San José State University
Science Education Program
SCED 174, Training to Teach: Learning Assistant Pedagogy Course, Spring 2022

Course and Contact Information

Instructor(s): Dr. Jennifer Avena (Preferred name: Dr. Avena; Preferred pronouns: she/her)
Email: jennifer.avena@sjsu.edu (Preferred mode of contact)
Office Hours: Tuesdays 3-4 PM and Thursdays 12-1 PM or email me to set up an appointment at Zoom Link provided on Canvas Home page
Class Days/Time: Thursdays, 4:30-6:50 PM
Classroom: All materials and links accessible through the Canvas Learning Management System. Zoom Link: use the Zoom link on the Canvas Navigation tab or Calendar to access (must be logged in to Zoom with your SJSU credentials, and you will first enter a waiting room)

Course Description

This course helps Learning Assistants (LAs) investigate how people learn and how to support learning as they are immersed in teaching roles in the San José community. This course integrates educational theory, pedagogy, content, and practice by focusing on practical concerns and theoretical models of learning. You are responsible for weekly readings, in-class discussions, out-of-class data collection, reflections, projects, and presentations based on your experience as an LA.

Respect for Diversity

My goal is that this course will respect and value the diversity of students from all backgrounds and experiences. This diversity is a resource for all aspects of our class, including as we engage in discussions as a whole class as well as in groups. This course is fully online, so we want to keep in mind appropriate netiquette (see details in Canvas) to maintain a professional, respectful, and cooperative online environment. In accordance with San José State University's Policies, the Student Code of Conduct, and applicable state and federal laws, discrimination based on gender, gender identity, gender expression, race, nationality, ethnicity, religion, sexual orientation, or disability is prohibited in any form. Your feedback and suggestions to improve the course are greatly appreciated, so feel free to reach out to me.

Course Format
Online Course
This class adopts a fully online format. We will use the Canvas Learning Management System to access most course materials and will use Zoom videoconferencing to meet synchronously online. You will need access to a computer as well as internet connectivity. While not required, I also highly recommend that you have access to a speaker and microphone as well as a webcam (which may be embedded within your electronic device) to fully engage in our synchronous (meeting at the same time) Zoom classes where we will be working in small groups to apply concepts. I encourage you to have your camera on if possible to promote class community. Any student that needs accommodations or assistive technology due to a disability should work with the Accessible Education Center (AEC) and the instructor.

Access to technology: Some internet providers are offering free or low cost internet and opening hotspots free to students: Internet Essentials, Digital You, Xfinity, Comcast. Student Computing Services has information on how to request a laptop available for loan. If you have any issues accessing online course materials, please contact the IT Service Desk at (408) 924-1530 or itservicedesk@sjsu.edu. Additional information also available at Learn Everywhere.

Canvas Learning Management System and Student Email/ MYSJSU Messaging

Course materials can be found on the Canvas Learning Management System at http://sjsu.instructure.com. You are responsible for regularly checking your SJSU email/mysjsu messaging and Canvas Announcements page to learn of any updates. I suggest that you check your Canvas Notification Settings to ensure Canvas Announcements will be sent to your SJSU email account. For help with using Canvas see Canvas Student Resources page (http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources)

How to contact the instructor

For any questions about this course, please contact Dr. Avena directly at jennifer.avena@sjsu.edu through SJSU email or Canvas message system, and please include the course name in the title of your message. Please expect about 24 hours turn around time on weekdays.

Course Goals and Learning Outcomes

Course Goals

In this course, you will:

- Reflect on your own teaching and learning,
- Develop your own ideas and perspectives on teaching in discussion with peers,
- Connect your experiences to education theory and literature,
- Try out a variety of teaching strategies, and judge the utility of these strategies,
- Listen to your students, generate interpretations about students’ ideas and experiences, and act on those interpretations (formative assessment),
- Develop an understanding of the intellectual, social, cultural diversity of students, and
- Envision and influence future changes to university instruction.
Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

1. Understand claims and key concepts from science education literature and judge the utility of these claims in relation to your experiences as learners and educators.
2. Document teaching episodes comprehensively for the purpose of generating interpretations and analyses.
3. Analyze classroom events in a critical and scholarly way by building claims about students learning, using evidence from classroom events or student work, drawing on relevant key concepts, and constructing multiple interpretations of events.
4. Imagine future or alternative educational practices, through considering how educational settings could be improved and critiquing the current educational system.
5. Collaborate and communicate effectively with others in order to support the classroom community's learning and growth.

Required Texts/Readings

Textbook

There is no required textbook. All class readings will be posted on our Canvas website. A tentative schedule is listed below, but readings and deadlines are subject to change.

Course Requirements and Assignments

Class participation. During the synchronous class, I expect that you will be prepared to actively participate in our class discussions and activities. If you have an extended absence, please contact me to help you catch up. Please notify me if you are going to miss class for any reason as soon as you are able and no later than 1 hour before class starts. If you are more than 15 minutes late or leave more than 15 minutes early from Zoom class sessions, you will receive a maximum of 75% of the attendance points for this session. See the in-class participation rubric in Canvas for details on grading.

Discussion leader. On one day over the semester, you will be assigned to be a Discussion leader, in which you will lead the discussion on the reading(s) topic for that week. Specifically, you will be responsible for spending the first 5 minutes providing a synthesis of the discussion that took place on Canvas; for this synthesis, provide your interpretation of the main ideas and recurring themes that emerged from the discussion (rather than just a point by point replay of the discussion). You will then provide the class with two thoughtful questions for discussion based on your synthesis that will elicit discussion beyond that already provided in the discussion board.

Semester Surveys. You will be asked to complete three surveys: one near the start of the semester, one near the middle, and one near the end to provide me the opportunity to learn more about you and your experiences in your LA position and to receive feedback on the course.

Weekly Reading discussion board. Online discussions will be used to build a collaborative learning community, this on-going assignment involves posting and responding to comments, thoughts, insights or reflections online with respect to the weekly readings and your own related educational experiences. Use this virtual space to connect with other classmates to help you think through the concepts we are learning in the course. In these discussion boards, I am not looking for the “right answer”; I am looking for responses that
thoughtfully reflect your perspective on the reading, use evidence from your experience and/or the readings, and promote continued discussion and deeper thinking. I am also looking for respectful comments between peers. As everyone’s continuous participation is essential in creating this virtual community, a minimum of 3 posts per week is required—you must create an initial, original post in response to the discussion prompt and two responses to peer posts. All discussion board assignments are due the Wednesday before class by 12:00 PM (80% of points), and response posts are due by 12:00 PM on the Thursday of Class (20% of points). Note: The discussion board in Canvas will indicate a deadline of Thursday when both your initial and responding prompts are due, but please remember to post your initial response by Wednesday. Additional prompt and grading details will be provided in the Discussion Board and Canvas Rubrics.

**Weekly Teaching and Learning Log.** Each week, you will be asked to reflect on interaction(s) you had as an LA with student(s) in the class for which you LA. You will describe and interpret these interactions and also consider how you did/can in the future incorporate concepts discussed in the pedagogy class and weekly meetings with your lead instructor. These logs will be due by Saturday at 11:59 PM each week, beginning week 3. You may miss two weekly submissions without your grade being affected, as two will be dropped. Additional assignment details and grading rubric will be provided in Canvas. After several weeks, if you have only interacted with a handful of students (and/or interacted with students mainly on an individual basis), please contact me.

**Mid-semester Feedback Survey for LAs.** Once during the semester, you will create and administer a survey to the students in the class in which you LA. This survey will be an opportunity to receive feedback from the students. Please ensure you coordinate administration of this survey with your lead instructor. You will analyze the resulting data and present your results in the pedagogy class, and you will also be asked to provide your results summary to your lead instructor. See details and rubric for grading in Canvas. You will submit for this class: communication of this assignment with your advisor, a survey draft, and a final presentation slide. See Course Calendar for deadlines.

**Interview Project.** This assignment is an opportunity to (a) increase your skills with and (b) deepen your understanding of the importance of the practice of asking students questions to find out about their thinking. The purpose of this assignment is to give you an opportunity to ask questions about science without trying to guide the person you are asking to a particular line of reasoning or correct way of thinking. Instead, your task is to do your best to understand the interviewee’s ideas about the phenomena you are discussing, and to ask questions in order to learn more about them. For each of two interviews (one due by week 6 and one by week 12 in class), you will interview a “student” (your interviewee does not need to be a current student anywhere) about a science topic, following specific guidelines in the assignment description. You will take a recording of the interview (using a webcam, or phone, or something like that), and you may also take notes during the video of things you notice or want to remember. Only the interviewer and the “student” are present during the interview. After each interview, you will review the interview with a class peer, and you will then write an individual reflection. See details and rubric for grading in Canvas.

**Peer Observation.** Once during the semester, you will observe a fellow LA in their placement, and you will also be observed. As the observer: You will write up an observation about your partner's interactions with their students. A summary and write-up of this observation is due by the start of class in Week 8. We will discuss these observations and feedback in class. As the one being observed: you will submit (1) a pre-observation write-up identifying goals and logistics for your LA-student interactions prior to the observation and (2) a reflection of the feedback you received after the observation. Details and rubric for grading will be provided in Canvas. Deadlines are provided in the Course Calendar.
**Final Poster Presentation.** At the end of the semester, you’ll create a poster to share at a virtual public presentation with your peers, faculty mentors, and others. A primary goal of this project is to invite more people into the conversations we’ve been having together in this class. The goal of this poster is to demonstrate your growth in understanding and implementing the various pedagogical concepts discussed throughout the semester. You will submit a draft of this poster by class in Week 14. You will present your final poster during our scheduled class time in Week 15, and you will submit: (1) a final version of your poster before class time on Week 15 and (2) a recording of you presenting your poster by Saturday, 5/14, at 11:59 PM. Details and rubric for grading will be provided in Canvas.

**University Course Hour Requirement**

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.” Students are expected to spend 6 hours per week outside of class on course-related work.

**Final Examination or Evaluation**

Per SJSU guidelines, “Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.” Final poster presentations serve as the final evaluation (culminating activity) for this course.

**Grading Information**

The course grade will be calculated as follows:

<table>
<thead>
<tr>
<th>Grading Summary</th>
<th>% of Final Grade</th>
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</thead>
<tbody>
<tr>
<td>Assignment</td>
<td></td>
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<tr>
<td>Class participation</td>
<td>20</td>
</tr>
<tr>
<td>Weekly Reading Discussion Board</td>
<td>10</td>
</tr>
<tr>
<td>Weekly Teaching and Learning Log</td>
<td>20</td>
</tr>
<tr>
<td>Mid-semester Feedback Survey</td>
<td>5</td>
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<tr>
<td>Interview Project</td>
<td>15</td>
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<tr>
<td>Peer Observation</td>
<td>15</td>
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<tr>
<td>Final Poster Presentation</td>
<td>15</td>
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<tr>
<td>Total</td>
<td>100</td>
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Due to the nature of the format of the course, it will be difficult to make up work. If you anticipate falling behind, or have an emergency, see me as soon as possible to make a plan and no later than 12 hours before the due date (except for reading assignments). There is no extra credit for this course.

The following grading scale will be used:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A plus</td>
<td>98 to 100%</td>
</tr>
<tr>
<td>A</td>
<td>93 to 97%</td>
</tr>
<tr>
<td>A minus</td>
<td>90 to 92%</td>
</tr>
<tr>
<td>B plus</td>
<td>88 to 89 %</td>
</tr>
<tr>
<td>Grade</td>
<td>Percentage</td>
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<tr>
<td>--------</td>
<td>------------</td>
</tr>
<tr>
<td>B</td>
<td>83 to 87%</td>
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<tr>
<td>B minus</td>
<td>80 to 82%</td>
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<tr>
<td>C plus</td>
<td>78 to 79%</td>
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<tr>
<td>C</td>
<td>73 to 77%</td>
</tr>
<tr>
<td>C minus</td>
<td>70 to 72%</td>
</tr>
<tr>
<td>D plus</td>
<td>68 to 69%</td>
</tr>
<tr>
<td>D</td>
<td>63 to 67%</td>
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<tr>
<td>D minus</td>
<td>60 to 62%</td>
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**Classroom Protocol**

Our class will engage in a variety of small group experiences and large group discussions. A successful class will depend on every member of the group actively collaborating as both learners and teachers. It is my assumption that each of us has valuable perspectives and experiences that will inform our collective, developing knowledge. It is important that you come to class on time. I expect that you will have read the texts carefully and will be prepared to actively participate in our class discussions both during synchronous Zoom sessions and on Canvas. Attendance is essential in order for your success in this course. Often, the success of a classroom activity will depend on the attendance of the entire class. Therefore, it is essential that you notify me if you are going to miss class for any reason as soon as you are able and no later than 1 hour before class starts.

**University Policies**

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

**Recording Zoom Classes**

Because of the interactive nature of this class, (meaning many students are speaking / sharing) we will not be recording any labs or lectures. **Students are not allowed to record without instructor permission.** Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy (S12-7) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

**Student Study and Workspace Resources**

See the [Student Study and Workspace Resources](http://www.sjsu.edu/gup/syllabusinfo) for spring. SJSU has designated available classrooms for student study and workspace purposes. When these classrooms are not in use for teaching purposes, they are available for students to use. Students may use the classrooms for individual or group studying, attending online...
classes while on campus, and other student work activities. All classrooms have wifi. Only a limited number of outlets are available in any classroom.
### SCED 174/Training to Teach, Spring 2022, Course Schedule

*Note: This schedule is subject to change with reasonable notice. Please review Canvas for the most up-to-date information.*

#### Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings &amp; Assignments Due Each Week</th>
</tr>
</thead>
</table>
| 1    | 1/27 | Assisting Learning by Questioning | Reading  
*Due: Discussion Board Week 1 (Wed. and Thur. at 12 PM)* |
| 2    | 2/3  | Noticing and Eliciting Student Ideas | Reading  
*Due: Discussion Board Week 2 (Wed. and Thur. at 12 PM)* |
| 3    | 2/10 | Constructing Knowledge | Reading  
*Due: Discussion Board Week 3 (Wed. and Thur. at 12 PM)  
Due: Weekly Teaching and Learning Log (Saturday)* |
| 4    | 2/17 | Facilitating Student Interactions in Group Work | Reading  
*Due: Discussion Board Week 4 (Wed. and Thur. at 12 PM)  
Due: Weekly Teaching and Learning Log (Saturday)* |
| 5    | 2/24 | Giving Effective Feedback | Reading  
*Due: Discussion Board Week 5 (Wed. and Thur. at 12 PM)  
Due by class: Communication with lead instructor of Feedback Survey  
Due by class: Pre-observation summary  
Due: Weekly Teaching and Learning Log (Saturday)* |
| 6    | 3/3  | Feedback on Interview to Elicit Student Ideas #1 | *Due by class: Interview 1  
Due: Weekly Teaching and Learning Log (Saturday)  
Due: Interview 1 Reflection (Saturday)* |
| 7    | 3/10 | Metacognition | Reading  
*Due: Discussion Board Week 7 (Wed. and Thur. at 12 PM)  
Due by class: Mid-semester Feedback Survey Draft  
Due: Weekly Teaching and Learning Log (Saturday)* |
| 8    | 3/17 | Growth Mindset | Reading  
*Due: Discussion Board Week 8 (Wed. and Thur. at 12 PM)  
Due by class: Peer Observation Summary  
Due: Weekly Teaching and Learning Log (Saturday)  
Due: Post-observation reflection (Saturday)* |
| 9    | 3/24 | Equity and Inclusion in LA-Supported Courses | Reading  
*Due: Discussion Board Week 9 (Wed. and Thur. at 12 PM)  
Due: Weekly Teaching and Learning Log (Saturday)* |
| 10   | 3/31 | No class – Spring Break | |
| 11   | 4/7  | Supporting Student Disciplinary Identities | Reading  
*Due: Discussion Board Week 10 (Wed. and Thur. at 12 PM)  
Due: Weekly Teaching and Learning Log (Saturday)  
Due: Mid-semester Feedback Survey Results Presentation* |
| 12   | 4/14 | Considering the Whole Student | Reading  
*Due: Discussion Board Week 11 (Wed. and Thur. at 12 PM)  
Due: Weekly Teaching and Learning Log (Saturday)* |
| 13   | 4/21 | Feedback on Interview to Elicit Student Ideas #2 | *Due by class: Interview 2  
Due: Weekly Teaching and Learning Log (Saturday)  
Due: Interview 2 Reflection (Saturday)* |
| 14   | 4/28 | Epistemology | Reading  
*Due: Discussion Board Week 13 (Wed. and Thur. at 12 PM)* |
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<thead>
<tr>
<th></th>
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<th>Due: Weekly Teaching and Learning Log (Saturday)</th>
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<tbody>
<tr>
<td>14</td>
<td>5/5</td>
<td>Impact of LAs</td>
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<tr>
<td></td>
<td></td>
<td>Reading</td>
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<td></td>
<td>Due: Discussion Board Week 14 (Wed. and Thur. at 12 PM)</td>
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<tr>
<td></td>
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<td>Due by class: Poster Draft</td>
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<td>Due: Weekly Teaching and Learning Log (Saturday)</td>
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<tr>
<td>15</td>
<td>5/12</td>
<td>Virtual Poster Session</td>
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<td>Due: Final Poster Presentation: Poster (by class time) and Video of presentation (by Saturday)</td>
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<td>Due: End-of-semester survey (Saturday)</td>
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