

SUL ROSS STATE UNIVERSITY

EDUA 5362: Dual Credit Innovative Teaching and Theory

Spring 2026

THIS COURSE IS ABOUT CHANGE



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Course Description: This web course explores instructional strategies and methods to highly engage students in the college classroom. In education, there is a tension between teacher-centered instruction and student-centered instruction. This course will provide a variety of strategies to support teachers seeking to transform their classrooms to promote all students' learning. Projects will be assigned in class to combine theory and practice.

Certificate in Dual Credit Advanced Pedagogy: The Certificate in Dual Credit Advanced Pedagogy is available for all students in the MED General program. To earn the certificate (in addition to your Master's Degree), you need to take this course (EDUA 5362) and 18 credits in your subject area as part of the total 30 credits required. This course EDUA 5362 can be substituted for the required course EDUA 6308 on the degree plan. To receive this certificate, please contact Dr. Qvarnstrom, and she will prepare the Change of Degree form for you.

Student Learning Outcomes for the Southern Association of Colleges and Schools Commission of Colleges (SACSCOC):

Master of Education General students will-

- Demonstrate writing skills and the ability to use research methodology
- Identify diversity practices in education
- Apply their understanding of content in their chosen areas of specialization

Marketable Skills: The Texas Higher Education Coordinating Board (THECB) requires all academic programs to identify general skills that students develop in the programs that could be applied to any career students pursue.

Master of Education General students will:

- Develop writing skills for effective communication.
- Develop research skills to promote life-long learning.
- Demonstrate an understanding of diversity.

Texts:

Required Texts:

Davidson, C.N. & Katopodis, C. (2022). *The New College Classroom*.

Recommended for Graduate Study:

American Psychological Association (2020). *Publication Manual of the American Psychological Association* (7th ed).

Reading Provided in Course:

Creswell, J.W. & Gutterman, T.C. (2025). Action research designs. In *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (7th ed, pp. 595-613). Pearson.

ASSIGNMENTS

Assignments: 90-100% = A; 80 – 89% = B; 70 – 79% = C; 60 – 69% = D; below 60% = F

All assignments are due at midnight on Saturday night unless otherwise specified.

| Assignments | Points |
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| Discussion Board -post your response by Wednesday, and write a response to one other student's posting by Saturday at 11:59 p.m. (12 total with 10 points each) | 120 |
| Complete Student-Centered Checklist (pre-assessment) | 20 |
| Design a power point with narrative describing one instructional strategy discussed in the New College Classroom textbook | 50 |
| Design, conduct and complete a written report on an Action Research Study in a classroom | 90 |

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| Create a lesson plan to support the Action Research Study | 75 |
| Co-create the midterm-post one question | 10 |
| Midterm test | 50 |
| Oral Final Exam Presentation on Action Research Study (synchronous) | 30 |
| Complete Student-Centered Checklist (post-assessment with reflection) | 50 |
| Total Points | 495 |
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Description of Assignments

Instructional Strategy Power Point

1. Select one of the following strategies from the textbook
 - Think Pair Share
 - Student Choice
 - Inventory
 - Entry Ticket
 - Exit Ticket
 - Fish Bowl
 - 60 Second Activity
 - Popsicles
 - Another strategy you find in the textbook
2. Research the strategy in the textbook and other sources and take notes on its purpose, how it is implemented, and its potential benefits in the classroom
3. Create a power point presentation (8 slides) . Your presentation should include:
 - Title slide-your name, your selected strategy, and the date (slide 1)
 - Introduction-provide an overview of the strategy (slide 2)
 - Explanation- describe how the strategy works, including step-by-step instructions or key principles (slide 3)
 - Benefits-discuss the potential benefits from using the strategy (slide 4)
 - Practical example-describe how you would use it in your classroom (slide 5)
 - Tips and Best Practices-share any tips or strategies for effectively implementing the practice (slide 6)
 - Conclusion-summarize the key points of your presentation (slide 7)
 - References-list pages from our textbook and any other sources you used. Include 3 or more in APA citation format. (slide 8)

Lesson Plan Supporting Action Research Project

1. Develop a lesson plan that incorporates the instructional strategy(ies) you have selected for your Action Research Project.
2. Use the SRSU Lesson Plan Template to write your lesson plan

Action Research Project (reference the chapter 17 reading posted in Week 6) (use APA format)

1. Identify an issue to study
Example: I wonder how I can promote student engagement.

2. Locate resources to help address the problem (select one or more of the strategies in the textbook to implement).
3. Identify the information you will need to create your research design
 - If you teach multiple sections of the same course, use some courses as the control and some as the treatment population, then measure students' performance on the same unit you have taught and the same assignment.
 - Design a schedule of implementation (for example daily use of the selected strategy for 1 week)
 - Quantitative & Qualitative data—student questionnaire
 Quantitative
 This week, I have used exit tickets every day. Reflect on the exit ticket.
 The exit ticket promotes my memory of the content agree, disagree,
 Qualitative
 When the teacher used this strategy, did you find yourself more engaged? Why or Why not?
4. Implement your research design (suggested 1 to 2 weeks)
 - Create one **lesson plan** for one day of instruction and describe how you include your selected strategies (see lesson plan template)
5. Analyze the data
 - Questionnaire
 - Tests
 - Assignments
6. Develop an Action Plan- based on your study, what do you plan to continue or discontinue?
7. Overall reflection
8. Reference page listing 5 or more sources in APA format

Post-Assessment Student-Centered Teaching Checklist

1. Complete the Student-Centered Teaching Checklist at the end of this course and write a reflection paper (3 to 5 pages).
 - Discuss each of the eight components, the rating you gave yourself, and an example of your implementation of the strategies.
 - Discuss any changes in ratings from the Pre-Assessment to the Post-Assessment and your explanation of why.
 - Overall conclusions

Oral Final Seminar on Action Research Study (create a power point with 7 slides)

- Slide 1 -name, strategy studied, and date
- Slide 2 Introduction-provide an overview of your action research design
- Slide 3 describe the data you collected
- Slide 4 your analysis of the data
- Slide 5 benefits and/or disadvantages of the strategy you used
- Slide 6 your reflections on Action Research
- Slide 7 list sources you used

Schedule for EDUA 5362

I reserve the right to amend the course schedule as needed during the term.

| Date | Course Content | Readings | Assignments |
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| Week 1 | Why Change Now? | Preface, Introduction, & Chapter 1 View Student-Centered Teaching Video #1 | Pre-assessment- Student-Centered Checklist Discussion Board 1: Introduce yourself to your classmates and share biographic information you are willing to post. Include a photo of yourself. After viewing the video, Student-Centered Teaching, how do you rate yourself on a continuum: 1 very teacher-centered to 5 very student-centered? Explain your rating. Then, state your goal for this course. Read another student's posting and write a comment. |
| Week 2 | Structuring Active Learning | Chapter 2 View Student-Centered Learning Video #2 | Discussion Board 2: After taking the pre-assessment checklist, discuss your responses to the eight components. Which of them did you rate "always" and which of them did you rate "sometimes"? Read another's posting and write a comment Discussion Board 3: Power Point Strategy: Follow the directions in the syllabus for creating a power point for one of the instructional |

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| | | | strategies presented in the textbook and post it here. |
| Week 3 | Teaching is Mentoring | Chapter 3 | Discussion Board 4: Review the How to Be a Good Mentor (teacher) on page 42. Choose one or more of the eight questions listed and write your response by Wednesday (limit yourself to three minutes). Then on Saturday, read one other's posting and write your comments to that person. |
| Week 4 | Before the First Class | Chapter 4 | Discussion Board 5: Review the section, Building Midterm Reflection into Course Design (pp. 76-77). Survey your own students with one or more of the questions and share their responses and your reactions. |
| Week 5 | The First Class: How can I make strategy power points available to students? | Chapter 5 | Discussion Board 6: In week 2, everyone created a discussion board with a power point about an instructional strategy. View one of the posted power points and write your reflections on that power point. Be sure to specify the title and creator of the power point. |
| Week 6 | Activities for Any Day of the Term | Chapter 6 Action Research Designs-Chapter 17 | Discussion Board 7: After reading chapter 6, which of the activities discussed do you use or |

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| | | View action research video #1` | would like to use in your class? Explain your answer |
| Week 7 | Democratic and Antiracist Pedagogy | Chapter 7 | Discussion Board 8: After reading chapter 17, reflect back on Maria's action research described at the beginning of the chapter. Would that be practical action research or participatory action research? Provide three reasons for your choice. |
| Week 8 | Group Work without the Groans | Chapter 8 Action Research Video #2 | Discussion Board 9: After reading chapter 17 and reflecting on the strategies presented in the textbook, discuss which instructional strategy (ies) you have selected for your Action Research Project? <i>(If you have another topic for an Action Research Project, request an appointment to discuss with the instructor.)</i> |
| Week 9 | SPRING BREAK | | |
| Week 10 | Research That Inspires Creativity | Chapter 9 Video on action research | Discussion Board 10: The videos discussed the action research process. Which of the steps do you think will be the most challenging? Explain your answer. Read another's posting and write a comment. Co-create the midterm. Post one question to be added to the midterm exam. |
| MARCH 27 | Midterm | | |
| Weeks 11 | Feedback that Really Works | Chapter 10 | Discussion Board 11: |

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| | | | Describe your action research study. What will be your data? |
| Week 12 | Grades-UGH! | Chapter 11 | Discussion Board 12: On page 197, the authors list seven dimensions of feedback. Select one and write a description of how you address it or plan to address it. |
| Week 13 | What Could Possibly Go Wrong | Chapter 12 | Take the Post-assessment Student-Centered Checklist and write a reflection paper based on the Pre-assessment that you took and the Post-assessment. |
| Week 14 | Conclusion: Changing the World | Conclusion | Submit your lesson plan to be used in your Action Research project. |
| Week 15 | Preparing for your Action Research report | | Submit your Action Research report Discussion Board 13: On page 256, the authors encourage teachers to “give ourselves the freedom to change and try something new even if it means getting it right only 85% of the time.” What is something you would like to try? |
| Final | Oral Final Seminar | | Create a power point report about your action research study to share with class in a virtual meeting |

POLICIES

Remote/Online Courses: Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires the secure login. Students enrolled in distance education courses at SRSU are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the Student Handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the Student Handbook.

Distance Education Non-Participation Statement: Although this course is delivered by Blackboard, participation and timely assignment completion are required. Your Sul Ross email is the official means of communicating for the course. Policies in effect for face-to-face courses also apply to students enrolled in web-based courses. The university allows a maximum of 20% absences in a course before an instructor may drop a student for excessive absences. In web courses, this policy is interpreted as not participating for more than three weeks in a long semester or one week in a summer session. Students dropped for non-participation will receive a F in the course from which they are dropped. Inactivity may include any of the following:

- Not logging into the course
- Not submitting assignments
- Not participating in scheduled activities
- Not communicating with the instructor by phone or email
- Not following the instructor's participation guidelines stated in the syllabus

Overall, communication is essential. If issues arise that preclude compliance with this policy, it is incumbent on the students to notify the instructor.

Course Requirements: The university classroom is a place designed for the free exchange of ideas. We must show respect for one another in all circumstances. We will show respect for one another by exhibiting civility in our exchanges. Additionally, because it is so important for educators to effectively communicate ideas to colleagues, parents, and administrators, writing clear and error-free English is a priority at Sul Ross University. Therefore, your ability to

express your knowledge of educational concepts and theories within the conventions of academic discourse will be assessed through both presentations and written assignments. Criteria for evaluation will be based on both content and mechanics. Integration of information from readings and discussions will be taken into consideration as will correct and appropriate format and construction.

1. Students will complete all assigned readings and assignments promptly. Assignments and examinations will become unavailable once the deadline for completion has passed. In the event you encounter special circumstances (including technology challenges), contact me immediately for instructions or assistance or BB Help Desk.
2. **All assignments must be word processed and submitted in accordance with due dates on the course calendar. Late work may have points deducted.**
3. Online discussion boards will provide opportunities for discussion among those persons who may exhibit a different perspective from your own. Postings must be completed at the appointed time. For full credit, read and respond to two other students' postings.
4. Students will prepare written assignments to include deconstruction of journal articles, analysis of a research design, various short assignments, and the research proposal.

Each student will be required to complete an Action Research project. The topic must be approved prior to beginning the project, and the student must work closely with the instructor as the project progresses. There will be various deadlines established regarding the completion of phases of the project. These time frames are important and must be met in a timely manner. Project length is 8 or more pages.

Library Support: The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offers free resources and services to the entire SRSU community. Access and borrow books, articles and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LoboID and password. Librarians are tremendous resources for your coursework and can be reached in person, by email or by phone (432.837.8123).

Disability Statement: Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Alpine students seeking accessibility/accommodations services must contact Ronnie Harris, M.ED., LPC, SRSU's Accessibility Services Coordinator, at 432 837 8203, or email ronnie.harris@sulross.edu. The office is located on the first floor of Ferguson Hall- room 112- and the mailing address is P.O. Box C-122, Sul Ross State University, Alpine, TX 79832.

International students may contact Alejandra Valdez, at 830-758-5006 or email alejandra.valdez@sulross.edu.

Academic Honesty: University students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. Disciplinary action for academic misconduct is the responsibility of the faculty members assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty and with giving sanctions to any student involved. Penalties may be applied to individual cases of academic dishonesty; see catalog for more information about academic dishonesty.

Plagiarism Defined: The attempt to represent the work of another, as it may relate to written or oral works, computer-based work, mode of creative expression (i.e. music, media or the visual arts), as the product of one's own thought, whether the other's work is published, unpublished, or simply the work of a fellow student. When a student submits oral or written work for credit that includes the words, ideas, or data of others, the source of that information must be acknowledged through complete, accurate, and specific references, and, if verbatim statements are included, through use of quotation marks as well. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements.

Source: <http://www.spjc.cc.fl.us/webcentral/admit/honesty.htm#plag>

Academic Integrity: Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic or academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

Use of AI: Unless otherwise noted during class activities, you may only use ChatGPT, Perplexity or any other GenAI technologies to *aid* or *nuance* your thinking, communication, and learning; but not to *replace* or *subvert* it. If you want to use AI for any assignment in this class, contact the instructor first. On any AI-assisted assignments, cite AI-generated content in APA format by referencing the organization behind the AI, include the year of the version used, and provide a link to the source.

Classroom Climate of Respect: Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose, and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Note: The Graduate Center in BAB 300 offers assistance with writing assignments, online workshops, and information about programs, fellowships, and graduation deadlines. Phone: 432 837 8524 or online at gradcenter@sulross.edu