EDCP 775: Facilitating Student Learning in Higher Education
Fall 2016
The University of Maryland, College Park
Wednesdays, 1:00 – 3:45pm
0140 Eppley Recreation Center

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Course Description

Student affairs educators are involved with the complex nature of student development and student learning. We engage with students in the out-of-class learning environment for the most part, and occasionally in the formal classroom setting. Too often, student affairs are seen as the “doers” and not the “thinkers” in higher education (Forney, personal communication). However, the academic enterprise asks of us to be fully engaged in the learning experience. How do we help students navigate the complicated world in which they find themselves? What knowledge do they need to make responsible decisions that affect others as well as themselves? What experiences do students need to have in order to be able to work with others, both in leadership and community roles? How will students be prepared to engage in the world that demonstrates multicultural competency? To respond to this call of responsibility, we must facilitate student learning in partnership with our academic colleagues. We can often bridge the gap between classroom learning and application experience. This course will ask you to consider and respond to the following four foundational questions in pursuit of developing your personal educational philosophy:

*What is the purpose of higher education?
*What is the role of student affairs in higher education?
*How does student affairs enhance learning in higher education?
*How will you keep student learning as part of your professional practice?

Objectives and Learning Outcomes

We are interested in the goals you have for yourselves in taking this course. We have the overarching objective that we will become a community of learners moving toward developing a sense of being scholar-practitioners in student affairs and facilitating student learning in higher education. To that end, the outcomes we plan for us to accomplish are the following:
1. Gain understanding of self as learner and how one learns best. Also increase awareness of one’s educational biases and how they may affect facilitation of student learning.

2. Develop a personal educational philosophy that addresses the foundational questions listed above, with an emphasis on the question of maintaining a focus of student learning in one’s future practice.

3. Understand the elements (including fundamental theories related to learning/cognitive development) of student learning and how to enact those elements to create powerful learning environments and experiences.

4. Gain confidence in facilitating student learning through the practical application of course materials including the design and delivery of an educational experience as well as reflection on the experience and what was learned.

**Required Texts**


**Evaluation & Grading**

Evaluation and grading will be based on the following structure:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Reflection on self as learner</td>
<td>15%</td>
</tr>
<tr>
<td>Session Paper/Plan to Facilitate Student Learning</td>
<td>25%</td>
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<tr>
<td>Written Reflection on Session</td>
<td>20%</td>
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<tr>
<td>Class Presentation of Session to Facilitate Student Learning</td>
<td>15%</td>
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<tr>
<td>Class Facilitation</td>
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<tr>
<td>Active Class Participation</td>
<td>10%</td>
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</table>

**Final Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>100-94</td>
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<tr>
<td>A-</td>
<td>93-90</td>
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<tr>
<td>B</td>
<td>86-84</td>
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<td>B-</td>
<td>83-80</td>
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<tr>
<td>C</td>
<td>76-74</td>
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<td>C-</td>
<td>73-70</td>
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<tr>
<td>D</td>
<td>66-64</td>
</tr>
<tr>
<td>D-</td>
<td>63-60</td>
</tr>
</tbody>
</table>
Assignments in Detail

There are three main foci for this course: reflecting on self as learner, how students learn, and how we can facilitate that learning. The assignments in this course are designed to allow you to demonstrate knowledge and application of these aspects.

Reflection on Self as a Learner

Lamott (1994) in *Bird by Bird* discusses the difficulty and importance of finding one’s voice and then sharing it with others. Part of learning is finding one’s voice. Although you do not need to directly reference Lamott for this assignment, her work is offered to stimulate your thinking. She also provides some sanity in terms of the blocks we can face in our writing! Knowing ourselves as learners is an important grounding for considering how students learn and how you will facilitate student learning. Questions to consider and include in your reflection paper include:

- What does “learning” mean to you? How do you know when you have learned?
- What type of learning environment helps you find and develop your voice?
- How does your identity influence your learning and relationships with educators and peers?
- What type of feedback helps you improve?
- What do you need from me (us) in order to learn? What do you need from your peers/colleagues in order to learn? What do you need from yourself to learn?
- What makes you uncomfortable in learning environments? What enables you to feel at home in learning environments?
- What are your strengths as a learner? What are your limitations as a learner?

Other questions and topics may be included in your response if you feel they assist you in achieving the primary purpose of thinking about and sharing what constitutes learning and what facilitates it for you.

Due: September 14
Length: 5-8 pages

Session to Facilitate Student Learning

For this assignment, you are to design a program/class/workshop session to facilitate the learning for a group of students on campus. This session must be grounded in relevant literature and learning theory. You will also need to find additional resources (relevant literature/research) related to your specific topic and group of students. You will work in groups (pair/trio) on this assignment. Please discuss your interests and preferences with each other outside class. Your session should be three hours in length, but may be divided into a number of different sessions totaling three hours. Below are the specific tasks for this assignment.

- Develop a paper that addresses the nature of your session. Provide a rationale for the group of students chosen, as well as an in-depth discussion of the relevant learning theories and research that will guide your session. Consider the reasons for using the learning theories and research, their limitations, and the outcomes you anticipate students
will achieve from your programmatic decisions. Finally, be sure to include how you intend to assess student learning as a result of your session.

- Include a separate “session plan” that describes the structure and agenda of the session, it may include elements from each of the eight components below. This plan could resemble a syllabus, lesson plan, or retreat outline. For example, if you choose to develop a course, prepare the entire course outline but devote specific attention to the three-hour session you will actually facilitate. In other words, each group will facilitate only three hours of their session.

The paper and session plan are broken up into multiple parts that you will complete throughout the semester. After you complete these items, we will offer feedback on the developing elements of your session. Based on this feedback, we expect changes to the session when they are incorporated into the full paper.

Learners, Session, and Site -- Due: September 28

- Description of the group of learners. Who are the students? Why did you select this group? How many students? What are their backgrounds (to the degree you can know)? What are their interests? What are their previous experiences? What prior knowledge do they have about your session’s topic?
- Description of session. Is your session a workshop, class session, retreat, training session, or some other form? Describe the nature and format of your session. Also, provide a rationale for why you selected this particular design.
- Description of site. Where will your session take place? Why did you choose this location? What are the challenges and advantages of using this location?

Learning Outcomes and Assessment -- Due: September 28

- Description of learning outcomes. What are the learning outcomes for your session? Why did you decide on these outcomes? How do the outcomes tie to students’ backgrounds and experiences? How do the learning outcomes relate to your strengths, knowledge, and experiences?
- Description of assessment. How will you assess what students have learned? How will you evaluate if students met the learning outcomes? What are the potential limitations of your assessment?

Theory, Literature, Readings, and Activities -- Due: October 12

- Description of theories, research, and literature. What relevant theories, research, and literature will guide your session? How do the learning theories connect with the pedagogy and curricula selected? Why did you choose these particular theories, research, and literature? How do they relate to the learners? How do they dovetail with your learning preferences? Do you have any personal connection to these theories, research, and literature? What are the benefits and limitations of your theoretical decisions?
- Description of readings. What, if any, readings will you use in your session? Will you have learners read anything before or during the session? Why did you select these readings?
- Description of engagement activities. What engagement activities will you use during the session? Why did you select these activities? How will they connect to the pedagogy and
curricula selected? How will these activities enable students to achieve the learning outcomes? How are your engagement activities grounded in theory and research?

Session Plan – Due: October 12

Complete and revised paper and plan for the session to facilitate student learning -- Due: October 26
Each student to upload paper/Plan for grading purposes
Length for paper: 12-15 pages
Length for session plan: 3-5 pages

Reflection on session to facilitate student learning
For this assignment, you are to translate the learning theories into practice by facilitating the learning of the group of students selected in the previous assignment. Given your session plan, you will schedule and facilitate your session with that group of students. Note: it is important that you schedule this session as soon as possible knowing that schedules can get complicated, both yours and the students in the group. You should facilitate your session between October 26 and November 30. Doing so will ensure that you have enough time to reflect on the process and prepare for your in-class presentation. After you have completed the session, reflect on your experiences and the process of the session. Specifically, jot down ideas as you consider the following questions:

● Reflection on the process. What happened during the session? How did students respond to your approaches? How did you feel during the facilitation? Did you experience any surprises? What challenges did you face? How did you respond to those challenges? What worked well? How did you work as a team? How closely did you follow your session plan? What kinds of questions did students ask? How well were students prepared for the learning experience?

● Revision of the session. Thinking about the specific elements of your session plan, what worked well? What would you do differently? Would you include additional components; is there anything you know now from the readings that you would implement? Would you have not included certain components? Considering the theories and research utilized, how did those theories and research translate into practice? What theoretical challenges existed? How did you respond to those challenges? Were your facilitations experiences consistent with the research and relevant literature utilized? What gaps in the literature and research still exist? What were the limitations of the theories once you used them in practice? Would you use additional and/or different theories? What other knowledge and/or resources do you need in order to facilitate a stronger session?

You will discuss some of the above during your in-class presentation.
Due: December 9, 5pm
Length: 7-10 pages

Presentation of session to facilitate student learning
Each team will present on the process of their session to facilitate student learning. Specifically, you should include the following in your presentation:

● Description of the group of students

● Learning outcomes
- Theories, literature, and research in which your session were grounded
- Processes used to facilitate student learning (e.g. pedagogies, curricula, engagement activities, readings, assignments)
- Measures used to assess student learning
- Challenges and limitations
- Reflection on the process and revision of the session you would make

Each presentation should be no longer than 40 minutes. At the conclusion of each presentation, there will be a period for questions and discussion from classroom colleagues. Feel free to be creative in how you deliver your presentation, but it should be such that you would be comfortable presenting it at a professional meeting of colleagues. Bottom line: include the points mentioned directly above in a manner you believe to be most effective.

Due: December 7
Length: 30-40 minutes

**Facilitation of 775 class sessions**
A large aspect of the learning partnerships model is the idea that learning is co-constructed, and that students play an active role in shaping their learning environment and experience. This dynamic also includes a certain amount of power sharing, wherein students assume a greater amount of responsibility and ability to shape their classroom experience. In this class, one way of learning via doing and also giving students in the class an active role in shaping your learning environment is for you to facilitate class sessions. As doctoral students, you are able to participate at this level. Therefore, with a partner, everyone will be responsible for class facilitation twice over the course of the semester. One of the facilitations will be an entire class session, and the other will be a shorter portion of one class period. Feel free to bring in your creativity in terms of how you wish to engage the class. You are encouraged to explicitly or implicitly integrate theories or ideas we are learning in class.

During those times when students in the class are facilitating, the instructors will be participating as co-constructors of the class experience. We will not be acting as authorities for these sessions, rather active participants in what you design for that class session.

A planned agenda for your facilitation is due to Wallace and Mary Kate via email by 12pm on the Friday before your assigned class. We will provide comments by 12pm on Monday in the event there are concerns with what you have planned. We do not expect this to be the case. You should also feel free to contact us at any time you have a question about how you want to approach your class session; you do not need to wait until 12pm on the Friday before your class session.

Once you have led the class, a two-page reflection (can be submitted jointly or separately) on your experience (what you learned, what you feel went well or didn’t go well, how theory translated to practice, etc.) is due to Wallace and Mary Kate by the class period the week following your facilitation.

**Class Policies**

**Instructor Expectations**
This course is designed to be an interactive experience for all participants, with frequent opportunities to discuss, reflect upon, and apply course readings and concepts. In order for the
experience to be interactive, all participants must come to class prepared. Reading assignments are to be completed prior to coming to class. Whenever possible, we will provide suggestions about where to place your focus on the various reading assignments. Participation grades will be based, at least partially, on active engagement in class discussions and activities. However, simply contributing volume (i.e. talking a lot) will not guarantee full credit for participation. Making thoughtful contributions, asking appropriate questions of the material and each other, and listening attentively will have the most positive impact on participation credit.

The syllabus is our guide for this course. It is, however, a dynamic document, meaning that it may change over time as necessary based on need for greater depth, group interest in a particular topic, or time constraints. Depending on how the course is proceeding, variations in the readings and class topics may occur. We will do our best to not add burdensome amounts of readings in the event that the syllabus changes.

**Classroom Conduct**

Eating and drinking in class are fine – a nearly 3-hour block of time can seem extensive. We do ask that if you do bring snacks/food/beverages to class that they are not overly loud or disruptive in consumption.

We know that some prefer to use laptops or tablets to take notes in class. Using such devices for note taking is acceptable, but **not** for checking email, instant messaging, checking Twitter, etc. Research shows that listening attentively, taking notes by hand, is more effective in learning than taking notes on an electronic device. The desire, it seems, is to capture notes verbatim, rather than thought prompts -- and verbatim notes are not processed as they are taken. We understand that this has been a problem for some faculty in the past, so we ask that if you intend to bring your laptop or tablet to class to take notes, we reserve the right to require you to submit your notes within three hours following the class period – notes will not be used in any form of evaluation. If you have been visibly “taking notes” during a class period and then email us a half page document, we will need to have a conversation about the appropriate use of technology during class. We do not anticipate this to be a problem.

A similar policy applies to smart phones. In addition to not checking your smart phone during class, we ask that you put your devices on silent and put away in a bag, coat pocket, or elsewhere during class time. There will be time during our class break (approximately halfway through the class session) to check in with the outside world. Inappropriate use of smart phones will have a negative influence on your participation grade.

Being present and ready to begin class on time is an expectation. If you must miss or be late for class for a legitimate reason (e.g. illness, family emergencies, work emergencies, court appearances, conferences, etc.), please contact us to discuss your absence in advance. If you must be absent from class, you are still responsible for the material covered during that class. One unexcused absence or two incidences of unexcused tardiness will result in a deduction of one letter grade from your participation grade. Students should also be careful not to accrue too many excused absences. Three excused absences or late arrivals/early departures from class will also negatively influence a student’s participation grade. **In short, it is important for you to be in class to provide your unique contributions.**
Students must hand in all work and projects in accordance with deadlines. If you must hand in work late for a legitimate reason, please contact us to discuss the situation prior to the due date. If you contact us fewer than 12 hours before or any time after an assignment deadline with an excuse for me to consider, the assignment will still be considered late. Grades on late assignments that have not been previously discussed and negotiated with us in advance will be reduced by two letter grades. Students have one week to complete a late assignment. All assignments that are more than one week late will receive a 0.

**Academic Integrity**
As scholars and practitioners, it is important for your work and contributions to class to be your own. All acts of falsification, misrepresentation, or deception are completely unacceptable, and any assignment which has plagiarized elements will automatically receive an F (0 points).

If including sentences, paragraphs, or other portion of the work of others in papers or presentations, be sure to cite this work appropriately based on guidelines presented in the *APA Manual* (6th edition). Generally, it is safest to avoid using Control C and Control V when working on your papers and reading resources.

The University of Maryland Code of Academic Integrity outlines the university’s policies in this regard – please become familiar with it. More information is available at [http://www.president.umd.edu/policies/docs/III-100A.pdf](http://www.president.umd.edu/policies/docs/III-100A.pdf). On all assignments, papers, and exams (except weekly reflections), please write the following before submitting, “I pledge on my honor that I have not given or received any unauthorized assistance on this examination (or assignment).”

**Assignments and Writing Style**
All formal writing assignments should be completed following the guidelines for style and citation outlined in the APA Manual. All assignments should be typed in Times New Roman, 12 point font with one inch margins on all sides. Please do not use alternative fonts or sizes, or adjust the margins.

**“Safe Space”**
In order to facilitate participation and help all students feel comfortable sharing their thoughts and ideas in the classroom, it is important that we create a respectful, open environment where everyone is valued. It is absolutely fine to express strong feelings or disagree with classmates’ or our ideas, but we ask that it is done respectfully. Please be thoughtful about your words and actions, and focus on critiquing ideas rather than an individual’s qualities as a person. Also, we ask that when details regarding personal matters arise in discussion, that they do not leave the classroom.

**Students with Disabilities**
Any student requiring academic accommodation based on a disability is respectfully asked to discuss her/his needs with us on or near the first day of class. Appropriate accommodations to facilitate student engagement, participation, and completion of coursework will gladly be provided.
Recognition of Religious Pluralism
Accommodations will be made for students who must turn in an assignment late or miss class time in observance of religious holidays. It is important to notify us of your absence/need for extension at least two weeks prior to the holiday.

Limits to confidentiality in the classroom

While receiving instruction, advising, or other services at the University, Maryland state law requires advisors/educators/employers to report any incident of past or current child abuse or neglect to Child Protective Services and to the University President’s Designee, the University’s Chief of Police. In addition, if an educator has reason to believe that a vulnerable adult (an adult who lacks the physical or mental capacity to provide for the adult’s daily needs) over the age of 18 is in danger, the educator is required to make a report to law enforcement authorities. Health professionals, psychologists, psychotherapists, counselors and mental health professionals are not required by law to make reports to Child Protective Services.

*note: this syllabus is adapted from course materials developed by a long line of previous faculty: Marylu McEwen, Stephen Quaye, Marybeth Dreschler Sharp, and Julie Park.

Tentative Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics &amp; Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 31</td>
<td><strong>Introduction to Facilitating Student Learning</strong></td>
</tr>
<tr>
<td></td>
<td>Introductions of students and instructors</td>
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<tr>
<td></td>
<td>Review syllabus</td>
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<td></td>
<td>Begin thinking about individual learning preferences and the role of student affairs practitioners in facilitating student learning</td>
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<tr>
<td></td>
<td>[choose in-class facilitation partners &amp; begin creating groups for facilitating student learning project-due next time]</td>
</tr>
<tr>
<td>September 7</td>
<td><strong>Understanding Ourselves as Learners: Writing</strong></td>
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<tr>
<td></td>
<td>Lamott, <em>Bird by Bird</em>, whole book</td>
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<td></td>
<td>Lutovsky, Tips for Writing Academic Papers (CANVAS)</td>
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<td></td>
<td>Felder &amp; Brant, Understanding Student Differences (CANVAS)</td>
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<tr>
<td></td>
<td>[groups for facilitating student learning project]</td>
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<tr>
<td>September 14</td>
<td><strong>Understanding Ourselves as Learners: Identities</strong></td>
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<tr>
<td></td>
<td>hooks, Introduction &amp; Chapter 1 (CANVAS)</td>
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<td></td>
<td>Skerrett, Looking Inward (CANVAS)</td>
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<td></td>
<td>Hall &amp; Burns, Mentoring Doc Students (CANVAS)</td>
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<tr>
<td>Date</td>
<td>Reading/Activity</td>
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<tr>
<td>September 21</td>
<td><strong>Understanding How Students Learn: Individual and Social Learning</strong>&lt;br&gt;Phillips &amp; Soltis: A Note to the Instructor/Chapters 1-6, 10</td>
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<tr>
<td>September 28</td>
<td><strong>Understanding How Students Learn: Sociocultural Learning</strong>&lt;br&gt;Vygotsky, Afterword &amp; Chapter 6 (CANVAS)&lt;br&gt;Holzman, What is the “Social” in “Social Development” (CANVAS)&lt;br&gt;Kozulin, Vygotsky’s Theory in the Classroom (CANVAS)&lt;br&gt;Lattuca, Learning Interdisciplinarity (CANVAS)&lt;br&gt;McDonald, The Pedagogy of Assignments in Social Justice Teacher Education (CANVAS)</td>
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<td>October 5</td>
<td><strong>Dewey, Experience, and Assessment</strong>&lt;br&gt;Dewey, <em>Experience &amp; Education</em> -- focus on chapters 1-3&lt;br&gt;Maki, Assessing for Learning (CANVAS)&lt;br&gt;Maki, Maps and Inventories (CANVAS)</td>
</tr>
<tr>
<td>October 12</td>
<td><strong>Facilitating Student Learning -- Foundations</strong>&lt;br&gt;Developmental Instruction (CANVAS)&lt;br&gt;King &amp; Baxter Magolda, Developmental Perspective on Learning (CANVAS)&lt;br&gt;Stage, Setting the Context: Psychological Theories of Learning (CANVAS)&lt;br&gt;Jehangir, Conflict as a Catalyst for Learning (CANVAS)</td>
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**DUE:**
- September 21: Reflection on Self as a Learner
- September 28: Description of learners, session, site & learning outcomes and assessment
- October 5: Theory, Literature, Readings, and Activities & Session Plan
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<tr>
<th>Date</th>
<th>Topic</th>
<th>References</th>
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</table>
| October 19 | Facilitating Student Learning -- Engagement                          | Quaye & Harper, Foreword, Chapter 1  
Quaye & Harper, chapter of interest (individual choice to present) |
| October 26 | Facilitating Student Learning -- Communities of Practice              | What is a Community of Practice (CANVAS)  
Wenger & Snyder, CoP: the Organizational Frontier (CANVAS)  
Green, Spaces of Influence (CANVAS)  
Laksov et al, Developing a Community of Practice around Teaching (CANVAS) |
|            | DUE: Complete (and revised) paper and plan to facilitate student learning |                                                                          |
| November 2 | The Science of Learning                                              | Make it Stick (CANVAS)                                                    |
|            | [Be sure to bring Baxter Magolda & King book to next class]           |                                                                          |
| November 9 | Facilitating Learning: Learning Partnerships Model - part 1           | Baxter Magolda & King, chapters 1 & 2  
Quaye & Baxter Magolda, Enhancing Racial Self-Understanding (CANVAS)  
Barber, Integration of Learning (CANVAS) |
|            | [choose specialty chapter in Baxter Magolda & King to present next time] |                                                                          |
| November 16| Facilitating Learning: Learning Partnerships Model - part 2            | Baxter Magolda & King, various chapters chosen last class session to be presented today  
Baxter Magolda & King, chapter 10 |
| November 23| Thanksgiving Break                                                    |                                                                            |
| November 30| Facilitating Learning: Learning Partnerships Model - part 3            | Baxter Magolda & King, chapters 8 & 11  
Taylor & Baxter Magolda, Building Educators’ Capacities to Meet Twenty-First Century Demands (CANVAS) |
| December 7 | Presentations and course wrap-up                                      |                                                                            |
|            | Reminder: Reflection on session to facilitate student learning is     |                                                                            |
| **DUE** December 9, 5pm |