

Course Syllabus



San José State University

Science Education

SCED 174, Learning Assistant Pedagogy Course

Spring Semester 2021

Course and Contact Information

Class	Sec 01 Thursdays 4:30pm-6:50pm	Sec 02 Wednesdays 5:30pm
Times	(http://%20https://sjsu.zoom.us/j/89061168236)	(http://%20https://sjsu.zoom.us/j/8811132 pwd=UUs0VVBuYndUMEF LZGt1WWIzZT -7:50 (http://%20https://sjsu.zoom.us/j/8811132 pwd=UUs0VVBuYndUMEF LZGt1WWIzZT
Instructors:	Prof. Annie Chase (she/her/hers)	Prof. Alex Chakarov (she/her/hers)
Office	SCI 324 and remote	MH 416 and remote
Location:		
Email:	annie.chase@sjsu.edu (mailto:annie.chase@sjsu.edu)	alexandra.chakarov@sjsu.edu
Office	Thursdays 2:30pm-3:30pm	Tuesdays 3:00pm-5:00pm
Hours:	(http://%20https://sjsu.zoom.us/j/82787819539? pwd=bGdiK1RpOEd6dE9ZMmN0djQwemQ1dz09) & appointments are welcome!	(https://sjsu.zoom.us/j/87585495994? pwd=ZmwvZnVFTXViY2pOY3InTndYdUV and Thursdays 10:00am-12:00pm (https://sjsu.zoom.us/j/83327003075? pwd=c3EwdkN6YkNuVDdKcWJjWWNRd(
		or by appointment <a 284="" 40="" 926="" 953"="" data-label="Section-Header" href="https://calendly.com/agc_schedule/expe</td> </tr> </tbody> </table> </div> <div data-bbox="> <h2>Course Format</h2>

SCED 174 is a seminar course. The seminar meets weekly for 2.5 hours. Both Annie and Prof. Chakarov will be co-instructing the course sections; with each doing approximately half of the time of each section.

Course Web Page and Online Material

Course materials such as the syllabus, handouts, notes, assignment instructions can be found on Canvas at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through Canvas. Course announcements will be posted on Canvas.

Course Description

This course helps Learning Assistants (LAs) integrate educational theory, pedagogy, content, and practice by focusing on practical concerns and associated theoretical models. 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.

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

could be improved and changing the current educational system.

5. Collaborate and communicate effectively with others in order to support the classroom community's learning and growth.

Required Text

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 Assignments

There are four types of assignments: Weekly assignments (class readings, weekly meetings); Periodic assignments (Field Notes); an Ongoing Project (Interview Project); and Single-Event Assignments (Peer Observations, Student Evaluations, Final Poster). The personal relevance of this class experience depends on the active participation of all members. Our primary activity will be in-depth discussions of course topics and readings. A detailed description of all course assignments is posted on Canvas.

I. Weekly Assignments

Class Discussion and Participation: You are expected to contribute to class discussions, *lead one or two class reading discussions, and come prepared to discuss*. The purpose of these discussions is to help all of us develop meaningful interpretations of the ideas found in the readings and to make connections to teaching experiences. *You are expected to attend every class session and participate in the discussions and activities each week.*

Class Readings and Discussion Board:

Each week, there will be 1-2 readings and you will be expected to participate in the relevant Canvas discussion board in one or more posts by 2:30pm the day of class. For full credit, your post(s) must do two things:

- (1) Foster classroom dialogue. Good classroom dialogue advances the conversation and helps people see things in a new way. This can be done by asking a provocative question about this article, inviting others to clarify something that is confusing to you, responding to another classmates' question, building off of another classmate's post, etc.
- (2) Draw connections between the readings and your own experiences. This can be done by hypothesizing about when the ideas in the paper will be useful, connecting the paper to your own prior learning experiences, connecting the ideas to your LA placement, etc. Use specific examples when possible.

When there is more than one reading, you can focus on one of them or talk about both.

Weekly Meetings with course lead faculty: Each week, you are responsible for meeting with your course lead instructor (sometimes also with other ISAs and graduate TAs) to plan and reflect on instruction and to discuss student achievement. You cannot pass the LA Seminar course if you fail to

meet with your Lead Instructor (or designee) each week (with allowances for necessary absences).

If you find that your Lead Instructor is not meeting with you, please notify me immediately.

II. Field Notes

Field Notes (N=4): As an LA, you will likely spend 4-7 hours per week working with undergraduate science students in collaborative, learner-centered environments. Five times throughout the semester, you are expected to turn in field notes on your experiences as a learning assistant. A good field note is between 500-750 words. These field notes should be completed soon after the teaching experience (ideally within 24 hours). These field notes should focus primarily on your interactions with students. For your field note, it is helpful to focus in-depth on a few notable interactions with students rather than trying to recap the entire class period. Each field note should include the following:

1. *Heading:* your name, the course you are writing about, the date and time of the class session you are reflecting on
2. *Brief Background:* In what setting are the observations occurring? What task are students working on? (~1 paragraph)
3. *Description of Interactions with Students:* Here, describe an interaction (or set of interactions) that you had with students that stood out to you. A useful description includes an accurate sequence of how events unfolded, including what students did, what students said, and what you were thinking. (Note: This should be mainly descriptive and based on your observations.)
4. *Interpretations of Classroom Interactions:* Next, analyze and reflect on what happened. Work to ground your claims and interpretations in the evidence that you provide in the previous section. This section is where you might connect your observations in terms of the course readings or other experiences that you've had.
5. *Imagining Alternatives:* Finally, critically reflect on this experience and consider how things could have gone differently. If there was something else you wish you had tried, how do you think that would have impacted what happened? Optionally, you may also consider how a different classroom environment may have yielded different outcomes.

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.

III. 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.

You will work on this assignment with a partner from this class. Each of you will complete two interviews, staggered in time by several weeks. You will work together before each interview to develop / revise your interview protocol, and after each interview to reflect on the process and what you learned from it, what you understand about the thinking of the interviewee, and how you can improve your interview protocol and skills.

For each interview, 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 the first interview, interview partners will watch their videos together, reflect on the process, revise their interview protocol, and consider what they want to focus on or change during the second interview. You will write a brief reflection and upload the video. After the whole class has finished interviews, we will watch the videos in class and give each other feedback. **All assignments for Interview 1 are due Week 6.**

After the second interview, interview partners will watch their videos together, reflect on entire process up to that point, and choose part(s) of the experience to focus on for written reflection and presentation. You will transcribe the interesting part(s) of the video, write a reflection, and prepare a presentation for the class of approximately 10 minutes. The presentation should include a few minutes of video (aim for 2-3 minutes) and discussion of what is going on in the video. Detailed presentation guidelines can be found on the assignment. You will also write a Final Reflection to accompany your presentation. **All assignments for Interview 2 are due Week 11.**

IV. Single-Event Assignments

LA Observations: Once during the semester, you will observe a fellow LA in their placement. You will write up observations about your partner's interactions with their students, and vice versa. Write-ups of these observations are due before and will be discussed during class **in Week 8.**

Your Students' Evaluations: Once during the semester, you will hand out an evaluation form to the students you work with and then analyze the resulting data. These data should be prepared in graphical/tabular form for presentation in the pedagogy seminar and also submitted to your lead instructor for the course. **Due in Class in Week 10**

Poster Presentation - Choose ONE Option A or Option B

At the end of the semester, you'll create a poster to share at a 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.

Option A: Develop a poster presentation that goes in depth about some aspect of teaching and learning

that we discussed in class. In this poster you will synthesize two to four readings from class and connect those ideas to specific experiences in your placement. **Draft Due in-class in Week 14.**

Option B: You will develop a poster presentation that describes the questions, process, and outcomes of your interview project. This poster will first describe the overall research question you were trying to address, the methods and learning theory you used to plan and conduct your interview, as well as analyze the video you recorded, and findings from this project. Finally, discuss the relevance to your discipline and to teaching and learning. **Draft Due in-class in Week 14.**

Success in this course is based on the expectation that you 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 practice. For this course, this means nine (9) hours per week or a total of 135 hours over the length of the course.

Final Examination or Evaluation

The final examination will consist of a poster session (to be held at our scheduled last day of class), during which you will present your poster from Option A or B above.

All assignments in this course are graded on a 4-point scale (A+ corresponds to 4.3). If you have any questions about the course assignments, due dates, or the grading scheme, please contact me right away.

As such, the final course grades will correspond to the following average point ranges:

>4.0: A+

>3.7 to 4.0: A

>3.3 to 3.7: A-

>3.0 to 3.3: B+

>2.7 to 3.0: B

>2.3 to 2.7: B-

>2.0 to 2.3: C+

>1.7 to 2.0: C

>1.3 to 1.7: C-

>1.0 to 1.3: D+

>0.7 to 1.0: D

>0.3 to 0.7: D-

Below 0.3: F

The course grade will be calculated as follows:

Assignment	%	Criteria	Additional Notes
Weekly Class Readings, Discussion, and Participation (N=15)	30%	Active participation in # of classes: 15 = 4 ~12 = 3 ~8 = 2 <8 = 1 (max)	In the case of an excused absence, you can make up missed participation by writing a 500-700 word description of the article and how you would use the main ideas with your students (due within one week of the missed class).
Field Notes (N=5) (N=4)	15%	Submitted on time: 5 = 4 4 = 3 3 = 2 <3 = 1 (max)	On-time reflections will be evaluated according to course learning goals. Reflections submitted late will receive an additional half-point deduction for every day late.
Peer Observation	20%	Discuss results from LA observations with your partner in class in Week 8	You will need to write up your observations and submit them on Canvas. During class in Week 8, you will discuss your observations with your partner.
Interview Project	15%	See requirements on Canvas	Incomplete documentation will result in a grade reduction to be determined by instructors.
Student Evaluations	5%	Completed and documented on time = 4	Graphs, tables, findings are due in Week 10 in class. We will discuss them in our group.
Final Poster Presentation	15%	See requirements for this assignment above	This poster will be presented in the final poster session. Faculty in the College of Science will be invited, and this poster is intended for a general audience, not just this class.

Classroom Protocol

All assignments are to be turned in on time. Please let the instructor know no later than 12 hours before the due date if you won't be able to meet the deadline for an assignment (except reading assignments). Unannounced late assignments may not be accepted or may not be eligible for full credit.

Active participation in class is expected. Please be punctual! If you know you will not be able to attend a class session, please notify the instructor no later than 1 hour before class starts.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page \(http://www.sjsu.edu/gup/syllabusinfo/\)](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>.

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.

Course Schedule

This class schedule is subject to change with fair notice via announcements on Canvas.

Week	Date	Topic	One-Time Assignments
-1	8/16	Orientation;	
0	8/19	No Class	
1	8/25-26	Asking Open and Closed Questions	Pre-Survey (by start of class)

1	8/28-29	Asking Open and Closed Questions	Pre-Survey (by start of class)
2	9/1-2	Facilitating Classroom Discourse: Univocal/Dialogic Discourse	
3	9/8-9	Encouraging Discussion in Online Learning	Field Note 1 (by start of class)
4	9/15-16	Discussion Techniques: Talk Moves	
5	9/22- 9/23	The Organization of Knowledge	Field Note 2 (by start of class)
6	9/29-30	Student ideas & Formative Assessment	Interview 1 (by start of class)
7	10/6- 10/7	Epistemology	Field Note 3 (by start of class)
8	10/13- 14	Metacognition	Peer Observation (by start of class)
9	10/20- 21	Team Builder w/ Peer Connections & Education and Justice	Course Questionnaire Protocol (Wed 3/17 @ 11:59pm)
10	10/27- 28	Student Emotions	Reflection on Interview 1 (by start of class)
11	11/3-4	Group Work	Student Evaluations (by start of class)
12	11/10- 11	Sociocultural Perspectives	Interview 2 (by start of class)
13	11/17- 18	Classroom Culture	Field Note 4 (by start of class)
14	12/1-2	Student Identities	Poster Draft (by start of class)
		Semester Summary & Poster Session (Time TBD)	Post-Survey (by 11:59pm)