

ESOC 4000: Simulations and Gaming in Social Studies

Call Number - 00-751 / 3 Credit Hours

*The course syllabus is a general plan for the course,
deviations announced to the class by the instructors may be necessary.*

Spring 2007
Tuesdays, 1:25pm-4:25pm
618 Aderhold Hall

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Course Description

This course focuses on the instructional uses of role playing, simulations and games within K-12 social studies. Students will develop skills in the technique of role playing. Students will also consider the planning and implementation of traditional and computer-based simulations. Finally, traditional, computer-based, and online games will be examined as a potential tool.

Course Objectives

This course is designed to help students:

- describe the history of role playing, simulation and gaming
- discuss the use of role playing, simulation and gaming within K-12 settings
- analyze the research literature on role playing, simulation and gaming
- demonstrate skill in the use of role playing as an instructional technique
- plan a role play for different areas of the social studies curriculum
- play and analyze traditional and computer-based social studies simulations
- examine traditional, computer-based, and online games as tools for the K-12 classroom

Required Texts and Resources

Gee, J. P. (2003). *What video games have to teach us about learning and literacy*. New York: Palgrave Macmillan.

One video game of your choice – can be a stand alone or online game for the computer or any game console (if you already have a commercially purchased game, you can use that) – your selection must be approved by the instructors first.

Georgia Department of Education. (2005). *Welcome to the Georgia standards: Social studies standards*. Author: Atlanta, GA. Available online at <http://www.georgiastandards.org/socialstudies.aspx>.

National Council for Social Studies. (1994). *Curriculum standards for social studies: Expectations of excellence*. Author: Washington, DC. Available online at <http://www.socialstudies.org/standards/>.

Technology Use Requirements

It is expected that all students will possess the skills needed to use a computer, to include email, a web browser, and word-processing, as many of the readings and course activities will be located in *WebCT*. Students are expected to check their e-mail regularly and reply to any message requiring a response within twenty-four (24) hours.

Assignments

Additional information will be provided about each assignment as they are assigned.

Reaction Papers 20%

Reading and writing assignments will be made throughout the semester. There are seven planned, though the number may change as the semester progresses. The purpose of the reaction paper is twofold. The first is to provide an opportunity for you to reflective journal your journey through the video game that you purchased. The second is to reflect on your own experiences playing your game. You should try and relate your experience to the literature that you are reading, the discussions that we are having in class and on *WebCT*, and how does or could your experiences or your game relate to a social studies classroom. When you relate your experiences to these things, try to be specific – although use of an official citation is NOT necessary.

Heritage Minute Project 30%

Role play can be an effective instructional tool. It can easily be done within the classroom with some imagination and a few props. It can also be quite advanced and developed. For this project, we would like you to role play or re-enact an event in American history. You will film this role play and create a one minute public service announcement using *iMovie* or some other form of video editing software. Instruction on how to use *iMovie* will not be a formal part of the class, but separate sessions outside of class time will be scheduled that students can attend.

PowerPoint Game Project

15%

PowerPoint is nearly ubiquitous software tool and PowerPoint games are already a familiar part of many classrooms, though usually in the form of already existing games (such as Jeopardy) that a teacher modifies for instruction. This project is different in that it contends that a better use of class time for learning is to turn over the act of game design to the children themselves. Your task is to build a PowerPoint Game that could be used in a Social Studies classroom. Your game should be easy for others to play, easy for other teachers and students to modify or customize, good integration of content and consistent with the GPS curriculum standards.

Simulation Project

1%

Simulations provide opportunities for students to participate actively in social studies. Often times they are required to assume the same roles as specific people, participate in decision-making that will affect their success, and complete projects that challenge their skills. You will design a simulation on a topic of your choice that could be used in a Social Studies classroom.

Showcase

5%

Students will select one of their three projects to present to the public. Individuals from across the COE and the university will be invited to come to our “science fair” style showcase.

Attendance and Class Participation

5%

As a seminar style course, this class is based on the contributions of every class member. Thus, your punctual attendance is required at each class meeting, as is responsible class participation. You are allowed to miss one class without penalty. However, if you miss a second class you will be penalized 20 points from your final grade (e.g., 85% becomes a 65%). If you miss a third time you will be given a WF. Extenuating circumstances will be taken into consideration but it is best to keep the instructor informed of what is going on. Please notify the instructor, via e-mail, if there are any occasions in which you will not be able to meet these expectations.

Participation means having the assigned readings done prior to coming to class. Participating in class should be a pleasant experience, especially if you are well prepared. We will do a variety of activities that are designed to demonstrate appropriate methods for citizenship instruction.

The attendance and participation grade will be determined at the end of the semester based on an assessment of the frequency, nature, and quality of your contributions to the course.

WebCT Participation

10%

In addition to participation in class, you will also be expected to in the class *WebCT* discussions. Students are encouraged to post a message for as many prompt that is posted by the instructor that are of interest to you. Both instructors will attempt to read and, when necessary, reply to the messages you post. You are also encouraged to read and reply to each others messages. Finally, you are encouraged to respond to replies made on your own message.

The more interaction that we have between you and the instructors, and between you and other students, the more we will all learn. This means that you do need to be reading what others have to say, replying to their ideas, and responding to replies made about your own messages to do well. Every three to four weeks, one of the instructors will provide you with feedback.

As a rough guide, you should aim to have two to three postings a week. This is, however, only a rough guide – as some student who posts three short messages with little substance will not do as well as a student who posts two good, concise messages a week. While we are looking for quality over quantity, keep in mind that this is a discussion forum. The goal is not to write a short term paper for each message – five to eight well thought out lines are usually sufficient.

Note: Up to 20% of the value on any written assignment done outside of class may be deducted for poor quality writing and/or production. All written assignments done outside of class must be word-processed. Care should be taken not only with spelling, punctuation, and grammar; but also with elements of organization, composition, layout, and style.

Late Work

Late work is not accepted, period. Since all assignments are to be turned in electronically, there should be no reason why you can't submit something when it is due.

Make-ups, Re-dos, and Extra Credit

Our policy regarding instruction is that we will try our very best to explain exactly what you need to know in order to do well in the course. Our e-mail address and office phone number are on the syllabus. We both check email several times each day. Please don't hesitate to e-mail, call, or come past our office if you need assistance at the draft stage of your work. We will be glad to help you with any questions you may have.

Please don't ask for make-ups, re-dos, or extra credit assignments. They are not a part of our approach to teaching.

Grading Policy

Letter	Percentage	Grade Point
A	93 – 100	4.0
A-	90 – 92	3.7
B+	87 – 89	3.3
B	84 – 86	3.0
B-	80 – 83	2.7
C+	77 – 79	2.3
C	74 – 76	2.0
C-	70 – 73	1.7
D	60 – 69	1.0
F	59 or below	0.0

Record Keeping

It is your responsibilities to keep copies of all handouts and other materials needed to perform well and document your work in the class should questions arise. Copies of missed handouts, lecture notes, etc. should be secured from fellow students.

Honesty Policy

All students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academic careers. The penalties for academic dishonesty are severe and ignorance is not an acceptable defense. The full version of "A Culture of Honesty: Politics and Procedures" detailing UGA's policies on this matter can be found on the Internet at <http://www.uga.edu/~vpaa>.

All academic work must meet the standards contained in "A Culure of History." Each student is responsible to inform themselves about those standards before performing any academic work.

Accommodations

If you have a disability and would like to request appropriate accommodations, please feel free to discuss this with me. All individuals receiving accommodation in the classroom must be registered with Disability Services. Please visit their website at <http://www.dissvcs.uga.edu> for further information.

Academic Calendar

<i>Spring Semester 2007</i>	
(Based on 50 minute classes (M-W-F), 75 minute classes (Tu-Th), 15 weeks of classes, 75 days of classes.)	
Orientation	Jan. 3, W
Advisement	Jan. 4, Th
Late Registration	Jan. 5, F
Classes begin	Jan. 8, M
Drop/Add for undergraduate-level courses (1000-5999)	Jan. 8-11, M-Th
Holiday (M.L.K. Day)	Jan. 15, M
Midterm	Feb. 26, M
Midpoint Withdrawal Deadline	Mar. 1, Th
Last day of classes (prior to Spring Break)	Mar. 9, F
Spring Break	Mar. 12-16, M-F
Classes Resume	Mar. 19, M
Classes End	Apr. 30, M
Reading Day	May 1, Tu
Final Exams	May 2-4, W-F & 7-8, M-Tu
Commencement	May 12, Sa
Grades Due	May 14, M

Course Overview

		GSTEP	Topics	Readings / Assignments	
Week 1 Jan 9		Knowledge of Student & their Learning	Introduction & Syllabus Who are our students today?	Syllabus Howe & Strauss (2000) – chp. 1	
Week 2 Jan 16			Are they really different? <i>Guest speaker – Dr. T.R. Reeves</i> Syllabus	Prensky (2001) Reeves & Oh (in press) <i>Begin playing your game</i>	
Week 3 Jan 23	NCSS 1 – 10 Strands	Content & Curriculum Knowledge of Student & their Learning Learning Environment Planning & Instruction	Play <i>Guest speaker – Dr. L.P. Rieber</i> Simulations	Rieber, Smith, & Noah (1998) Rieber, (1996) Chiodo & Flaim (1993) Lunce (2006) <i>Reaction paper</i>	
Week 4 Jan 30			Electronic Simulations	Teague & Teague (1995) Gillespie (1972) Berson (1996) <i>Reaction paper</i>	
Week 5 Feb 6			Simulations and pedagogy <i>Guest speaker – Dr. R. VanSickle</i>	Shields (1996) Pierce & Terry (2000) VanSickle (1986) <i>Reaction paper</i>	
Week 6 Feb 13			Introduction to role play <i>Guest speaker – Dr. J. Hoge</i> Role playing heritage in a minute	van Ments (1999) – chps. 1, 3-4	
Week 7 Feb 20			Role playing history	van Ments (1999) – chps. 5-6 <i>Reaction paper</i>	
Week 8 Feb 27			Role play and pedagogy	van Ments (1999) – chp. 8 Shaftel & Shaftel (1982) – chp. 13	
Week 9 Mar 6			Content & Curriculum Learning Environment	Games Educational games	Gee (2003) – chp. 1 Dickey (2006) <i>Reaction paper</i>
<i>Spring Break</i>				Gee (2003) – chps. 2-3	
Week 10 Mar 20	NCSS 1 – 10 Strands	Content & Curriculum	Low & medium tech gaming <i>Guest speaker – Dr. L.P. Rieber</i>	Rieber, Barbour, Thomas & Rauscher (in press)	
Week 11 Mar 27		Assessment	PowerPoint games <i>Guest speaker – Ms. G.B. Thomas</i>	Rieber (n.d.) Parker (2004)	
Friday, March 30 – Student Minutes Johnson High School			<i>Heritage minute project</i>		
Week 12 Apr 3	NCSS 1 – 10 Strands	Content & Curriculum Knowledge of Student & their Learning Learning Environment Planning & Instruction	Online games <i>Guest speaker – Dr. J.P. Gee (video conference)</i>	Gee (2003) – chps. 4-5 <i>Reaction paper</i>	
Week 13 Apr 10			Commercial games <i>Guest speaker – Dr. K.D. Squires (video conference)</i>	Gee (2003) – chp. 6 Squires (2005) <i>PowerPoint game project</i>	
Week 14 Apr 17			Informal learning and video games <i>Guest speaker – Dr. T Satwicz</i>	Gee (2003) – chp. 7 Stevens, Satwicz & McCarthy (in preparation) <i>Reaction paper</i>	
Week 15 Apr 23			Professionalism	Gaming and pedagogy Showcase <i>Guests – Everyone</i>	Gee (2003) – chp. 8 Gee (2005) Evans & Barbour (submitted) <i>Simulation project</i>

Required Readings

- Berson, M. J. (1996). Effectiveness of computer technology in the social studies: A review of the literature. *Journal of Research on Computing in Education*, 28(4), 86-99.
- Chiodo, J. J., & Flaim, M. L. (1993). The link between computer simulations and social studies learning: Debriefing. *Social Studies*, 84(3), 119-121.
- Dickey, M. D. (2006). Girl gamers: the controversy of girl games and the relevance of female-oriented game design for instructional design *British Journal of Educational Technology*, 37(5), 785-793.
- Evans, M. & Barbour, M. (Submitted – July 2006). "I need a green axe": Video games and your social studies classroom. *Social Education*.
- Gee, J. P. (2003). *What video games have to teach us about learning and literacy*. New York: Palgrave Macmillan.
- Gee, J. P. (2005). What would a state of the art instructional video game look like? [Electronic Version]. *Innovate*, 1(6). Retrieved August 7, 2005 from <http://www.innovateonline.info/index.php?view=article&id=80&action=article>
- Gillespie, J. A. (1972). Analyzing and evaluating classroom games. *Social Education*, 36, 33-42, 94.
- Howe, N., & Strauss, W. (2000). *Millennials rising: The next great generation* New York: Vintage Books.
- Lunce, L. M. (2006). Simulations: Bringing the benefits of situated learning to the traditional classroom. *Journal of Applied Educational Technology*, 3(1). Retrieved December 13, 2006 from http://www.eduquery.com/jaet/JAET3-1_Lunce.pdf
- Parker, J. S. (2004). Evaluating the impact of project based learning by using student created PowerPoint games in the seventh grade language arts classroom. *Instructional Technology Monographs* 1(1). Retrieved December 8, 2004 from <http://projects.coe.uga.edu/itm/archives/fall2004/JPARKER.HTM>.
- Pierce, J. & Terry, K. (2000). Breathe life into history through story in the elementary classroom. *Southern Social Studies Journal*, 25(2), 77-90.
- Prensky, M. (2001). Digital natives, digital immigrants – Part II: Do they really think differently? *On the Horizon*, 9(6). Retrieved September 25, 2006 from <http://www.marcprensky.com/writing/Prensky%20-%20Digital%20Natives,%20Digital%20Immigrants%20-%20Part1.pdf>
- Reeves, T. C., & Oh, E. J. (in press). Generation differences and educational technology research. In J. M. Spector, M. D. Merrill, J. J. G. van Merriënboer & M. P. Driscoll (Eds.), *Handbook of research on educational communications and technology* (3rd ed.). Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.

- Rieber, L. P. (n.d.). Homemade Powerpoint games: A constructionist alternative to webquests. Retrieved November 10, 2006 from <http://it.coe.uga.edu/wwild/pptgames/ppt-games-paper.html>
- Rieber, L. P. (1996). Seriously considering play: Designing interactive learning environments based on the blending of microworlds, simulations, and games. *Educational Technology Research & Development*, 44(2), 43-58.
- Rieber, L. P., Smith, L., & Noah, D. (1998). The value of serious play. *Educational Technology*, 38(6), 29-37.
- Rieber, L. P., Barbour, M. K., Thomas, G., & Rauscher, D. (in press). What makes games compelling? In C. T. Miller (Ed.), *Games: Their purpose and potential in education* New York: Springer Publishing.
- Shaftel, F. R. & Shaftel, G. (1982). *Role playing in the curriculum*. (2nd ed.). Englewood, NJ: Prentice Hall Inc.
- Shields, P. (1996). Experiencing learning through simulations and projects. Classroom tips. *Canadian Social Studies*, 30(3), 142-143.
- Squires, K. (2005). Changing the game: What happens when video games enter the classroom? *Innovate*, 1(5). Retrieved November 17, 2006 from <http://www.innovateonline.info/index.php?view=article&id=82>
- Stevens, R., Satwicz, T., & McCarthy, L. (in preparation). In game, in room, in world: Reconnecting video game play to the rest of kids' lives. In K. Salen (Ed.), *Ecology of games: Macarthur Foundation series on digital media and learning*.
- Teague, M., & Teague, G. (1995). Planning with computers - A social studies simulation. *Learning and Leading with Technology*, 23(1), 20, 22.
- Van Ments, M. (1999). *The effective use of role-play: A handbook for teachers and trainers*. Philadelphia, PA: Kogan Page Publishers.
- VanSickle, R. L. (1986). A quantitative review on instructional simulation gaming: A twenty-year perspective. *Theory and Research in Social Education*, 14, 245-264.

Supplemental Resources

- Barnes, M. K. (1998). Hot on the campaign trail! Teaching social studies through drama. *Social Education*, 62(4), 218-221.
- Brozik, D. & Zapalska, A. (1999). Interactive classroom economics: The market game. *Social Studies*, 90(6), 278-282.
- Dickey, M. D. (2005). Engaging by design: How engagement strategies in popular computer and video games can inform instructional design. *Educational Technology Research & Development*, 53(2), 67-83.
- Dickey, M. D. (2006). Game design narrative for learning: Appropriating adventure game design narrative devices and techniques for the design of interactive learning environments. *Educational Technology Research & Development*, 54(3), 245-263.

- Loftus, G. R., & Loftus, E. F. (1983). *Mind at play: The psychology of video games*. New York: Basic Books.
- Lush, N. W. & Tamura, E.H. (1999). Teaching history through simulation: The Guomindang-communist struggle in rural China. *History Teacher*, 32(3), 355-380.
- Prensky, M. (2006). *Don't bother me mom – I'm learning!* St. Paul, MN: Paragon House.
- Rieber, L. P., Luke, N., & Smith, J. (1998). Project KID DESIGNER: Constructivism at work through play. *Meridian: Middle School Computer Technology Journal*, 1(1). Retrieved November 10, 2006 from http://www.ncsu.edu/meridian/jan98/feat_1/kiddesigner.html
- Rieber, L. P., & Matzko, M. J. (2001). Serious design of serious play in physics. *Educational Technology*, 41(1), 14-24.
- Schwartz, P. (1997). Where's Waldo and what is he thinking? A search for critical thinking in the classroom. *Canadian Social Studies*, 32(1), 22-23, 27.
- Tapscott, D. (1998). *Growing Up Digital: The Rise of the Net Generation*. New York: McGraw Hill Inc.
- Wolf, M. J. P. (1997). *The medium of the video game*. Austin, TX: University of Texas Press.
- Wolf, M. J. P., & Perron, B. (2003). *The video game theory reader*. New York: Routledge.

National Council for the Social Studies (NCSS)

<http://www.ncss.org/standards/>

In essence, social studies promote knowledge of and involvement in civic affairs. And because civic issues - such as health care, crime, and foreign policy - are multidisciplinary in nature, understanding these issues and developing resolutions to them require multidisciplinary education. These characteristics are the key defining aspects of social studies.

Culture

The study of culture prepares students to answer questions such as: What are the common characteristics of different cultures? How do belief systems, such as religion or political ideals, influence other parts of the culture? How does the culture change to accommodate different ideas and beliefs? What does language tell us about the culture? In schools, this theme typically appears in units and courses dealing with geography, history, sociology, and anthropology, as well as multicultural topics across the curriculum.

Time, Continuity and Change

Human beings seek to understand their historical roots and to locate themselves in time. Knowing how to read and reconstruct the past allows one to develop a historical perspective and to answer questions such as: Who am I? What happened in the past? How am I connected to those in the past? How has the world changed and how might it change in the future? Why does our personal sense of relatedness to the past change? This theme typically appears in courses in history and others that draw upon historical knowledge and habits

People, Places, and Environment

The study of people, places, and human-environment interactions assists students as they create their spatial views and geographic perspectives of the world beyond their personal locations. Students need the knowledge, skills, and understanding to answer questions such as: Where are things located? Why are they located where they are? What do we mean by "region"? How do landforms change? What implications do these changes have for people? In schools, this theme typically appears in units and courses dealing with area studies and geography.

Individual Development and Identity

Personal identity is shaped by one's culture, by groups, and by institutional influences. Students should consider such questions as: How do people learn? Why do people behave as they do? What influences how people learn, perceive, and grow? How do people meet their basic needs in a variety of contexts? How do individuals develop from youth to adulthood? In schools, this theme typically appears in units and courses dealing with psychology and anthropology.

Individuals, Groups, and Institutions

Institutions such as schools, churches, families, government agencies, and the courts play an integral role in people's lives. It is important that students learn how institutions are formed, what controls and influences them, how they influence individuals and culture, and how they are maintained or changed. Students may address questions such as: What is the role of institutions in this and other societies? How am I influenced by institutions? How do institutions change? What is my role in institutional change? In schools this theme typically appears in units and courses dealing with sociology, anthropology, psychology, political science, and history.

Power, Authority, and Governance

Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. In exploring this theme, students confront questions such as: What is power? What forms does it take? Who holds it? How is it gained, used, and justified? What is legitimate authority? How are governments created, structured, maintained, and changed? How can individual rights be protected within the context of majority rule? In schools, this theme typically appears in units and courses dealing with government, politics, political science, history, law, and other social sciences.

Production, Distribution, and Consumption

Because people have wants that often exceed the resources available to them, a variety of ways have evolved to answer such questions as: What is to be produced? How is production to be organized? How are goods and services to be distributed? What is the most effective allocation of the factors of production (land, labor, capital, and management)? In schools, this theme typically appears in units and courses dealing with economic concepts and issues.

Science, Technology, and Society

Modern life as we know it would be impossible without technology and the science that supports it. But technology brings with it many questions: Is new technology always better than old? What can we learn from the past about how new technologies result in broader social change, some of which is unanticipated? How can we cope with the ever-increasing pace of change? How can we manage technology so that the greatest number of people benefit from it? How can we preserve our fundamental values and beliefs in the midst of technological change? This theme draws upon the natural and physical sciences, social sciences, and the humanities, and appears in a variety of social studies courses, including history, geography, economics, civics, and government.

Global Connections

The realities of global interdependence require understanding the increasingly important and diverse global connections among world societies and the frequent tension between national interests and global priorities. Students will need to be able to address such international issues as health care, the environment, human rights, economic competition and interdependence, age-old ethnic enmities, and political and military alliances. This theme typically appears in units or courses dealing with geography, culture, and economics, but may also draw upon the natural and physical sciences and the humanities.

Civic Ideals and Practices

An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies. Students confront such questions as: What is civic participation and how can I be involved? How has the meaning of citizenship evolved? What is the balance between rights and responsibilities? What is the role of the citizen in the community and the nation, and as a member of the world community? How can I make a positive difference? In schools, this theme typically appears in units or courses dealing with history, political science, cultural anthropology, and fields such as global studies, law-related education, and the humanities.

Georgia Systemic Teacher Education Program (GSTEP)

<http://www.coe.uga.edu/gstep/>

The Georgia Systemic Teacher Education Program has produced a Framework of six standards that account for the essential competencies of exemplary teachers. The six standards, and each of their sub-standards, are comprehensive and ambitious.

Content & Curriculum

Teachers demonstrate a strong knowledge of content area(s) appropriate for their certification levels.

Accomplished teachers:

- demonstrate knowledge of content, major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the subject(s) they teach;
- understand and use subject-specific content and pedagogical content knowledge (how to teach their subjects) that is appropriate for diverse learners they teach;
- stay current in their subject areas as engaged learners and/or performers in their fields;
- relate content area(s) to other subject areas and see connections to everyday life;
- carefully select and use a wide variety of resources, including available technology, to deepen their own knowledge in the content area(s); and
- interpret and construct school curriculum that reflects state and national content area standards.

Knowledge of Students & Their Learning

Teachers support the intellectual, social, physical, and personal development of all students.

Accomplished teachers:

- believe that all children can learn at high levels and hold high expectations for all;
- understand how learning occurs in general and in the content areas (e.g., how diverse learners construct knowledge, acquire skills, and develop habits of mind);
- are sensitive, alert, and responsive to all aspects of a child's well-being;
- understand how factors in environments inside and outside of school may influence students' lives and learning;
- are informed about and adapt their work based on students' stages of development, multiple intelligences, learning styles, and areas of exceptionalty; and
- establish respectful and productive relationships with families and seek to develop cooperative partnerships in support of student learning and well-being.

Learning Environments

Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

Accomplished teachers:

- create a learning community in which students assume responsibility, participate in decision making, and work both collaboratively and independently;
- organize, allocate, and manage time, space, activities, technology and other resources to provide active and equitable engagement of diverse students in productive tasks;
- understand and implement effective classroom management;
- recognize the value of and use knowledge about human motivation and behavior to develop strategies for organizing and supporting student learning;
- are sensitive to and use knowledge of students' unique cultures, experiences, and communities to sustain a culturally responsive classroom;
- access school, district, and community resources in order to foster students' learning and well being; and

- use effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Assessment

Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

Accomplished teachers:

- understand measurement theory and the characteristics, uses, and issues of different types of assessment;
- use pre-assessment data to select or design clear, significant, varied and appropriate student learning goals;
- choose, develop, and use classroom-based assessment methods appropriate for instructional decisions;
- involve learners in self-assessment, helping them become aware of their strengths and needs and encouraging them to set personal goals for learning;
- develop and use valid, equitable grading procedures based on student learning;
- use assessment data to communicate student progress knowledgeably and responsibly to students, parents, and other school personnel;
- use resources, including available technology, to keep accurate and up-to-date records of student work, behavior, and accomplishments; and
- are committed to using assessment to identify student strengths and needs and promote student growth.

Planning & Instruction

Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

Accomplished teachers:

- articulate clear and defensible rationales for their choices of curriculum materials and instructional strategies;
- plan and carry out instruction based upon knowledge of content standards, curriculum, students, learning environments, and assessment;
- understand and use a variety of instructional strategies appropriately to maintain student engagement and support the learning of all students;
- monitor and adjust strategies in response to learner feedback;
- vary their roles in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students;
- use appropriate resources, materials, and technology to enhance instruction for diverse learners; and
- value and engage in planning as a collegial activity.

Professionalism

Teachers recognize, participate in, and contribute to teaching as a profession.

Accomplished teachers:

- continually examine and extend their knowledge of the history, ethics, politics, knowledge of the history, ethics, politics, organization, and practices of education;
- understand and implement laws related to rights and responsibilities of students, educators, and families;
- follow established codes of professional conduct, including school and district policies;
- systematically reflect on teaching and learning to improve their own practice;
- seek opportunities to learn based upon reflection, input from others, and career goals;
- advocate for curriculum, instruction, learning environments, and opportunities that support the diverse needs of and high expectations for all students; and
- assume leadership and support roles as part of a school team.

Classroom Climate & Department: A Free and Open Exchange of Ideas

[Adapted from Dr. Kathryn Roulston]

As a student at The University of Georgia, the free discourse of ideas should be expected. We believe the open exchange of ideas is necessary for learning. You may find that some of the class readings and discussions challenge your views. We expect openness to difference and a willingness to interpret issues from perspectives that may not be quite so comfortable for you.

We have opinions, and will express those. You are free to express either agreement or disagreement without fear of consequences. This does not mean of course, that we may not challenge your views or disagree with them. But it does mean that you will experience no consequences for disagreeing with us. If you feel that I am violating this commitment, please arrange an appointment to discuss the issue.

Please be sensitive in your class participation by not unfairly dominating discussions. Our goal is to create a psychologically safe space in which everyone feels that they can participate in the discussion. This does not mean people cannot disagree. This does not mean people cannot have emotions connected to their words. What it does mean is that we all need to be sensitive, appreciative, and respectful, no matter how strongly we might disagree.

Cell phones should be turned off during class unless you are attending the class with the expectation of an impending emergency or crisis that will demand your immediate response. In such cases, please notify one of us at the start of the class, set your phone to vibrate and sit near the door so that you can easily respond to your caller. A collection of other behaviors, including excessive talking, use of profanity, making faces, interrupting, reading the newspaper after class starts, being rude, and disrespecting others will be unavoidably noted. If we become aware of these or other disruptive behaviors we will approach you privately and request that they cease. If they do not, your participation and attendance score will be reduced. If these behaviors are extreme or become habitual we will take further action to remedy the situation.