**AUBURN UNIVERSITY**

**SYLLABUS**

1. **Course Number:** CTEE 7430/7436

**Course Title:** Curriculum & Teaching in Natural Science (Grades K-6)

**Credit Hours:** 3 semester hours

**Prerequisites**: None

**Co-requisites:** None

1. **Term:** Fall 2014

**Day/Time:** TBD by group scheduling for bi-weekly conferences

**Instructor:** Dr. Charles Eick

**Office Address**: 5058 Haley Center

**Contact Information:** 334-844-6887, eickcha@auburn.edu

**Office Hours:** By appointment

1. **Texts or Major Resources**:
* Essential Science for Teachers: Physical Science, <http://www.learner.org/courses/essential/physicalsci/>
* Physical science textbook for reference (high school edition) (borrowed)
* Headset with microphone (USB connection and noise cancelling) ($25-35)
* Science Materials – See Materials file on Canvas.
	+ (See #6 Course Outline Overview for specialty items.)
* IMG Help for Canvas: 334-844-5181 or <http://www.auburn.edu/img/canvas/help/index.html>
* Video guides for help in using the Canvas tools: <http://guides.instructure.com/m/4210>
1. **Course Description:** Teaching practices and re-appraisal of selecting experiences and content for curriculum improvement in (K-6) natural science education. May count either CTEE 7430 or CTEE 7436.
2. **Student Learning Outcomes**:

The learning goal of this course is for participants to better understand physical science content and how children learn it for teaching grades K-6. Physical science is the least understood area of science by elementary educators, and thus, requires the most professional development. Therefore, this course requires a **minimum of 3-4 hours per week** of work to complete.

Course Objectives:

Participants will…

* Demonstrate improvement in physical science content knowledge and understanding. *{Outcome measures: Test Questions, Problem Sets, Guided Journal Entry}*
* Reflect on science content learning and children’s understandings. *{Outcome measures: Watch the Video, Going Further, Definitions}*
* Apply content knowledge to teaching physical science concepts in practice. *{Outcome measures: Guided Channel-Talk Posting on Canvas}*
1. **Course Content Outline**:

OVERVIEW

Participants will be learning more of the Physical Science content needed by K-6 educators, and how to teach it for children’s understanding. The program of study used in this course will be the ***Annenberg Learner, Essential Sciences Series for K-6 Educators, Physical Science***. This series consists of 8 video-based sessions where participants will:

(1) conduct individual pre-video activities using prior knowledge,

(2) view a 60-minute video on teaching and learning science, and

(3) in a ‘learning community’ group[[1]](#footnote-1) conduct post-video activities and discussion either face-to-face in person or using the **Canvas Conference** feature.

Group work should show common data, results, and thinking shared from the group’s common assignment. However, each person writes up their own individual responses to given questions.

Further learning from the video sessions will take place through additional individual ‘homework’ activities completed between video sessions, including additional reading, problem sets, textbook reading & definitions, and written reflections on science learning and actual practice (journal and posting activities). All assignments for each of the 8 video sessions will be on Canvas within 8 sequential *Modules*. Learning groups will set up **at least one** synchronous (live) conferencing with the instructor **by mid-term** to help clarify science learning.

The **Panopto link on Canvas** (for video access) and **Canvas Modules** (for content and assignments)will be used for delivery of course content.[[2]](#footnote-2) Preparatory materials needed for each video session includes: (1) materials list and (2) problem set answers – all found under the **Canvas Preparatory Module**. Most of the needed materials for the activities can be easily obtained at home or from the local store.

Any specialty science materials that are required can be obtained from the participant’s local school or borrowed from the instructor[[3]](#footnote-3) – See box below for specialty items needed:

**SPECIALTY ITEMS** –

**All individuals need:** Magnifying glass, two equal sized metal and wooden blocks, physical science ‘borrowed’ textbook from library or school system

**Group facilitators need**: 250-ml beaker, graduated cylinder, digital gram scale

Auburn University’s **Canvas** online system will be used for communicating and submitting course work in this distance course. Class communication will occur through use of the synchronous *Conferences* and the asynchronous *Discussions* features of Canvas. **{The headset is required for synchronous communication to eliminate background noise and echoing – See Texts or Major Resources above.}** Instructor communication will occur through the scheduled group meeting(s) using the *Conferences* feature, *Announcements* feature, *Discussion* feature, as well as written feedback on all submitted work. Weekly assignments found in each Module will be completed online and submitted to Canvas by the deadlines given. Students’ scores will be posted and automatically populate the student *Grades* spreadsheet with ongoing course grade average. Students can contact the instructor via Canvas or university email or telephone at any time for additional assistance.

VIDEO SESSIONS

Participants will keep an individual **notebook** (word document[[4]](#footnote-4)) of their video session notes that will include responses to: (a) *Getting Ready* activities, (b) *Watch the Video* focus questions, and (c) *Going Further* ‘group’ activities, documentation, and questions. Session titles, activity headings, and the written directions and questions for each activity should be in the notebook for organization before responding. Everyone in the group will anticipate the science materials needed for the next new session’s pre-video *Getting Ready* activities in order to prepare for it.

The facilitator for the group (chosen by the group) will gather the science materials needed for the *Going Further* activities and lead the group in conducting them. Group facilitators should be students who feel comfortable carrying out the assigned task, including sharing required images and data for documentation – **SEE APPENDIX B for details**:

* All participants will conduct any *Getting Ready* (pre-video) activities individually with the materials needed before watching the session’s video.
* A **facilitator** in each group will conduct (for live view) any *Going Further* activities (including needed group materials) for the group to see for post-video discussion using the Canvas Conferencing feature (if not meeting face-to-face). The facilitator will complete the **Appendix B** Attendance Form. Group facilitators can rotate however the group desires.

FURTHER LEARNING

Participants will spend time between video sessions in further learning, reflection on learning, and application of new learning through additional individual **HOMEWORK** assignments (a single word document):

1. A *Reading Assignment* may be assigned for each new session to help in understanding how young children learn these science ideas as well as best ways to teach them.

{NOTE: Guided questions are given for readings but are NOT answered in writing UNTIL the next *Getting Ready* notebook activities}.

1. Participants will also complete the *Physical Science Problem Set* questions before checking the answer key and making visible corrections and additions in red lettering or BELOW a line-of-learning drawn under original answers.
2. Participants will reflect on their learning through a *Guided Journal Entry*.
3. Participants will add important definitions for the given science concept terms under *Textbook Reading Suggestions and Definitions*. Sources for this additional reading and definitions can come from a physical science textbook or reliable Internet source (e.g., Wikipedia).
4. Lastly, participants will complete the *Preparing for the Next Session* activity before the next new session time begins.

In addition to the ‘homework’ assignment, participants will apply their learning to the classroom through posting a response to a *Guided Channel-Talk* *Physical Science Posting* to a public **DISCUSSION** on how to teach aspects of it. When lessons are requested, sample lesson plans should be uploaded also along with discussion posts. Everyone can benefit from each other’s classroom ideas and will respond to each other’s postings – at least two replies after final posting deadline and within two days.

Sessions will typically follow a **bi-weekly pattern** for completing the following:

Week 1 – Preparation and New Learning of Science and Children’s Understandings

* *\*Getting Ready* (60 minutes) – Completed individually before video
* *\*Watch the Video* (60 minutes long; up to 120 minutes with pausing) – Completed individually during video
	+ (**TIP**: Pre-read video questions and take notes during video to save time in answering questions and less replaying of video segments)
* *\*Going Further* (60 minutes) – Completed as a group after video, showing required common data, images, and thinking, but individual responses **(scheduled by group on Canvas or in-person ----- or mix of the two)**

 *(\*These written assignments are kept in a single Word notebook document and submitted via Canvas for each session.)*

\*\*Week 2 – Reflection on New Learning and Its Application to the Classroom

* *Reading Assignment* (30 minutes) – On Canvas for READING ONLY, but students will respond to the reading question in the next *Getting Ready*
* *\*\*Physical Science Problem Set* (45 minutes) – With answers checked and corrected against the answer key (Corrections required!)
* *\*\*Guided Journal Entry* (45 minutes)
* *\*\*Textbook Reading Suggestions (and Definitions)* (45 minutes)
* *\*\*Preparing for the Next Session* (10 minutes) – Given question
* Materials Needed for Next Time – preparation
* *\*\*\*Guided Channel-Talk Physical Science Posting* (45 minutes) – Canvas Discussion feature with ability to view peer postings and attached lessons after submission, and make replies

*(\*\*These written assignments are submitted via Canvas as a single Word homework document.*

*\*\*\*This written assignment is posted (and attached where requested) in a Canvas Discussion with follow up replies.)*

TIME NOTE:

Each week’s session and assignments should take **up to four hours** to complete.

Course Schedule and Assignments – (***Going Further*** must be completed as a group).

|  |  |  |  |
| --- | --- | --- | --- |
| **#**Date | Session Meeting | Post Session | Assignments |
| Week 0Aug 11 | Video Course OverviewBiographical sketches |  | \***Pre-Test Questions** \*Appendix A: Statement of Original Work |
| Week 1Aug 18 | Session 1 New Learning* Getting Ready
* Video questions
* ***Going Further***
 |  | \*Notebook 1 \*Appendix B: Attendance – (submitted by group leaders) |
| Week 2Aug 25 |  | Session 1 Homework* Reading Assignment -Read
* Problem Set
* Guided Journal Entry
* Textbook Definitions
* Preparing for Next Session
* Guided Channel-Talk (replies)
 | \*Homework 1\*Channel-Talk Post & replies |
| Week 3Sept 1 | Session 2 New Learning(See above, Week 1) |  | \*Notebook 2\*Appendix B Attendance |
| Week 4Sept 8 |  | Session 2 Homework(See above, Week 2) | \*Homework 2\*Channel-Talk Post & replies |
| Week 5Sept 15 | Session 3 New Learning(See above) |  | \*Notebook 3\*Appendix B Attendance |
| Week 6 Sept 22 |  | Session 3 Homework(See above, Week 2) |  \*Homework 3\*Channel-Talk Post & replies |
| Week 7 Sept 29 | Session 4 New Learning(See above) |  | \*Notebook 4 \*Appendix B Attendance |
| **Mid-Term** |  |  | \***Schedule at least one required group conference with instructor**  |
| Week 8 Oct 6 |  | Session 4 Homework(See above, Week 2) | \*Homework 4\*NO Channel-Talk Post |
| Week 9 Oct 13 | Session 5 New Learning(See above) |  | \*Notebook 5 \*Appendix B Attendance |
| Week 10Oct 20 |  | Session 5 Homework(See above, Week 2) | \*Homework 5\*Channel-Talk Post & replies |
| Week 11Oct 27 | Session 6 New Learning(See above) |  | \*Notebook 6 \*Appendix B Attendance |
| Week 12Nov 3 |  | Session 6 Homework(See above, Week 2) | \*Homework 6\*Channel-Talk Post & replies  |
| Week 13Nov 10 | Session 7 New Learning(See above) |  | \*Notebook 7 \*Appendix B Attendance |
| **Near End-Term** |  |  | \***Consider scheduling a second group conference with instructor** |
| Week 14Nov 17 |  | Session 7 Homework(See above, Week 2) | \*Homework 7\*NO Channel-Talk Post |
|  | Thanksgiving Break |  |  |
| Week 15Dec 1 | Session 8 New Learning(See above) |  | \*Notebook 8 \*Appendix B Attendance |
| Week 16Dec 8 |  | NO Session 8 Homework | \***Post-Test Questions**\*Appendix A: Statement |

 **(#Exact calendar due dates for weekly assignments will be found on Canvas)**

1. **Assignments/Projects**:
* **Notebook –** Participants will keep a notebook (word document) for each video session’s required work including: (1) documentation of *Getting Ready* activities and responses, (2) *Watch the Video* questions and responses, and (3) *Going Further* activities and responses (and image/table documentation).
* **Homework** – Participants will complete homework assignments (word document) for each video session’s required work including: (1) *Reading Assignment* (for READING ONLY), (2) *Physical Science Problem Set* answers and corrections, (3) *Guided Journal Entry*, (4) Definitions under *Textbook Reading Suggestions*, and (5) *Preparing for the Next Session* activity response
* **Guided Channel-Talk Physical Science Posting –** Participants will post their public lesson response to the application question(s) given for noted video sessions, and be able to view their peers’ postings for response once they have posted to Canvas. Participants are expected to reply to at least two of their peers’ postings after the posting deadline but within two days.
* **Science Test Questions –** Participants will complete pre-questions and later post-questions in the same Word document to the given short-answer science questions. *Students must sign a statement that documents no outside assistance beyond course materials on the questions. See Syllabus Appendix.*
* **Instructor Conference –** Learning groups will schedule at least one required conference (via Canvas Conferencing online or office in-person) by mid-term to review ongoing science learning and questions about physical science from the videos. This conference will last approximately 30-45 minutes based on individual questions from the group members.
* **Additional Paper for Ed.S. and Ph.D. students** must be completed for course credit – See Dr. Eick for details.

See **Class Policy Statements** below on point and grade penalties for late work, unexcused absences, and lack of Standard English usage and conventions.

All assignments must be completed for a participant to receive credit for this course, even if late and at a point loss. Students who do not complete/submit all required work will receive an incomplete (I) for a grade until completed.

1. **Rubrics and Grading Scale**:

|  |  |
| --- | --- |
| Assignments and Point Values | Total Points Grading Scale |
| * Notebook (8 @ 30 points each) -------------------------- 240 points
* Homework (7 @ 20 points each)------------------------- 140 points
* Guided Channel-Talk Posting (5 @ 10 points each)-----50 points
* ^Science Test Questions (2 @ 50 points each)---------100 points
* Online Conference with Instructor (at least 1) ----------Required
* Additional Paper for Ed.S. and Ph.D. majors -------------Required

^*Post Science Test Questions will serve as the final examination.* | 477-530= A424-476= B371-323= C318-370= D<318 = F |

Scoring Rubrics –

 Notebook

**A range** = all assigned activities and exercises are documented; responses answer all of the questions and sub-questions given; reading responses refer to details from the article in a substantial paragraph; video responses link to specific details and examples from the video; group exercises show high levels of shared thinking, not copying; drawings are well done; photo images and data tables (numbers) of all experimental activities are included; exercises are clearly organized, neat, and easy to read

B range = most assigned activities and exercises are documented; responses mostly answer the questions; reading responses refer to details from the article in a few sentences; video responses link to some specific details and examples from video; group exercises show shared thinking, not copying; drawings are done; some photo images and data tables (numbers) of experimental activities are included; exercises are organized, somewhat neat, and easy to read

C range = most assigned activities and exercises are documented; responses skirt answering some questions; reading responses refer to few if any details from the article in a few sentences; video responses link to few if any specific details and examples from video; group exercises show some shared thinking; few to no drawings are done; photo images and data tables (numbers) of experiments may not be included; exercises are somewhat organized, neat, and readable

D range = some assigned activities and exercises are documented; few responses directly answer the questions; reading responses refer to few if any details from the article in a few sentences or less; video responses link to few or no specific details and examples from the video; group exercises show little to no shared thinking; few to no drawings; photo images and data tables (numbers) from experiments may not be included; exercises are little organized, not neat, and not very readable

[F range = falls below the standard of the D range]

 Homework

**A range** = all assigned sections of homework are completed; all questions/sub-questions are addressed; problem set shows original thinking with clearly marked additions/changes; guided journal entries demonstrate strong content and video-lesson understanding with ample examples (one-half page, 1.0 spacing); definitions are very complete with examples given; preparing ideas are very logical (make sense)

B range = all assigned sections of homework are completed; most questions/sub-questions are addressed; problem set shows original thinking with some marked additions/changes; guided journal entries demonstrate good content and video-lesson understanding with some examples; definitions are complete but with few or no examples; preparing ideas mostly are logical (make sense)

C range = most assigned sections of homework are completed; most questions/sub-questions are addressed; problem set shows some original thinking with few to no marked additions/changes; guided journal entries demonstrate some content and video-lesson understanding with few to no examples (too short); many definitions are incomplete and with few or no examples; preparing ideas are illogical (don’t make sense)

D range = half to most assigned sections of homework are completed; most questions/sub-questions are not addressed; problem set if present shows little original thinking with few to no marked additions/changes; guided journal entries demonstrate little content and video-lesson understanding with few to no examples (too short); many definitions are incomplete and with few or no examples; preparing ideas are illogical (don’t make sense)

[F range = falls below the standard of the D range]

Guided Channel-Talk Postings

**A range** = adequately addresses the given question(s) or issue in a full frame shot; demonstrates very strong connections between knowledge and practice with ample classroom examples; incorporates accurate content knowledge; develops strategies or lessons that *certainly* ‘can work’ based on knowledge of practice; attaches sample lesson plans where requested; **responds to two or more other posts\***

B range = adequately addresses the given question(s) or issue in a full frame shot; demonstrates strong connections between knowledge and practice with some classroom examples; incorporates mostly accurate content knowledge; develops strategies or lessons that *likely* ‘can work’ based on knowledge of practice; possible attachment of sample lesson plan when requested; **responds to one or two other posts\***

C range = mostly addresses the given question(s) or issue in less than a full frame shot; demonstrates moderate connections between knowledge and practice with few classroom examples; incorporates some accurate content knowledge; develops strategies or lessons that *maybe* ‘can work’ based on knowledge of practice; no attachments; **responds to no or one other posts\***

D range = somewhat addresses the given question(s) or issue in less than a full frame shot; demonstrates weak connections between knowledge and practice with few or no classroom examples; incorporates little accurate content knowledge; develops strategies or lessons that *unlikely* ‘can work’ based on knowledge of practice; no attachments; **responds to no or one other posts\***

[F range = falls below the standard of the D range]

*\*Replies to Channel-Talk Postings must be made within two days after initial posting deadline. Initial postings should end with a brief reflection on thinking, practice, or request for assistance in thinking or practice.*

Pre-Test

**A range** = thoroughly responds to questions using sentences; responses highly relate to questions asked; gives specific examples in all open-ended questions

B range = adequately responds to questions using sentences; responses relate to questions asked; gives some specific examples in all open-ended questions

C range = somewhat adequately responds to questions using some sentences; responses mostly relate to questions asked; gives few specific examples in all open-ended questions

D range = somewhat adequately responds to questions using few sentences; responses somewhat relate to questions asked; gives few to no specific examples in all open-ended questions

[F range = falls below the standard of the D range]

Post-Test

**See Pre-Test Rubric ‘A range’** for the nature of writing a well-supported response for each question. Questions will also be marked for accuracy (correctness):

3 points = completely accurate

2 points = mostly accurate

1 point = somewhat accurate

0 point = not accurate

Additional points will be awarded (TBD) for writing a final paragraph comparing changes in pre to post-test knowledge on questions.

Additional Paper – FOR ED.S. AND PH.D. STUDENTS ONLY

Papers will be scored as *high pass, pass, low pass,* or *fail*.

Students must score at least a low pass to pass this additional requirement and to pass the course, CTEE 7430/6. All reading and research-based writing should be in APA format, particularly for citations and references.

1. **Class Policy Statements**:

Standard English: All written assignments must be typed and should adhere to Standard English usage and conventions or be subject to point loss. Assignments with excessive grammatical errors or typos must be redone. Writing should follow *APA Sixth Edition* conventions.

The ***Miller Writing Center*** provides free support on any writing you are doing while at Auburn, whether for a course or not. Trained consultants are available to work with you as you plan, draft, and revise your writing. For students in distance courses and students temporarily away from Auburn’s campus, the Miller Writing Center offers synchronous online consultations. Please check the Miller Writing Center website ([www.auburn.edu/writingcenter](http://www.auburn.edu/writingcenter) ) for instructions and information about scheduling online appointments. If you have questions about the Miller Writing Center, please email writctr@auburn.edu or call 334-844-7475 M-F 7:45am-4:45pm.

Distance Learning Equipment: Participants must have the appropriate and working computer hardware, headset, software, and Internet connection for this course. Personal equipment failure (not Canvas) is NOT an excuse for meeting absences and late assignments.

Attendance: **Attendance at scheduled group synchronous meetings is required**, as detailed in the syllabus schedule. Students are expected to complete all assigned work and meet all submission deadlines, and will be held responsible for any content covered in event of illness. **Unexcused absences from synchronous group meetings are not allowed without penalty.** Group-based work will not be scored for an unexcused absence. **Three unexcused absences from synchronous meetings will mean a failing course grade**.

Excused Absences: Documented excuses (See *Student Policy eHandbook* – [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies) ) are due to the instructor no more than 7 days after the absence, or it is unexcused. Students are granted university-approved excuses for the following reasons: Illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excuse from class for any other reason must contact the instructor in advance to request permission – such as for professional/job/work reasons. The instructor will weigh the merits of the request and render a decision.

Make-Up Policy: Arrangement to make up missed work due to properly authorized excused absences, except in unusual circumstances such as continued absence or the advent of university holidays, must be initiated within one week (7 days) of the end of the period of the excused absence. **Assignments if submitted late without excuse or prior permission will lose a letter grade (in points) for each day late up to three days.** {See exception above for unexcused absences from meetings.} Points earned for each assignment will be posted under the Grades menu on Canvas.

Academic Honesty Policy: The University Academic Honesty Code and the *Student Policy eHandbook (*[*www.auburn.edu/studentpolicies*](http://www.auburn.edu/studentpolicies)*)* Rules and Regulations pertaining to Cheating will apply to this class. Students are expected to submit their own work in their own words except where they acknowledge the contribution of another student, such as on group-shared research information or experimental data. **All submitted assignments are subject to a plagiarism check**. Plagiarized work will not be scored. Further penalties per the above Code apply. **See attached statement required with pre and post questions in this course.**

Disability Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT)."

Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments

may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

Appendix A

PRE/POST SCIENCE TEST QUESTIONS

**STATEMENT OF ORIGINAL WORK**

I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (fill in complete name) have completed these questions to the best of my ability without outside assistance from persons or additional materials or information. The written work on these questions is originally my own thinking and knowledge.

In addition, I understand the Auburn University Student Academic Honesty Code (See [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)) and the consequences if I violate these expectations.

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*[Sign and date this form before scanning into a pdf file for uploading to Canvas.]*

Appendix B

**Group Member Session Attendance Form**

Session #: \_\_\_\_\_\_\_\_\_\_

Date and Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Location: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(e.g., Canvas conference, Starbucks, home…)

Group Activity Leader: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Group Members Present (circle either online or in-person):

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (online or in person)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (online or in person)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (online or in person)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (online or in person)

Group Members Absent:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Directions:

Session leaders are responsible for: (1) having all of the materials needed for the Going Further activities, (2) leading or conducting the activities for the group to observe (via camera if online), (3) taking pictures of the activities and artifacts, and (4) building the appropriate data tables for recording numeric data and calculations if required. Group session leaders should share data tables, research, and images with other group members for required documentation of activities to be included in each person’s GOING FURTHER work – with members citing the group leader’s name as source of the data, tables, research, and images.

NOTE: Group session leaders can rotate if the group so chooses.

This form should be completed by the group leader and emailed to all group members. **The group leader will also upload this form to Canvas with their completed notebook session assignment for the instructor**.

SEE Attendance, Absence, Make-up, and Academic Honesty Policies in the syllabus.

1. Learning community groups can be from 2-4 people and are chosen by participants. Smaller groups work best for online meetings. Group facilitators must complete and **submit an attendance log form** for each session’s meeting. [↑](#footnote-ref-1)
2. If Panopto is not working, videos may also be accessed directly from the Annenberg Learner website (See URL under ‘Texts or Major Resources’). The Panopto note features are for personal notes and will not work for peers (or instructor) to see. [↑](#footnote-ref-2)
3. Contact Dr. Eick if you need to check out any of the specialty items for use this term. A GTA will loan needed items to you for return at semester’s end. [↑](#footnote-ref-3)
4. When drawings are requested, they can be inserted into the document or uploaded to Canvas as a separate file. [↑](#footnote-ref-4)