational research and technology (e.g., National Diffusion Network, Regional Educational Laboratories, Educational Technology Research and Development, etc.)
- (4) Making the connection between learning styles and instructional treatments
- (5) Methods and strategies to ameliorating moderate to severe learning problems
- (6) Inclusion of the disabled: impact and implications
- (7) Adult learning theory and lifelong learning
- (8) Uses and implications of instructional technology: telecommunications systems, digitization of print, image, and sound, etc.

So as to model its content, this course will use the various interactive functions of teaching identified in the course (e.g., presentation, concept teaching, direct instruction, cooperative learning, inquiry teaching and discussion). Vignettes and case studies will be integrated into each topic to assure the application of knowledge. Students will work collaboratively on these vignettes and workplace-derived dilemmas and problems related to the topics of promoting effective learning, and to use the technology.

Among the goals of this course is the development of the student's capacity for self-reflection and reflective practice, as well as the ability to improve the effectiveness of educational settings for persons of diverse backgrounds. Integrated into the course are the development of research skills as they pertain to educational leadership and the incorporation of communications and instructional technology (as appropriate).

c. Evaluation and grading procedure of students: In addition to class participation and performance on examinations, students will demonstrate their ability to promote effective learning by carrying out a collaborative "action research" project with a colleague from the workplace. Reaction papers, annotated bibliographies, and reviews of research on assigned topics and in the student's selected area of emphasis and interest will also be required.

d. Course evaluation: Student evaluations, departmental curriculum review, program review.

4. Results of Consultations:

The process of the development of the Doctoral Program included the advice and

counsel of prominent external consultants, including Dr. Burt Nanus, one of the pre-eminent experts on leadership, and Dr. John Daresh, one of the most prominent reformers of preparation programs for educational administrators. Dr. Nanus recently retired from the University of Southern California, where he served as Professor of Management in the School of Business Administration and as director of research for USC's Leadership Institute. He was also director of the university's Center for Futures Research. He is the author of eight books, including the seminal work, *Leaders: The Strategies for Taking Charge*, which he co-authored with Warren Bennis. Dr. Daresh, also well-published, is chair of the Department of Educational Administration and Foundations at Illinois State University. He has been prominently involved in Danforth-funded projects to improve the preparation of principals and other educational leaders. For five years he served as co-director of the University Council for Educational Administration (UCEA) Center on Field Relations in Educational Administration Training Programs. Both consultants have reviewed and approved this course proposal.

Catalogue Description

This course focuses on the best ways to facilitate learning for the diverse range of students -- typical, atypical, at-risk, disadvantaged, gifted and talented, young, and old. It examines issues such as how the educational environment can be organized to maximize learning, whether the manner in which students are grouped contributes to improved learning, how an individual's learning and behavior styles may be taken into account when planning instruction, the effectiveness of peer learning and mentoring, etc. The course also provides insight on the use of instructional technology to improve learning outcomes.

Prerequisites: Research for Educational Leadership I and Forces of Change in American Society