

## Syllabus

### Course Overview

Learning is the heart of education, from elementary school to doctoral studies. In preschool and kindergarten, students learn the foundational building blocks for learning: preliteracy skills, premath skills and, ideally, a love of learning. The role of the teacher is to teach them and prepare them for future learning. In college, students learn at a higher level and begin to undertake discipline-specific learning. The faculty role is to teach them not just content but *how* to think. Faculty at research institutions remain focused on their own continued learning through research. Faculty at both teaching and research institutions also focus on the scholarship of teaching and learning, developing their own craft of teaching.

In the complex educational institutions of today, learning (and the practice of teaching that enables it) has never been more important. Although external forces and increased accountability mean institutions are measuring graduating rates, persistence, and productivity with greater precision and higher stakes than ever before, learning remains the heart of the educational endeavor. In fact, a focus on student learning is arguably the best strategy toward achieving accountability measures: students who learn, persist and graduate.

In this course, as a scholar-practitioner within an educational environment, you will explore how to lead change to improve student learning. You will begin by identifying a key area where students are having difficulty learning, consider current strategies used to address the problem, and develop a strategic plan to improve student learning in an educational context. You will consider how to design the first day of class to engage students in learning, how technology has transformed the way students learn, and how the ongoing scholarship of teaching and learning can serve as a foundation for faculty engagement in developing their teaching craft.

Click **Welcome to The Future of Teaching and Learning: Issues for the Educational Leader** for an introduction to the course.

### Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Analyze future issues and opportunities in teaching and learning based on an investigation of present and historical trends in education.
- 2 Interpret the transformative nature of technology on teaching and learning.
- 3 Determine potential strategies to advance the effectiveness of teaching and learning within an educational setting.
- 4 Develop a plan as an educational leader to facilitate systemic change in teaching and learning that integrates theory and practice.
- 5 Communicate in a manner that is scholarly, professional, and consistent with expectations for professionals in the field of education.

### Course Prerequisites

*There are no prerequisites for this course.*

## Syllabus >> Course Materials

### Required

The materials listed below are required to complete the learning activities in this course.

### Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

#### Hardware

Capella University requires learners to meet certain minimum [computer requirements](#). The following hardware may go beyond those minimums and is required to complete learning activities in this course. **Note:** If you already have the following hardware, you do not need to purchase it. Visit the [Course Materials](#) page on Campus for more information.

Headset with microphone

Headset with microphone

### Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Aditomo, A., Goodyear, P., Bliuc, A., & Ellis, R. A. (2013). [Inquiry-based learning in higher education: Principal forms, educational objectives, and disciplinary variations](#). *Studies in Higher Education*, 38(9), 1239–1258, ISSN: 03075079.
- Barr, R. B., & Tagg, J. (1995). [From teaching to learning: A new paradigm for undergraduate education](#). *Change*, 27(6), 12–25.
- Black, P., Harrison, C., Lee, C., Marshall, B., & William, D. (2004). [Working inside the black box: Assessment for learning in the classroom](#). *Phi Delta Kappan*, 86(1), 9–12.
- Brown, P. C., Roediger, H. L., & McDaniel, M. A. (2014). [Make it stick: The science of successful learning](#). Cambridge, MA: Harvard University Press/Belknap. ISBN: 9780674729018.
- Budwig, N. (2013). [The learning sciences and liberal education](#). *Change*, 45(3), 40–48.
- Buller, J. L. (2014). [Change leadership in higher education: A practical guide to academic transformation](#). San Francisco, CA: Wiley.
- Cavanaugh, J. M., Giapponi, C. C., & Golden, T. D. (2016). [Digital technology and student cognitive development: The neuroscience of the university classroom](#). *Journal of Management Education*, 40(4), 374–397.
- Eskine, K. E., & Hammer, E. Y. (2017). [Students' perspectives on the first day of class: A replication](#). *International Journal for the Scholarship of Teaching and Learning*, 11(1), 1–6.
- Freeman, G. G., & Wash, P. D. (2013). [You can lead students to the classroom, and you can make them think: Ten brain-based strategies for college teaching and learning success](#). *Journal on Excellence in College Teaching*, 24(3), 99–120.
- Guskin, A. (1997). [Learning more, spending less](#). *About Campus*, 2(3), 4–9.

- Mbuva, J. M. (2015). Examining the effectiveness of online educational technological tools for teaching and learning and the challenges ahead. *Journal of Higher Education Theory and Practice*, 15(2), 113–127.
- Perlman, B., & McCann, L. (1999). Student perspectives on the first day of class. *Teaching of Psychology*, 26(4), 277–279.
- Smith, G. A. (2015). Why college faculty need to know the research about learning. *InSight: A Journal of Scholarly Teaching*, 10, 9–18.
- Villena-Alvarez, J. (2016). Academia's challenge: Training faculty to teach millennials in the digital age. *International Journal of Arts & Sciences*, 9(2), 373–384.
- Williams-Pierce, C. (2016). On reading and digital media: Rejoinder to "Digital Technology and Student Cognitive Development: The Neuroscience of the University Classroom." *Journal of Management Education*, 40(4), 398–404.
- Willits, F. K., & Brennan, M. A. (2016). Changing perceptions of the university as a community of learning: The case of Penn State. *International Journal Of Teaching & Learning In Higher Education*, 28(1), 66–74.

### External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Chickering, A. W., & Gamson, Z. F. (1987). Seven principles for good practice in undergraduate education [PDF]. *American Association of Higher Education Bulletin*, 39(7), 3–7. Retrieved from <http://files.eric.ed.gov/fulltext/ED282491.pdf>
- Perlman, B., & McCann, L. I. (2004). The first day of class [Blog post]. The Association for Psychological Science Observer. Retrieved from <http://www.psychologicalscience.org/observer/the-first-day-of-class#.WJSiVMrJph>
- Silva, E., & White, T. (2013). Pathways to improvement: Using psychological strategies to help college students master developmental math [PDF]. Carnegie Foundation for the Advancement of Teaching. Retrieved from [https://www.carnegiefoundation.org/wp-content/uploads/2017/03/pathways\\_to\\_improvement.pdf](https://www.carnegiefoundation.org/wp-content/uploads/2017/03/pathways_to_improvement.pdf)
- The Carnegie Foundation for the Advancement of Teaching. (n.d.). Our ideas: Using improvement science to accelerate learning and address problems of practice. Retrieved from <https://www.carnegiefoundation.org/our-ideas/>
- The Carnegie Foundation for the Advancement of Teaching. (n.d.). Productive persistence. Retrieved from <https://www.carnegiefoundation.org/in-action/carnegie-math-pathways/productive-persistence/>
- The International Center for Supplemental Instruction. (n.d.). What is supplemental instruction? University of Missouri-Kansas City. Retrieved from <http://info.umkc.edu/si/>
- Wesch, M. (2009). From knowledgable to knowledge-able: Learning in new media environments [Blog post]. The academic commons. Retrieved from <http://www.academiccommons.org/2014/09/09/from-knowledgable-to-knowledge-able-learning-in-new-media-environments/>
- Wesch, M. (2017). Michael Wesch: What inspired me to redesign my syllabus [Blog post]. ACUE Community. Retrieved from <https://community.acue.org/blog/michael-wesch-rethink-teaching/>

### Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

### Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

### Library

The following optional readings may be available in the Capella University Library. To find specific readings by journal or book title, use Journal and Book Locator. Refer to the Journal and Book Locator library guide to learn how to use this tool. If the full text is not available, you may be able to request a copy through the Interlibrary Loan service.

- Bryk, A., Gomez, L., Grunow, A., & LeMahiu, P. (2015). Learning to improve: How America's schools can get better at getting better. Carnegie Foundation for the Advancement of Teaching. Cambridge, MA: Harvard Education Press.

### External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Association of College and University Educators (ACUE). (n.d.). [ACUE Newsletter](https://community.acue.org/newsletter/). Retrieved from <https://community.acue.org/newsletter/>
- U.S. Department of Education. (n.d.). [Family Educational Rights and Privacy Act \(FERPA\)](https://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html) <https://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>
- U.S. Department of Health & Human Services. (n.d.). [Summary of the HIPAA privacy rule](https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html) <https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html>

## Projects

### Project >> Teaching/Learning Strategy Implementation Plan

#### Project Overview

Your course project is designed to help you think critically about teaching and learning through study of teaching/learning paradigms and identification of current areas where students struggle to meet learning outcomes. You will consider strategies used to improve student learning outcomes. At the end of the course, you will develop a plan, grounded in the literature, to implement a strategy to improve student learning within your educational context.

The final outcome of your work will be a 16–20 page paper that includes 1) a discussion of a teaching/learning problem; 2) a strategy to address the teaching/learning problem; and 3) an implementation plan. It will integrate scholarship and practice to address a chosen contemporary teaching/learning problem to improve student learning. The project components consist of the three following assignments:

u03a1: Improving Student Learning – (4–5 pages)

For this assignment, you will consider your own educational context and a literature review to identify a teaching/learning challenge within a specific educational environment. Your chosen problem will form the basis for all three assignments.

u07a1: Exploring a Teaching-Learning Issue – (8–10 pages)

From the literature, you will identify a strategy to address the chosen teaching/learning problem from Assignment 1.

u10a1: Teaching-Learning Strategy Implementation Plan (4–5 pages)

Synthesizing scholarship and practice, you will develop an implementation plan to use the strategy identified in Assignment 2 to address the teaching/learning problem identified in Assignment 1. This paper is a compilation of all three assignments (with modifications).

*Note:* While learning is the focus of education across levels (kindergarten to doctoral work), the contexts vary significantly. In this course, you will consider learning across the educational spectrum. As you work on your own project, you are encouraged to consider a student learning problem that is particular to your own educational context.

## Unit 1 >> Teaching and Learning: The First Day of Class

### Introduction

On the first day of class, faculty have a powerful opportunity to welcome students into a community of learning and set the stage for a shared learning experience. What happens in many classes, however, is a lecture-style overview of the syllabus that often includes a focus on what *not* to do in the class, penalties for late work, and a list of due dates for major assignments.

In this unit, you will explore how to make the first day of class a meaningful learning experience. You will also begin to work on your course project by beginning to identify an area where students continue to struggle with learning. The problem you identify by Unit 3 will be the topic for your course project.

### Learning Activities

## u01s1 - Studies

### Readings

Use the Capella University Library to read the following:

- Eskine, K., & Hammer, E. (2017). [Students' perspectives on the first day of class: A replication](#). *International Journal for the Scholarship of Teaching and Learning*, 11(1), 1–6.
- Perlman, B., & McCann, L. (1999). [Student perspectives on the first day of class](#). *Teaching of Psychology*, 26(4), 277–279. This article stresses the importance of creating a learning environment from the first day of class.

Use the Internet to read the following:

- Perlman, B., & McCann, L. I. (2004). [The first day of class \[Blog post\]](#). The Association for Psychological Science. Retrieved from <http://www.psychologicalscience.org/observer/the-first-day-of-class#.WJSIMVMrJph>
- Wesch, M. (2017). [Michael Wesch: What inspired me to redesign my syllabus \[Blog post\]](#). ACUE Community. Retrieved from <https://community.acue.org/blog/michael-wesch-rethink-teaching/>

### Capella Resources

The following Campus and Capella University Library resources may be of help to you in this course:

- [Academic Honesty](#).
- [Capella University Library](#).
- [Tour the Capella Library](#).
- [How Do I Find Peer-Reviewed Articles?](#)
- [Introduction to the Writing Center](#).
- [Grammar Handbook](#).
- [APA Guide](#).
- [APA Style and Format](#).
- [The Annotated Bibliography](#).
- [Writing Feedback Tool](#).
- [Smarthinking](#). A Web based tutoring service, Smarthinking offers free custom critiques of your papers as well as real-time chats with online tutors. Plan ahead, as the turnaround time for feedback can be 24–48 hours.

### Optional Internet

Visit the ACUE Community Web site for additional blog posts and to sign up for the [ACUE Newsletter](#).

## u01s1 - Learning Components

- Identify strategies faculty can implement the first day of class to ensure student learning.
- Analyze findings from appropriate academic research articles in order to identify areas in which learners continue to struggle to meet learning outcomes.

## u01s2 - Course Project Preparation

Take this opportunity to read the course project, Teaching/Learning Strategy Implementation Plan, and assignment 3 descriptions, including the project requirements and assessment criteria.

You will discuss current teaching/learning problems and potential course project topics in a Unit 1 discussion. Begin thinking about teaching/learning problems in your educational context. In what ways do learners continue to struggle to meet student learning outcomes?

Contact your instructor before each project assignment for additional information or clarification if needed.

In addition, refer to the [Writing Center](#) and other resources as you prepare to complete the project.

u01s2 - Learning Components

- Apply a teaching/learning strategy within an educational context.

### **u01s3 - Exploring a Teaching/Learning Problem**

Using the Capella library, select and read two articles that address a teaching/learning problem in your educational context.

Over the next three weeks, you will begin to identify potential strategies to improve student learning in this area. At this point, however, your focus should be on deepening your understanding of a teaching/learning problem.

As you read, take notes and integrate what you have learned into your draft for your first assignment.

u01s3 - Learning Components

- Analyze findings from appropriate academic research articles in order to identify areas in which learners continue to struggle to meet learning outcomes.
- Explain a teaching/learning problem to colleagues.

### **u01s4 - Your Online ePortfolio**

Online ePortfolios serve two key purposes: 1) to support learning and reflection, and 2) to be used as a showcase tool. Your learning journey can be documented, and ePortfolios contribute to lifelong learning and growth through reflection and sharing. Online ePortfolios can also be shared with employers and peers to present artifacts that demonstrate your accomplishments at Capella.

## **Using ePortfolio to Prepare for Your Capstone**

Your program may culminate in a capstone course. At that time you may be required to show evidence of your learning throughout the program by referring to multiple assessments that you have created. You will be telling a story about your learning throughout the program using artifacts you have collected during many of these courses.

## **Using ePortfolio to Build Your Career**

As you are preparing to tell your story in the professional world, leverage your ePortfolio artifacts to demonstrate the knowledge and competencies you have gained through your program in professional conversations, performance reviews, and interviews.

To do that, reflect on the knowledge and skills you have gained from your courses and the elements you have put in your portfolio, along with how you have already applied these things to your professional life or how you might apply them in the future.

Next, create your story or talking points to tell your professional story.

## **Saving Your Documents to ePortfolio**

You will need a place to store your documents in an organized fashion so that you can access them at a later date. Do not rely on the courseroom for storage, as you will lose access to the courseroom after you have completed the course. Capella uses a cloud-based portfolio platform to facilitate your organization of the artifacts you create throughout your program.

To make an online portfolio useful, it is essential that it is organized clearly and that important files of any format are accessible. Read the [Online ePortfolio Guidelines \[PDF\]](#) to ensure you set up your online portfolio correctly. For more information on ePortfolio visit the Campus [ePortfolio](#) page.

## **Privacy Statement**

Capella complies with privacy laws designed to protect the privacy of personal information. While you may voluntarily share your own information publicly, you are obligated to protect the personal information of others that may be associated with your academic or professional development. Before sharing information and material in any ePortfolio that is set up to be shared externally to your program at Capella, please consider privacy obligations in relation to protected populations who may be included or referenced in your academic or clinical work. Refer to the [Family Educational Rights and Privacy Act \(FERPA\)](#) and/or the [Health Insurance Portability and Accountability Act \(HIPAA\)](#) if you have specific questions or concerns about your choices.

### **u01d1 - The First Day of Class**

In the readings for this unit, scholars argued that the first day of class and the syllabus should be designed to invite students into a learning experience.

Describe the strategy recommended in the articles that resonates with you most. If you were teaching a class (K–12 or higher education), how would you design your first class, online learning experience, or syllabus? Explain why you would design it this way.

### **Response Guidelines**

Read and respond to the posts of two learners. Discuss how the strategies identified would impact learning in your educational environment. Explain why.

Course Resources

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Graduate Discussion Participation Scoring Guide

#### **u01d1 - Learning Components**

- Apply a teaching/learning strategy within an educational context.
- Identify strategies faculty can implement the first day of class to ensure student learning.
- Analyze findings from appropriate academic research articles in order to identify areas in which learners continue to struggle to meet learning outcomes.
- Explain a teaching/learning problem to colleagues.
- Analyze scholarly writing to identify teaching/learning problems.
- Analyze scholarly writing to apply strategies to a teaching/learning problem.

### **u01d2 - Identifying a Teaching/Learning Problem**

Based on your readings in the third study for this unit, identify one or two areas in which students continue to struggle to meet learning outcomes or fail to develop the expected knowledge, skills, or application.

### **Response Guidelines**

Read and respond to the posts of two learners. Comment on the problem areas they identified. Describe any experience with similar struggles in your environment. What strategies to facilitate student learning in these areas have you seen?

Course Resources

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Graduate Discussion Participation Scoring Guide

#### **u01d2 - Learning Components**

- Analyze findings from appropriate academic research articles in order to identify areas in which learners continue to struggle to meet learning outcomes.
- Explain a teaching/learning problem to colleagues.
- Analyze scholarly writing to identify teaching/learning problems.
- Analyze scholarly writing to apply strategies to a teaching/learning problem.

### **u01d3 - Multimedia Welcome**

Please create a 1–2 minute welcome message presentation using Kaltura, PowerPoint, or similar software and upload the presentation. Refer to Using Kaltura or the Capella library guide on PowerPoint presentations (linked in Resources) for assistance.

In your message, state what you hope to learn from this course and any initial thoughts on teaching and learning.

Use your headset with a microphone to record yourself talking to your audience for a minute or two to check the sound quality and your ability to record and upload the presentation.

To make your recorded information accessible to all learners, plan to post notes or a transcript of your audio in the discussion.

No response is required for this discussion.

*Note:* If you require the use of assistive technology or alternative communication methods to participate, please contact Disability Services (linked in Resources) to request accommodations.

Course Resources

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[Guidelines for Effective PowerPoint Presentations \[PPTX\]](#)

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[Using Kaltura](#)

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[Disability Services](#)

u01d3 - Learning Components

- Explain a teaching/learning problem to colleagues.

## Unit 2 >> From an Instruction Paradigm to a Learning Paradigm

### Introduction

In the 1990s, scholars and practitioners began to reflect on how we measure our effectiveness within educational institutions. Barr and Tagg (1995) challenged educators to shift their focus from an emphasis on teaching to an emphasis on learning. This paradigm shift has significant potential for transforming institutions—including the focus of their efforts and their internal and external methods of measurement and accountability. Most importantly, it has potential to improve student learning.

In this unit, you will apply the teaching-learning paradigm to your own professional practice and explore high-impact teaching practices that lead to improved student learning. You will also continue to identify a teaching-learning problem from the literature.

Reference

Barr, R., & Tagg, J. (1995). From teaching to learning: A new paradigm for undergraduate education. *Change*, 27(6), 12–25.

### Learning Activities

u02s1 - Studies

## Readings

Use the Capella library to read the following:

- Barr, R. B., & Tagg, J. (1995). [From teaching to learning: A new paradigm for undergraduate education](#). *Change*, 27(6), 12–25.
- Black, P., Harrison, C., Lee, C., Marshall, B., & William, D. (2004). [Working Inside the black box: Assessment for learning in the classroom](#). *Phi Delta Kappan*, 86(1), 9–12. This is a seminal article concerning measurement.
- Guskin, A. (1997). [Learning more, spending less](#). *About Campus*, 2(3), 4–9.

Use the Internet to read the following:

- Chickering, A. W., & Gamson, Z. F. (1987). [Seven principles for good practice in undergraduate education \[PDF\]](#). *American Association of Higher Education Bulletin*, 39(7), 3–7. Retrieved from <http://files.eric.ed.gov/fulltext/ED282491.pdf>

#### u02s1 - Learning Components

- Analyze appropriate academic research articles and findings in order to identify strategies that can address a teaching/learning problem.
- Analyze how a high-impact teaching practice can improve student learning.
- Describe how a shift from an "instruction paradigm" to a "learning paradigm" changes the learning experience.

#### u02s2 - Preparation - Exploring a Teaching/Learning Problem

Use the Capella library and the Internet to complete the following:

- Read two articles of your choice that address the teaching/learning problem you identified in Unit 1. Focus on better understanding the problem *or* considering potential strategies to improve student learning in this area. As you read, take notes and integrate what you have learned into your draft for the first assignment.
- Read the Improving Student Learning scoring guide for the upcoming assignment.
- Read the [Topic Exploration Literature Guide: Education Leadership & Management](#).

#### u02s2 - Learning Components

- Analyze appropriate academic research articles and findings in order to identify strategies that can address a teaching/learning problem.

#### u02d1 - Instructional Versus Learning Paradigm

In the 1990s, a shift of focus from teaching to learning led to a new emphasis on how educational institutions measure success in education.

Consider your own educational setting:

- Which conceptual framework prevails: an instructional paradigm or a learning paradigm?
- How does this play out?
- What language is used to describe the teaching/learning experience?
- How do students/faculty benefit from the current learning paradigm?
- Which paradigm aligns with your current involvement in teaching/learning?

## Response Guidelines

Read and respond to the posts of two learners. In what ways do your institutional paradigms align? In what ways do they differ?

#### Course Resources

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#### Graduate Discussion Participation Scoring Guide

#### u02d1 - Learning Components

- Describe how a shift from an "instruction paradigm" to a "learning paradigm" changes the learning experience.
- Analyze scholarly writing to identify teaching/learning problems.
- Analyze scholarly writing to apply strategies to a teaching/learning problem.

#### u02d2 - The Scholarship of Teaching and Learning

A focus on the scholarship of teaching and learning over the last several decades has provided educators with key strategies for improving learning.

After reading the articles regarding the scholarship of teaching and learning, choose one principle that might address the teaching/learning problem you have identified.

In your own educational setting, how is this strategy currently used to improve student learning? In what ways might one of these principles address the student learning challenges you identified in Unit 1? How do the strategies in these articles still hold value two to three decades later?

## Response Guidelines

Read and respond to the posts of two learners who chose strategies different from yours. Consider how their chosen strategies might support student learning in your educational setting.

Course Resources

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Graduate Discussion Participation Scoring Guide

u02d2 - Learning Components

- Analyze how a high-impact teaching practice can improve student learning.
- Analyze scholarly writing to identify teaching/learning problems.
- Analyze scholarly writing to apply strategies to a teaching/learning problem.

### Unit 3 >> Strategies to Improve Learning Outcomes

#### Introduction

With a focus on student learning, faculty across educational environments are engaged in craft-building strategies to improve student learning.

Using materials provided in this unit as well as literature from the Capella library, you will explore strategies used to address some persistent challenges in student learning and consider how these strategies might be used to address the teaching-learning problem you have been considering for the past two weeks. Your first assignment is due at the end of this week.

#### Learning Activities

u03s1 - Studies

## Readings

Use the Internet and the Capella library to read the following articles, the first four of which offer insights about strategies:

- Aditomo, A., Goodyear, P., Bliuc, A., & Ellis, R. A. (2013). [Inquiry-based learning in higher education: Principal forms, educational objectives, and disciplinary variations](#). *Studies in Higher Education*, 38(9).
- The Carnegie Foundation for the Advancement of Teaching. (n.d.). [Productive persistence](https://www.carnegiefoundation.org/inaction/carnegiemathpathways/productivepersistence/). Retrieved from <https://www.carnegiefoundation.org/inaction/carnegiemathpathways/productivepersistence/>
  - [Productive persistence tagged PDF](#).
- The International Center for Supplemental Instruction. (n.d.). What is supplemental instruction? University of Missouri-Kansas City. Retrieved from <http://info.umkc.edu/si/>
- Silva, E., & White, T. (2013). [Pathways to improvement: Using psychological strategies to help college students master developmental math \[PDF\]](#). The Carnegie Foundation for the Advancement of Teaching. Retrieved from [https://www.carnegiefoundation.org/wpcontent/uploads/2017/03/pathways\\_to\\_improvement.pdf](https://www.carnegiefoundation.org/wpcontent/uploads/2017/03/pathways_to_improvement.pdf)
- Wesch, M. (2009). [From knowledgable to knowledge-able: Learning in new media environments](#). The academic commons. Retrieved from <http://www.academiccommons.org/2014/09/09/from-knowledgable-to-knowledge-able-learning-in-new-media-environments/>

## Research

Use the Capella library to select several articles that identify strategies to address the teaching/learning problem you are considering for your course project.

## Multimedia

- Click **Authentic Learning With Technology** to explore creating an environment of authentic learning for students.

Course Resources

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Authentic Learning With Technology

## u03s1 - Learning Components

- Analyze findings from appropriate academic research articles in order to identify areas in which learners continue to struggle to meet learning outcomes.
- Apply a potential strategy to a chosen teaching/learning problem.
- Analyze strategies to address a teaching/learning problem.
- Justify from the literature, a rationale why a strategy would be effective to improve student learning.

## u03a1 - Improving Student Learning

For this assignment, you will consider your own professional context and a review of the literature to identify a teaching/learning problem within a specific educational context. This assignment provides a foundation for your course project and, with revisions, will serve as the first 4–5 pages of your final paper.

Read six or more additional articles from the Capella library that address the teaching/learning problem you identified in Unit 1. Refer to the Topic Exploration Quickstart Literature Guide: Education Leadership & Management (linked in Resources) for assistance.

Write a 4–5 page paper in which you complete the following:

- Summarize the teaching/learning problem you have chosen for investigation in this course.
  - Include at least two references from scholars who have also identified this as a teaching/learning problem.
  - Analyze the teaching/learning problem within the context of historical and current learning trends.
- Describe the educational context in which this problem occurs (such as second-grade mathematics, freshman composition, or online graduate courses).
  - Include at least two references from scholars regarding the importance of learning in this educational context.
- Describe how a learning paradigm can inform practitioners as they seek to address this problem.
- Describe a potential strategy to improve student learning in this area within a specific educational context.
  - Provide a rationale, including at least two references from the literature, to defend the effectiveness of this strategy to address the selected problem.

## Submission Requirements

- **Written communication:**
  - Communicate logical, scholarly ideas.
  - Use proper writing mechanics, grammar, spelling, and punctuation.
  - Written communication must be free of errors that detract from the overall message.
- **APA formatting:** Format the paper, including citations and references, according to current edition APA style and format.
- **Number of references:** Use a minimum of six scholarly references from peer-reviewed journals.
- **Length of paper:** 4–5 typed, double-spaced pages.
- **Font and font size:** Times New Roman, 12 points.

Read the Improving Student Learning scoring guide to verify you are meeting all grading criteria. Academic honesty is essential for all Capella assignments.

Course Resources

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[Education Leadership and Management Library Guide](#)

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[Writing Feedback Tool](#)

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[APA Style and Format](#)

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[Introduction to the Writing Center](#)

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[Principles and Procedures for Writing a Literature Review \[PDF\]](#)

### u03d1 - Strategies to Improve Student Learning

In recent decades, faculty have developed new strategies for addressing persistent areas in which students have difficulty meeting learning outcomes. Many of these incorporate technology.

After reading the strategies in this unit, identify the one that might most effectively address the teaching-learning problem you have chosen for your course project and apply it to the problem.

### Response Guidelines

Respond to the posts of two learners. Consider how the strategies identified by your peers might be used to address the teaching/learning problem you chose for your course project.

Course Resources

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Graduate Discussion Participation Scoring Guide

#### u03d1 - Learning Components

- Analyze appropriate academic research articles and findings in order to identify strategies that can address a teaching/learning problem.
- Apply a potential strategy to a chosen teaching/learning problem.
- Analyze strategies to address a teaching/learning problem.
- Analyze scholarly writing to identify teaching/learning problems.
- Justify from the literature, a rationale why a strategy would be effective to improve student learning.
- Analyze scholarly writing to apply strategies to a teaching/learning problem.

### u03d2 - Additional Strategy to Improve Student Learning

Summarize one additional strategy you identified during your review of articles in the last three weeks. Include the following:

1. Teaching/learning problem.
2. Overview of the strategy.
3. Conceptual framework/working theory upon which the strategy is based.
4. Measures of success.

### Response Guidelines

Read and respond to the posts of two learners. Consider how their strategies might be used to address the teaching/learning problem you identified for your course project.

Course Resources

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Graduate Discussion Participation Scoring Guide

#### u03d2 - Learning Components

- Analyze appropriate academic research articles and findings in order to identify strategies that can address a teaching/learning problem.
- Analyze findings from appropriate academic research articles in order to identify areas in which learners continue to struggle to meet learning outcomes.
- Apply a potential strategy to a chosen teaching/learning problem.
- Analyze strategies to address a teaching/learning problem.
- Analyze scholarly writing to identify teaching/learning problems.
- Justify from the literature, a rationale why a strategy would be effective to improve student learning.
- Analyze scholarly writing to apply strategies to a teaching/learning problem.
- Analyze strategies to address a teaching/learning problem.

### u03s2 - Preparation - Exploring Strategies for a Teaching/Learning Problem

## Research

Research the teaching/learning problem you are considering for your course project. Use the Capella library to select several articles that present strategies to address this problem.

u03s2 - Learning Components

- Analyze appropriate academic research articles and findings in order to identify strategies that can address a teaching/learning problem.
- Analyze strategies to address a teaching/learning problem.

### Unit 4 >> How Learning Science Can Improve Student Learning

#### Introduction

In recent years, scholars have researched the process of learning, with resulting implications regarding how to improve memory and data retention, as well as how a growth mind-set can increase persistence in the face of difficult learning challenges.

As you think about how to improve student learning outcomes related to your chosen problem, consider how learning science might offer solutions.

#### Learning Activities

u04s1 - Studies

## Readings

Use the Capella library to read:

- *Make It Stick: The Science of Successful Learning*:
  - Chapter 1, "Learning is Misunderstood," pages 1–22.
  - Chapter 2, "To Learn, Retrieve," pages 23–45.
  - An additional chapter of your choice.

## Multimedia

- Click **Growth Mindset** to learn what is meant by *growth mind-set* and the effect it has on learning.

u04s1 - Learning Components

- Apply current learning science to a chosen teaching/learning problem.
- Apply "growth mind-set" in an educational context.
- Describe possible conceptual frameworks/working theories regarding improvement science that address student learning.
- Explain a teaching/learning problem to colleagues.
- Provide an overview of a strategy to solve a teaching/learning problem.

u04d1 - Myths About How We Learn

Based on your initial chapter reading in this unit, discuss one myth about *how* we learn that has influenced how you (or your students) endeavor to learn.

Based on the additional chapter you read, discuss how the new learning science could be used to improve student learning. In what ways could learning science improve student learning outcomes for the teaching/learning problem you have identified?

## Response Guidelines

Read and respond to the posts of two learners. Choose at least one learner who read a chapter other than the one you read. Discuss how their insights could help improve student learning.

## Graduate Discussion Participation Scoring Guide

### u04d1 - Learning Components

- Apply current learning science to a chosen teaching/learning problem.
- Describe possible conceptual frameworks/working theories regarding improvement science that address student learning.
- Provide an overview of a strategy to solve a teaching/learning problem.
- Synthesize scholarly research to an appropriate depth.
- Identify differing scholarly perspectives concerning teaching/learning strategy.
- Apply principles of effective academic writing, displaying an appropriate depth of logical content and following of current APA guidelines.

### u04d2 - Growth Mind-Set

In what ways can you demonstrate a growth mind-set about teaching and learning? Discuss one way in which your institution or school demonstrates a growth mind-set and one way in which it demonstrates a fixed mind-set. How might you help facilitate a growth mind-set in your educational context?

## Response Guidelines

Read and respond to the posts of two learners. Based on the readings, share your own thinking about how a growth mind-set might be applied in their educational contexts.

## Graduate Discussion Participation Scoring Guide

### u04d2 - Learning Components

- Apply "growth mind-set" in an educational context.
- Describe possible conceptual frameworks/working theories regarding improvement science that address student learning.
- Provide an overview of a strategy to solve a teaching/learning problem.
- Synthesize scholarly research to an appropriate depth.
- Identify differing scholarly perspectives concerning teaching/learning strategy.
- Apply principles of effective academic writing, displaying an appropriate depth of logical content and following of current APA guidelines.

### u04s2 - Literature Review Preparation for Assignment 2

## Research

Complete the following:

- Consider the teaching/learning problem you selected for your course project. Select 1–2 articles from the Capella library that address the problem or strategy to address the problem.
- Summarize the findings of these articles and incorporate them into the literature review you are writing for the next assignment.
- Read the description and scoring guide for the Unit 7 Exploring a Teaching/Learning Issue assignment to confirm your comprehension of the grading criteria.

## Campus Resources

- [Principles and Procedures for Writing a Literature Review](#).
- [APA Style and Format](#).
- [The Writing Center](#).

### u04s2 - Learning Components

- Apply current learning science to a chosen teaching/learning problem.

- Provide an overview of a strategy to solve a teaching/learning problem.

## Unit 5 >> Understanding Learning Strategies

### Introduction

Deep learning is a key aim of faculty; faculty generally do not want students to simply memorize facts or concepts for a short period of time to score well on an exam. However, learning experiences and assessments are often designed to support this type of "learning," resulting in what students sometimes refer to as the "game" of education.

In this unit, you will explore strategies to improve student learning by improving student thinking. You will also continue to work on your course project by researching articles that expand your understanding of the teaching-learning problem or the strategy you have identified to address it.

### Learning Activities

#### u05s1 - Studies

## Readings

Use the Capella library to read the following:

- Budwig, N. (2013). [The Learning Sciences and Liberal Education](#). *Change*, 45(3), 40–48.
- Freeman, G. G., & Wash, P. D. (2013). [You can lead students to the classroom, and you can make them think: Ten brain-based strategies for college teaching and learning success](#). *Journal on Excellence in College Teaching*, 24(3), 99–120.

#### u05s1 - Learning Components

- Apply current learning science to a chosen teaching/learning problem.

#### u05s2 - Project - Literature Review Preparation

## Research

Consider the teaching/learning problem you selected for your course project, then complete the following:

- Select 1–2 articles from the Capella library that address the problem or strategy to address the problem.
- Summarize the findings of these articles and incorporate them into the literature review you are writing for the Unit 7 assignment.

Refer to the Exploring a Teaching/Learning Issue Scoring Guide for the grading criteria.

## Campus Resources

- [Principles and Procedures for Writing a Literature Review](#).
- [APA Style and Format](#).
- [The Writing Center](#).

#### u05s2 - Learning Components

- Apply current learning science to a chosen teaching/learning problem.
- Provide an overview of a strategy to solve a teaching/learning problem.

#### u05d1 - Designing Learning Experiences

With the Unit 5 readings in mind, discuss how you (or faculty in your educational setting) might apply learning science to improve student learning in a class you (or others) teach. What resistance might you face from faculty if you chose to integrate one of these strategies into courses across the curriculum?

## Response Guidelines

Read and respond to the posts of two learners. As you consider the challenges others anticipate, discuss strategies they might use to facilitate faculty engagement.

Course Resources

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Graduate Discussion Participation Scoring Guide

u05d1 - Learning Components

- Apply current learning science to a chosen teaching/learning problem.
- Synthesize scholarly research to an appropriate depth.
- Apply principles of effective academic writing, displaying an appropriate depth of logical content and following of current APA guidelines.

### u05d2 - Deep Learning and Adaptive Expertise

In your readings, *deep learning* and *adaptive expertise* are cited as key elements from learning science that are often not effectively integrated into teaching/learning environments. How might curricula be designed with these two elements in mind?

## Response Guidelines

Read and respond to the posts of two learners. Provide your thoughts on ideas from the posts that you may also integrate into your teaching/learning environment.

Course Resources

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Graduate Discussion Participation Scoring Guide

u05d2 - Learning Components

- Describe possible conceptual frameworks/working theories regarding improvement science that address student learning.
- Provide an overview of a strategy to solve a teaching/learning problem.
- Synthesize scholarly research to an appropriate depth.
- Apply principles of effective academic writing, displaying an appropriate depth of logical content and following of current APA guidelines.

## Unit 6 >> How Technology Has Transformed Teaching and Learning

### Introduction

In recent decades, technology has transformed the student learning experience in both the face-to-face classroom through the introduction of vast amounts of technology, and in the online environment through creation of entire courserooms and other educational experiences. Reflective teachers must understand the transformative nature of technology on the learning experience and become adept users of educational technology to support improved student learning outcomes.

In this unit, you will consider the role of technology in the learning experience as well as how faculty development can be designed to leverage technology in service of improved student learning. You will continue work on your course project and update your peers on the learning problem you have identified as well as the strategy you have chosen to improve student learning outcomes.

### Learning Activities

#### u06s1 - Studies

## Readings

Use the Capella library to read the following:

- Cavanaugh, J. M., Giapponi, C. C., & Golden, T. D. (2016). Digital technology and student cognitive development: The neuroscience of the university classroom. *Journal of Management Education*, 40(4), 374–397.
- Mbuva, J. M. (2015). Examining the effectiveness of online educational technological tools for teaching and learning and the challenges ahead. *Journal of Higher Education Theory and Practice*, 15(2), 113–127.
- Williams-Pierce, C. (2016). On reading and digital media: Rejoinder to "Digital Technology and Student Cognitive Development: The Neuroscience of the University Classroom." *Journal of Management Education*, 40(4), 398–404.

u06s1 - Learning Components

- Describe how technology has transformed student learning.
- Analyze how technology has transformed teaching and learning.

**u06s2 - Project - Literature Review Preparation**

## Research

Complete the following:

- Consider the teaching/learning problem you chose for your course project. Select 1–2 articles from the Capella library that address the problem or strategy to address the problem.
- Summarize the findings of these articles and incorporate them into the literature review you are writing for the next assignment.
- Read the description and scoring guide for the Unit 7 Exploring a Teaching/Learning Issue assignment to confirm your comprehension of the grading criteria.

## Campus Resources

- [Principles and Procedures for Writing a Literature Review](#).
- [APA Style and Format](#).
- [The Writing Center](#).
- [Reviewing the Literature](#).
- [Credo: Cited Reference Searching](#).

u06s2 - Learning Components

- Apply current learning science to a chosen teaching/learning problem.

**u06d1 - Digital Technology and Learning**

Consider your own educational setting and identify three ways faculty currently use technology to improve student learning.

## Response Guidelines

Read and respond to the posts of two learners. What technology implementations would also work in your environment?

Course Resources

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Graduate Discussion Participation Scoring Guide

u06d1 - Learning Components

- Identify how technology can be used to address a teaching/learning problem.
- Analyze how technology has transformed teaching and learning.
- Synthesize scholarly research to an appropriate depth.
- Apply principles of effective academic writing, displaying an appropriate depth of logical content and following of current APA guidelines.

**u06d2 - Course Project Update**

Provide an update to other learners on your course project. Include the following:

1. Teaching/learning problem.
2. Overview of the strategy.
3. Conceptual framework/working theory upon which the strategy is based.
4. Areas of controversy in the literature.
5. Measures of success.

Discuss one area that is challenging you as you write your paper.

## Response Guidelines

Read and respond to the post of at least one other learner, specifically addressing their identified concern. Share with the learner how you worked through a similar challenge. Share a resource you have identified that may be helpful to them or provide suggestions to address their challenge.

If possible, respond to a learner who has yet to receive feedback so that everyone will gain an outside perspective on his or her challenge.

Course Resources

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### Graduate Discussion Participation Scoring Guide

u06d2 - Learning Components

- Describe possible conceptual frameworks/working theories regarding improvement science that address student learning.
- Discuss measures of success.
- Synthesize scholarly research to an appropriate depth.
- Research the literature on strategies to identify areas of controversy.
- Apply principles of effective academic writing, displaying an appropriate depth of logical content and following of current APA guidelines.
- Explain using scholarly resources for areas of controversy related to a chosen strategy.
- Explain a conceptual framework or working theory.
- Synthesize scholarly research to develop an implementation plan for improving student learning outcomes.

## Unit 7 >> Scholarship of Teaching and Learning

### Introduction

The scholarship of teaching and learning is a growing field, as researchers and practitioners begin to more fully understand the impact of teaching on student learning. K–12 teachers are prepared for teaching through a rigorous curriculum that focuses on pedagogy as well as content. In contrast, most college and university faculty, while deeply knowledgeable in their disciplines, often receive little or no training on pedagogy or teaching strategies.

In this unit, you will consider current trends in faculty development and an emphasis on the study of teaching practice within higher education. You will also complete your literature review as part of your course project.

### Learning Activities

u07s1 - Studies

## Readings

Use the Capella library to read the following:

- Smith, G. A. (2015). Why college faculty need to know the research about learning. *InSight: A Journal of Scholarly Teaching*, 10, 9–18.
- Villena-Alvarez, J. (2016). Academia's challenge: Training faculty to teach millennials in the digital age. *International Journal of Arts & Sciences*, 9(2), 373–384.

u07s1 - Learning Components

- Explain why faculty members need to implement the basics of teaching/learning.

- Describe how technology has transformed student learning.

### u07a1 - Exploring a Teaching/Learning Issue

This assignment builds on the paper you wrote in the first assignment by digging deeper into the literature to expand your understanding of both the teaching/learning problem and strategy you identified. This paper should include your revised assignment plus 8–10 pages of new content.

Complete the following:

- Read 10 or more articles from the Capella library (these could include articles discussed in the courseroom and included in the Unit 3 assignment) that address the teaching/learning problem and chosen strategy.
- Consider two or three strategies that might address the problem, then select one of those strategies for analysis.
- Write 8–10 new pages in which you address the following:
  1. Revise the previous assignment incorporating instructor feedback and any new learning from discussions or further research.
  2. Investigate the literature on these key areas:
    - Analyze how learning science addresses the teaching/learning problem.
    - Explain potential strategies to improve student learning.
    - Analyze elements of the strategy you chose.
    - Analyze how the strategy uses technology to improve learning outcomes.
    - Analyze teaching/learning opportunities through the lens of scholarship of teaching and learning.
    - Explain the clear alignment between the problem and strategy in relation to a working theory.
  3. Summarize the controversies in the literature surrounding the teaching/learning problem or the potential strategy.

## Submission Requirements

- **Written communication:**
  - Communicate logical, scholarly ideas.
  - Use proper writing mechanics, grammar, spelling, and punctuation.
  - Written communication must be free of errors that detract from the overall message.
- **APA formatting:** Every component of the paper, including citations and references, is formatted according to current edition APA style and format.
- **Number of references:** Use a minimum of 10 scholarly references from peer-reviewed journals.
- **Font and font size:** Times New Roman, 12 points, double spaced.

Read the Exploring a Teaching/Learning Issue Scoring Guide to ensure you are meeting all grading criteria. Academic honesty is essential for all Capella assignments.

Course Resources

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[Searching Education Journals for Articles](#)

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[Reviewing the Literature](#)

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[Credo: Cited Reference Searching](#)

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[APA Style and Format](#)

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[Introduction to the Writing Center](#)

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[Principles and Procedures for Writing a Literature Review \[PDF\]](#)

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[APA Guide](#)

### u07d1 - Faculty Development

Key concepts in the scholarship of teaching and learning remain unknown to faculty—or are watered down to basic topics such as “active learning” or “group learning” without a full understanding of the key elements of the strategies. In what ways do you agree or disagree with Smith (2015)? Discuss how you have seen research-based learning strategies implemented poorly as well as effectively.

## Response Guidelines

Read and respond to the posts of two learners. Apply one of the research-based learning strategies identified by another learner in your context.

Course Resources

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Graduate Discussion Participation Scoring Guide

u07d1 - Learning Components

- Explain why faculty members need to implement the basics of teaching/learning.
- Synthesize scholarly research to an appropriate depth.
- Apply principles of effective academic writing, displaying an appropriate depth of logical content and following of current APA guidelines.

### u07d2 - Academia's Challenge

In the readings, the authors outline “academia’s challenge” related to training faculty in effective use of technology. Identify gaps you have seen in action in your own educational environment. What are some possible strategies to ameliorate these challenges?

## Response Guidelines

Read and respond to the posts of two learners. Consider the gaps that resonate with other learners. How do they differ from your own?

Course Resources

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Graduate Discussion Participation Scoring Guide

u07d2 - Learning Components

- Explain why faculty members need to implement the basics of teaching/learning.
- Describe how technology has transformed student learning.
- Synthesize scholarly research to an appropriate depth.
- Apply principles of effective academic writing, displaying an appropriate depth of logical content and following of current APA guidelines.

## Unit 8 >> Leading Change in Teaching and Learning

### Introduction

Effective change leadership is a critical skill for educational leaders. In this unit, you will explore models for leading change successfully. As you prepare your implementation plan for your course project, you will apply a change model to implement a strategy to improve student learning. Through a narrated PowerPoint presentation, you will share your initial thinking about your implementation plan with other learners, incorporating their feedback into your final course project in Unit 10.

### Learning Activities

u08s1 - Studies

## Readings

From the Capella University Library:

Use the Buller text, *Change Leadership in Higher Education: A Practical Guide to Academic Transformation*, to read the following:

- Chapter 1, "The Only Thing We Have to Change Is—Change Itself," pages 1–28.
- Chapter 2, "Reframing Change," pages 29–54.
- Chapter 10, "Organic Academic Leadership," pages 217–240.

Use the Internet to complete the following:

- The Carnegie Foundation for the Advancement of Teaching. (n.d.). [Our ideas: Using improvement science to accelerate learning and address problems of practice](https://www.carnegiefoundation.org/our-ideas/problems-of-practice). Retrieved from <https://www.carnegiefoundation.org/our-ideas/>
- Watch the short video from the Carnegie Foundation's Tony Bryk on [Our ideas](#) | Transcript.

## Optional Reading

- Bryk, A., Gomez, L., Grunow, A., & LeMahiu, P. (2015). *Learning to improve: How America's schools can get better at getting better*. Carnegie Foundation for the Advancement of Teaching. Cambridge, MA: Harvard Education Press.

## Multimedia

- Click **Planning for Change** to learn about a process that moves an organization toward a vision of the future.

Course Resources

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[Tony Bryk on Our Ideas](#) | [Transcript](#)

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Planning Change

u08s1 - Learning Components

- Describe possible conceptual frameworks/working theories regarding improvement science that address student learning.
- Apply a change model to a specific teaching/learning problem.
- Identify key elements essential to effectively lead change.
- Describe possible measurable outcomes (SMART Goals: Specific, Measureable, Attainable, Results Based, Time Bound) regarding implementing change in teaching and learning.

**u08s2 - Project Preparation**

This week, continue working on the course project, which is due at the end of Unit 10. Contact your instructor with any questions or for clarification to help you complete the project.

This assignment builds on the papers you wrote in Units 3 and 7 to translate your scholarship into an implementation plan for use in an educational context. Include the revised Unit 3 and Unit 7 assignments plus 4–5 new pages to total 16–20 pages. Incorporate your original thinking into this assignment including applicable previous discussion posts.

Include the following:

1.

An analysis of the teaching/learning problem, grounded in the literature. This is your revision of the first assignment, incorporating instructor and peer feedback, additional articles you have read, and additional insights to demonstrate your continued learning about the teaching learning problem. Refer to the assignment instructions in Unit 3 if you need a refresher on the details.

2. An overview of the strategy, grounded in the literature, which is your revised Unit 7 assignment incorporating instructor and peer feedback, additional articles you have read, and additional insights about the teaching/learning problem. Refer to the assignment instructions if necessary. Your overview should contain the following:
- An explanation of the conceptual framework/working theory upon which your chosen strategy is based.
  - An analysis of the elements of your chosen strategy to address the teaching/learning problem.
  - A discussion of how technology could be used to improve student learning regarding this problem.

Study the assignment 3 directions, submission requirements, and paper format. Also, review the Teaching/Learning Strategy Implementation Plan Scoring Guide to ensure you are meeting all grading criteria.

#### u08s2 - Learning Components

- Describe possible conceptual frameworks/working theories regarding improvement science that address student learning.
- Apply a change model to a specific teaching/learning problem.
- Synthesize the problem and strategy into a plan to address a teaching/learning problem.
- Identify key elements essential to effectively lead change.
- Describe possible measurable outcomes (SMART Goals: Specific, Measureable, Attainable, Results Based, Time Bound) regarding implementing change in teaching and learning.

#### u08d1 - Change Models

Leading change is one of the most important roles of an educational leader. As you consider your strategy to improve student learning, discuss how you will use one of the change models discussed in the Unit 8 studies to ensure an effective change process. Provide one example to support your choice.

### Response Guidelines

Using your professional and scholarly expertise, provide at least one suggestion to two other learners on how they might refine their plans for change.

#### Course Resources

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#### Graduate Discussion Participation Scoring Guide

#### u08d1 - Learning Components

- Synthesize scholarly research to an appropriate depth.
- Apply a change model to a specific teaching/learning problem.
- Apply principles of effective academic writing, displaying an appropriate depth of logical content and following of current APA guidelines.
- Identify key elements essential to effectively lead change.
- Describe possible measurable outcomes (SMART Goals: Specific, Measureable, Attainable, Results Based, Time Bound) regarding implementing change in teaching and learning.

#### u08d2 - Developing an Implementation Plan

In preparation for your Teaching/Learning Strategy Implementation Plan final paper, develop a narrated outline presentation that includes one slide each for your chosen:

- Teaching/learning problem (such as low pass rates in developmental math).
- Strategy to address the problem (for instance, supplemental instruction).
- Conceptual framework/working theory on which the strategy is based (such as peer modeling to improve success).
- Analysis of how technology can improve student learning in this area (for example, online supplemental instruction).
- Measure of success (increased pass rates or other criteria).
- Summary.

To make your recorded information accessible to all learners, post notes or a transcript of your audio in the discussion.

### Software and Hardware

- You may use the presentation software of your choice, such as PowerPoint or Kaltura. A tutorial on using Kaltura to record and upload a presentation and a Capella library guide on PowerPoint are linked in Resources to assist you.
- Use your headset with a microphone to record yourself talking to your audience for a minute or two to check the sound quality and your ability to record and upload the presentation.

*Note:* If you require the use of assistive technology or alternative communication methods to participate, please contact Disability Services to request accommodations.

### Response Guidelines

Read and respond to the posts of two learners. Provide feedback on their presentations to help them improve their Teaching/Learning Strategy Implementation Plans for final submission in Week 10.

Course Resources

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Graduate Discussion Participation Scoring Guide

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[Guidelines for Effective PowerPoint Presentations \[PPTX\]](#)

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[Disability Services](#)

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[Using Kaltura](#)

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u08d2 - Learning Components

- Synthesize scholarly research to an appropriate depth.
- Synthesize the problem and strategy into a plan to address a teaching/learning problem.
- Apply principles of effective academic writing, displaying an appropriate depth of logical content and following of current APA guidelines.

## Unit 9 >> Leading Change

### Introduction

In this unit, your exploration of change leadership will continue, as you apply it to your own educational environment. You will also reflect on your understanding of teaching and learning, how that has changed as a result of your study and research in this class, and how you can influence change effectively within your own educational environment.

You will also continue to work on your Teaching/Learning Strategy Implementation Plan, incorporating the feedback you received from other learners in Unit 8.

### Learning Activities

u09s1 - Studies

## Readings

From the Capella University Library:

Use the [\*Change Leadership in Higher Education: A Practical Guide to Academic Transformation\*](#) text to read the following:

- Chapter 4, "From Change Management to Change Leadership," pages 81–101.
- Chapter 5, "Why Strategic Planning Doesn't Work," pages 103–130.
- Chapter 9, "Leading Interactive Change," pages 195–214.

## Multimedia

- Click **An Interview With Edward Cornish: Part 1** to learn about future issues and preparing for change in the education job market.
- Click **An Interview with Edward Cornish: Part 2** to learn how six categories: demography, economics, government, environment, society, and technology, enable us to come to grips with the huge number of topics that exist in the world and are a means to look at higher education in the future.

Course Resources

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An Interview with Edward Cornish: Part 2

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An Interview with Edward Cornish: Part 1

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u09s1 - Learning Components

- Apply a change model to a specific teaching/learning problem.
- Identify key elements essential to effectively lead change.

- Describe possible measurable outcomes (SMART Goals: Specific, Measureable, Attainable, Results Based, Time Bound) regarding implementing change in teaching and learning.

## **u09s2 - Project Preparation**

Your course project is due at the end of Unit 10. As you work on it this week, contact your instructor if you have questions or need clarification.

For the last phase of the final assignment, complete the following:

- Develop an implementation plan built on a change model and include an explanation of the strategic thinking and rationale for key elements:
  - Timeline.
  - Budget.
  - People involved.
  - Measurable outcomes (SMART goals: Specific, Measurable, Attainable, Results based, Time bound) to assess the effectiveness of the chosen strategy.

Study the Unit 10 assignment directions and submission requirements. Also, review the Teaching/Learning Strategy Implementation Plan Scoring Guide to verify you are including all grading criteria.

Course Resources

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[APA Guide](#)

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[Introduction to the Writing Center](#)

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[APA Style and Format](#)

u09s2 - Learning Components

- Apply a change model to a specific teaching/learning problem.
- Identify key elements essential to effectively lead change.
- Describe possible measurable outcomes (SMART Goals: Specific, Measureable, Attainable, Results Based, Time Bound) regarding implementing change in teaching and learning.

## **u09d1 - Leading Change**

Apply one of the change leadership strategies from the materials in Unit 9 studies to the teaching/learning problem you have identified.

## **Response Guidelines**

Read and respond to the post of one other learner. How might his or her implementation plan be more effective?

Course Resources

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[Graduate Discussion Participation Scoring Guide](#)

u09d1 - Learning Components

- Synthesize scholarly research to an appropriate depth.
- Apply a change model to a specific teaching/learning problem.
- Apply principles of effective academic writing, displaying an appropriate depth of logical content and following of current APA guidelines.
- Identify key elements essential to effectively lead change.
- Describe possible measurable outcomes (SMART Goals: Specific, Measureable, Attainable, Results Based, Time Bound) regarding implementing change in teaching and learning.

## **u09d2 - Critical Reflection on Teaching and Learning**

Throughout this course, you have been challenged to think about the role of teaching and learning in new ways.

As you critically reflect on your learning *about* learning, how have you identified an assumption you had about teaching and learning that was incorrect? What practices have you uncovered that you would like to change within the education environment? How might you help to facilitate change while honoring others with whom you work?

## Response Guidelines

Respond to two peers, offering suggestions as to how they can facilitate their desired changes.

Course Resources

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Graduate Discussion Participation Scoring Guide

u09d2 - Learning Components

- Synthesize scholarly research to an appropriate depth.
- Apply principles of effective academic writing, displaying an appropriate depth of logical content and following of current APA guidelines.

## Unit 10 >> Creating a Community of Learning

### Introduction

We began this course by studying how the first day of class can be used to welcome students into a community of learning. We have since explored how the scholarship of teaching and learning, faculty development, effective use of technology and other strategies can be used to improve student learning.

As you finalize your implementation plan for submission of your final course project in this unit, you will consider how your course project contributes to the community of learning. You will also discuss how to integrate your scholarship and practice by devising ways to use your course project to improve your own professional practice.

### Learning Activities

u10s1 - Studies

## Readings

Use the Capella library to read:

- Willits, F. K., & Brennan, M. A. (2016). *Changing perceptions of the university as a community of learning: The case of Penn State*. *International Journal Of Teaching & Learning In Higher Education*, 28(1), 66–74.

## Multimedia

- Click **Theories and Methodology of Educating Adults: A Conversation With Dr. Stephen Brookfield** to learn about becoming a critically reflective teacher.

Course Resources

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Theories and Methodology of Educating Adults: A Conversation With Dr. Stephen Brookfield

u10s1 - Learning Components

- Describe possible conceptual frameworks/working theories regarding improvement science that address student learning.
- Apply principles of effective academic writing, displaying an appropriate depth of logical content and following of current APA guidelines.

**u10a1 - Teaching/Learning Strategy Implementation Plan**

This assignment builds on the papers you wrote in Units 3 and 7 to translate your scholarship into an implementation plan for use in an educational context. Include your revised assignments plus 4–5 new pages to total 16–20 pages. Incorporate your original thinking into this assignment, which may include applicable posts from previous discussions.

Include the following in your final paper:

1. An analysis of the teaching/learning problem, grounded in the literature. This will be a revision of your Unit 3 assignment incorporating instructor and peer feedback, additional articles you have read, and insights gained to demonstrate your continued learning about the teaching/learning problem. (Refer to the assignment instructions if necessary.)
2. An overview of the strategy, grounded in the literature. This will be a revision of your Unit 7 assignment, incorporating instructor and peer feedback, additional articles you have read, and insights gained about the teaching/learning problem. (Refer to the assignment instructions if necessary.) Complete the following:
  - Explain the conceptual framework/working theory upon which your chosen strategy is based.
  - Analyze elements of your chosen strategy to implement regarding the teaching/learning problem.
  - Interpret how technology could be used to improve student learning regarding this problem.
3. Develop an implementation plan built on a change model and include an explanation of the strategic thinking and rationale for key elements:
  - Timeline.
  - Budget.
  - People involved.
  - Measurable outcomes (SMART Goals: Specific, Measurable, Attainable, Results based, Time bound) to assess the effectiveness of a chosen strategy to implement change.

## Submission Requirements

- **Written communication:**
  - Communicate logical, scholarly ideas.
  - Use proper writing mechanics, grammar, spelling, and punctuation.
  - Written communication must be free of errors that detract from the overall message.
- **APA formatting:** Every component of the paper, including citations and references, is formatted according to current edition APA style and format.
- **References:** Use a minimum of 10 scholarly references from peer-reviewed journals.
- **Length of paper:** 16–20 typed, double-spaced pages.
- **Font and font size:** Times New Roman, 12 points.
- **Paper organization:**
  - Title page.
  - Abstract.
  - Introduction and purpose.
  - Body: problem, strategy, and implementation plan.
  - Summary.
  - Reference list.

Review the Teaching/Learning Strategy Implementation Plan Scoring Guide to verify you are meeting all grading criteria. Academic honesty is essential for all Capella assignments.

*Note:* You are required to save this final assignment into your ePortfolio (linked in Resources).

Course Resources

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[Introduction to the Writing Center](#)

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[ePortfolio](#)

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[APA Style and Format](#)

Consider the six principles of a community of learning as discussed in the Unit 10 studies. How would the plan you developed for your course project support these principles? In what ways does the conceptual framework of your strategy align with the principles of a community of learning?

## Response Guidelines

Read and respond to the post of one other learner. Offer additional ideas or personal experiences aligned with his or her post.

Course Resources

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Graduate Discussion Participation Scoring Guide

u10d1 - Learning Components

- Describe possible conceptual frameworks/working theories regarding improvement science that address student learning.

### **u10d2 - Integrating Scholarship and Practice**

Reflect on what you have learned from this course and consider how you can leverage this learning in your career.

You might read a job post and identify how you have demonstrated a skill for a job of interest; share this project in a performance review to demonstrate your new competency; market this experience in a promotion conversation; or discuss with a mentor any new interests that resulted from this experience and how you might adjust your career path to do more of this work, for instance.

Post your ideas concerning leveraging this course for your career as well the job suggestions that resonate with you.

## Response Guidelines

Read and respond to the post of one other learner. Offer suggestions from your own professional practice about he or she might apply their learning in a professional context.

Course Resources

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Graduate Discussion Participation Scoring Guide

u10d2 - Learning Components

- Describe possible conceptual frameworks/working theories regarding improvement science that address student learning.
- Apply principles of effective academic writing, displaying an appropriate depth of logical content and following of current APA guidelines.