

EDU 312 Teaching Social Studies in Early Grades

EDU 312 utilizes the collaborative learning teaching approach to enhance learning. Multiple opportunities allow students to work together to solve problems, complete tasks, and learn new concepts. Through these learning experiences students have the opportunity to learn to work together, to solve problems, and listen seriously to the insight of others.

Defining Collaborative Learning Courses

EDU 312 engages students in collaborative learning activities throughout the semester including three performance task assignments that group students in diverse groupings to complete three professional applicable DIQ's or performance tasks. These three DIQ's (labeled as performances tasks in the syllabus) will span nine total weeks of in and out of class collaboration to think critically about an issue facing many educators in the social studies classroom, working together to build dialogue of the root problem, and providing one example of how educators can go about addressing the issue in their classroom. From these collaborative discussions students will create tools that can be used by other educators. These tools will be published on an online website portfolio. These experiences will be constantly guided by the instructor with feedback given to groups and individuals at each step in the process. The three DIQ's contained in EDU 312 are as follows:

- **Diverse Resources Performance Task:** Teacher candidates will begin practicing the skills of curating diverse and historical accurate resources for their classrooms. This task will be completed in teams over three class sessions. Teams will create a resource rubric, bring together resources, score the resources together and choose the top 15-20 resources to be used in their own future classrooms.
- **Technology Resources Performance Task:** Teacher candidates will begin practicing the skills of curating diverse and high quality technology resources for their classrooms. This task will be completed in teams over three class sessions. Teams will create a technology rubric, bring together resources, score the resources together and choose the top 5-7 resources to be used in their own future classrooms' technology toolbox.
- **Assessment Resources Performance Task:** Teacher candidates will begin practicing the skills of creating assessments that represent multiple modes of learning for diverse learners for their classrooms. This task will be completed in teams over three class sessions. Teams will create an assessment rubric, create assessments together, score the assessments together using the rubric and choose the top 2-3 assessments to be used in their own future classrooms.

All three Performance Tasks will follow a similar learning experience as the Diverse and Historically Accurate Resources Performance Task below.

Diverse and Historically Accurate Resources

Purpose: The purpose of this activity is for teacher candidates to begin practicing the skills of curating diverse and historical accurate resources for their classroom.

Steps:

1. Grade band groups collaboratively create a rubric for diverse and historically accurate resources
2. Jigsaw groups help to diversify the discussion about rubric creation
3. Class discussion on common resource rubric
4. Students bring 5 resources to class that they feel would score high on the resource rubric
5. Grade band groups evaluate resources as a group, choose 15-20 highly rated resources
6. Resources loaded onto resource page of digital portfolio
7. The 15 resources will be included on the page or appropriately linked and cited on your page. A short description of the resource and how it can be applied to social studies curriculum will be included for each resource.

Dates: This Performance Task will run from week one to three.

Week 1: Steps 1 and 2

Week 2: Steps 4 and 5

Week 3: Steps 6 and 7 Due

Benefit: The digital portfolio is a collection of materials that you will be able to share with colleagues and use in your teaching career.

Evaluated: Resource rubric will be created in a collaborative manner in the course. Website rubric will be made available at the beginning of the course.

Examples: A sample empty website with one sample on each page will be made available.

Tools: Students should understand their work as they will always be aware of the rubric that is being used for each graded assignment.

Collaborative Learning Rubric Indicators

- Collaboration activities: The syllabus indicates that the course will be taught using team-based/problem based learning with defined groups, activities and assignments completed throughout the entire semester. *These activities include the three performance tasks that will require nine weeks for completion. Weeks that do not include the performance task activities will be presented with other singular DIQ activities for students to collaborate.*
- Course time towards collaborative learning: The syllabus indicates that students will participate in collaborative learning on an ongoing basis, working an average of 7-9 hours per credit hour. *EDU 312 is a 3 credit hour course. 23 hours will be spent on collaborative learning throughout the semester. Breakdown of hours are listed below:*
 - *9 hours in class performance task collaboration*
 - *8 hours of pedagogy discussions on canvas*
 - *6 hours of unit development and presentation*
- Critical Thinking: The syllabus indicates students will systematically and methodologically analyze assumptions and contexts. *Students will work on relevant problems throughout semester to identify the base problem, analyze their own and others' assumptions of the problem and then work collaboratively to solve this problem for other educators.*
- Learning objectives: The student learning objectives in the syllabus are related to collaborative learning experiences and are assessed throughout the course. Learning outcomes for EDU 312 are listed below:
 - Students will work in small groups to create 15-20 diverse resources to teach social studies topics.
 - Students will create a digital toolbox of 5-7 technology resources to integrate into social studies planning.
 - Students will design 2-3 summative assessments that are aligned with unit objective and show multiple modes of assessment for diverse learners.
 - Students will create a lesson plan following the KTIP format that includes multiple forms of instruction and assessment for diverse learners.

All four learning outcomes are assessed and make up 165 of the 325 points throughout the semester.

- Dialogue with others: Course activities listed in the syllabus require interactions with a range of perspectives (eg. race, ethnicity, socioeconomic status, gender, sexual orientation). *Course activities place students into different collaborative learning groups throughout the semester. In these groups, multiple perspectives are required*

to be considered. The groups themselves are not diverse as the diversity is not reflected in the student population of the program.

- *Course integration: The syllabus assignments include collaborative learning assignments and a final synthesis project integrated into the course—there doesn't need to be a final synthesis project. The final synthesis project requires students to use the resources that they collaboratively created throughout the term.*

Collaborative Learning Pathway

- *Collaborative activities enhance academic content, learning goals, and assignments. This happens as the instructor creates long term collaborative learning problem based projects with defined groups. These groups will be purposefully lead through multiple steps of activities that encompasses several weeks. Instructor will provide directions and feedback through each step. Each performance task will be published on their online portfolio and be used as a resources in the final project.*
- *Dialogue with others of difference (e.g. racial, ethnic, socioeconomic status, sexual orientation) occurs regularly as the instructor deliberately includes diverse perspectives in the classroom and define multiple long term groups for learning.*
- *Students will demonstrate a willingness to take intellectual risks and cross traditional disciplinary boundaries.*
- *The instructor asks students at the beginning, middle and end of the semester to create a reflective product about their learning and interaction with others through their interactive notebook.*
- *Instructor defines long term groups, creates framework/ questions for collaborative learning activities, provides room for student creativity, critical thinking, and analysis of material, interacts with groups frequently in and potentially out of class time, provides space for large group discussion/presentation of findings.*