

Course/Module Number/Title: 62-111

Phase I/Module 1: The Ecology of Teaching and Learning (1 credit hour)

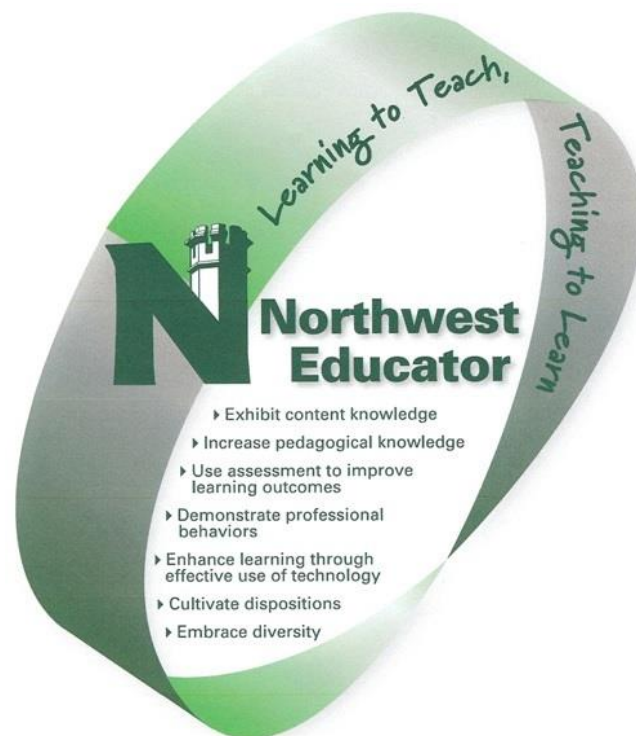
Professional Education Unit Vision:

The Northwest Missouri State University Professional Education Unit prepares highly effective, ethical, professional educators who possess the knowledge, skills and professional dispositions in order to embrace the responsibility for the learning of all children in a diverse and dynamic society.

Professional Education Unit Mission:

The Northwest Missouri State University Professional Education Unit will be a catalyst for education excellence by preparing P-12 professional educators who apply best practices to positively impact learning.

Conceptual Framework:



Course/Module Description:

This module will introduce beginning education students to the systemic relationships in which they develop as social and cultural beings. Through intentionally designed field experiences, students are oriented to the field of education and guided to examine the direct and indirect influences that impact teaching and learning. These influences include but are not limited to immediate family, interactions between school, home and community, federal and regional mandates and laws, as well as cultural and generational beliefs. This course requires 5 hours of field work in placements assigned or pre-approved by the instructor.

Prerequisite: None

Co-requisites: 62-113 Professional Learning Community I; 62-112 Developmental Foundations of Learning

A background check must be completed for this course prior to field experiences.
A confidentiality statement must be completed for this course prior to field experiences.

Instructor Information:

Instructor: _____ Office Phone: _____
Office Location: _____ Office Hours: _____
Email: _____

Course/Module Rationale:

The intent of this course is to acquaint students with the multiple layers of influences on the field of education. Additionally, through relevant and strategically designed field experiences, the course seeks to prepare students to recognize, acknowledge, and execute their role as agents of social change in a diverse community of learners.

RESOURCE / READING INFORMATION:

Bronfenbrenner, Urie. *Ecology of Human Development: Experiments by Nature and Design*. Cambridge: Harvard UP, 2009. Print.

Ungar, M., Ghazinour, M., & Richter, J. (2013). Annual Research Review : What is resilience within the social ecology of human development? *Journal of Child Psychology and Psychiatry*, 54(4), 348–366.

Paat, Y. F. (2013). Working with immigrant children and their families: An application of Bronfenbrenner's ecological systems theory. *Journal of Human Behavior in the Social Environment*, 23(8), 954-966.

Christensen, J. (2010). Proposed enhancement of Bronfenbrenner's development ecology model. *Education Inquiry*, 1(2), 117-126.

Cole, M. (2016). Designing for development: Across the scales of time. *Developmental Psychology*, 52(11), 1679.

Essential Questions:

What are the multiple layers of bi-directional influences on the field of education and on the teacher candidates entering the field?

COURSE/MODULE OBJECTIVES, COMPETENCIES, AND ASSESSMENTS

Course Objectives:

1. Candidates will identify the tenets of Bronfenbrenner’s Ecology model of human development.
2. Candidates will examine Bronfenbrenner’s Ecology of human development model to recognize the reciprocal nature of systemic influences on teachers and learners.
3. Candidates will acknowledge the impact of the above systems on personal biases and the impact of those personal biases on their interactions and relationships with others.

Course Competencies:

1. Summarize the Model.
2. Analyze the bi-directional impact of the 5 systems in Bronfenbrenner’s Ecology of Human Development model on:
 - a. Self as a teacher
 - b. Student/children
3. Analyze and synthesize the impact of personal biases and assumptions on their relationships with students, families, and the community.

Course Tasks/Evidence:

1. Performance task (see below).
2. Tasks for each of systems (see chart below).
3. Reflection artifact.

Objectives	Competencies	Task	MoSPE Standards
Candidates will identify the tenets of Bronfenbrenner’s Ecology model of human development.	Summarize the Model	Embedded in performance task	
Candidates will examine Bronfenbrenner’s Ecology of human development model: (the micro-, meso-, exo-, macro-, and chrono- systems) to recognize the reciprocal nature of systemic influences on teachers and learners.	Candidates will analyze the bi-directional impact of the 5 systems in Bronfenbrenner’s Ecology of Human Development model on: <ol style="list-style-type: none"> 1. Self as a teacher 2. Student /children 	Microsystem* : Conduct an interview with your Family <u>OR</u> Teacher <u>OR</u> Peer <u>OR</u> any other pre-approved person in your microsystem and reflect on the experience. Interview Structured questions will be generated by candidates,	5c3, 6c2

		(directed by faculty), within the class time.	
		Mesosystem* : Attend a parent-teacher conference <u>OR</u> Data team discussion <u>OR</u> Curriculum team meeting and reflect on the experience. Structured focus for the observation will be generated by candidates, (directed by faculty), within the class time.	7c5, 7c6, 8c3, 9c1, 9c2, 9c3, 9c4
		Exosystem* : Attend a school board meeting <u>OR</u> interview a person active in legislation related to Education (e.g. raise your hands for kids, etc.) <u>OR</u> interview a school / Child Care administrator regarding policy-making and compliance with state or federal mandates and reflect on the experience. Structured focus for the observation will be generated by candidates, (directed by faculty), within the class time.	6c2, 7c5, 7c6, 8c3, 9c2, 9c3, 9c4
		Macrosystem* : Attend a poverty simulation (preferred) <u>OR</u> an interview a first generation family raising their child in the US <u>OR</u> interview an international student on campus. Questions for interview or structured focus for the observation will be generated by candidates, (directed by faculty), within the class time.	4c2, 5c3, 6c2

		<p>Chronosystem*: Interview a teacher <u>OR</u> parent <u>OR</u> administrator <u>OR</u> student from a different generation about changes in educational policy and practice over time. Areas of focus could include issues in education, health and safety, Instructional methods, Teacher responsibilities, expectations and duties, classroom management etc. Interview questions will be generated by candidates, (directed by faculty), within the class time.</p>	4c2
<p>Candidates will acknowledge the impact of the above systems on personal biases and the impact of those personal biases on their interactions and relationships with others.</p>	<p>Analyze and synthesize the impact of personal biases and assumptions on their relationships with students, families, and the community.</p>	<p>Reflection artifact (See performance task below)</p>	9c1, 9c2, 9c3, 9c4

Performance task: You have been asked to present at the orientation session to the next group of incoming students. Explain to the incoming students what you have learned about the multiple layers of bidirectional influences on the field of education and on the teacher candidates entering the field by summarizing Urie Bronfenbrenner’s Model of Human Ecology. In your presentation, reference field experiences from the module, and analyze the impact of your personal biases and assumptions on teachers’ and students’ worlds.

(*) NOTE: Field Experiences are designed to bridge the gap in teacher education between theory and practice. It is a problem-solving process; a time for teacher candidates to place themselves in the role of the teacher. The self- knowledge and technical skills, which one acquires during the field experience, will provide the prologue for a career-long process of professional development. ***For this module, field experiences will be assigned or pre-approved by the instructor. As part of the instruction of the various systems in the ecology of teaching and learning, instructors will guide students to list and select appropriate field contexts for the reflective responses that are required as assessments for this module.***

TEXTBOOK / READING INFORMATION:

Assorted current articles related to course content.

COURSE / MODULE DIVERSITY EXPERIENCE

Diversity Proficiencies

The Northwest PEU recognizes the importance of addressing diversity in all courses. We strive to instill our students with an understanding of diversity and how it enriches education practices. Through coursework, field experiences, and other related campus experiences, we promote the following proficiencies to be acquired by our education students.

Northwest PEU Diversity Proficiencies:

In order to create an intercultural - competent educator, candidates will connect with their own cultural identities and how those identities influence their interactions with diverse learners by:

- Exploring one's own socio-historical background and its role in identity formation;
- Analyzing one's own biases and assumptions;
- Examining how one's identity impacts their interactions with others;
- Synthesizing the above competencies to understand a larger system of inequities.

Class Policies:

- Late work: Work not submitted on time will receive a maximum grade of "C."
- Absences/tardiness:

Grading Policies:

In order to pass a class, a student must pass all competencies. In order to pass a competency, an average score of 3.0 (out of 4) must be earned on the competency. A delayed grade due to not successfully completing competencies is not possible in this course.

A	=	93 – 100%
B	=	85 – 92%
C	=	77 – 84%
D	=	70 – 76%
F	=	69 – 0 %

Academic Policy Statement:

The instructor of this course abides by all University policies and regulations concerning attendance, academic integrity (including plagiarism and other forms of cheating), non-discrimination, and all others as stated in the current Undergraduate Academic Catalog.

Accommodations Statement:

Students in this course who need disability accommodations/modifications should present a copy of their official Northwest accommodation letter from the LAP/S Committee to the

instructor during private office hours as early in the term as possible. Additional information can be found online at www.nwmissouri.edu/swd.

Tk20 Assessment System Statement:

All

undergraduate and graduate education majors are required to enroll in this assessment system. Access to the system's operating program may be purchased from the Bearcat bookstore or online. The price will be higher at the bookstore, but purchasing the Tk20 subscription there may allow you to get compensation from your financial aid, if you are eligible. Your instructor(s) will notify you about assignments that must be uploaded. You will later be able to upload other artifacts to Tk20, including video files for your presentation portfolio.

For more information about Tk20, please access the informational website at <http://www.nwmissouri.edu/dept/peu/tess/tk20.htm>. For any questions about this system, please contact the Tk20 Unit Administrator, Mike McBride, at 660-562-1089 or mam77@nwmissouri.edu.