Course Title:
Problem Centered Learning: Mathematics

Course Number:
EDMA 5153-220

Course Description:
This course will focus on a Problem Centered Learning environment as a means for learning. It is intended to meet the needs of those involved in mathematics teaching at any level. The class is designed so that participants engage in non-routine problem solving using a Problem Centered Learning approach. Likewise, participants will engage in discussions and experiences exploring notions of problem posing education and issues of social justice and global responsibility through problem solving. This experience will become the basis for reflecting on such approaches to the teaching and learning.

Class Dates, Location and Hours:
Location: Stuttgart, Germany. See site director for classroom location.
Hours: Tuesday - Friday 6:00-9:30 pm; Saturday and Sunday 8:30 a.m.-4:30 p.m.
Last day to enroll or drop without penalty: September 26, 2016

Site Director:
Email: apstuttgart@ou.edu, DSN: 431-3304; or CIV 07031-15-2580.

Professor Contact Information:
Course Professor: Dr. Kansas Conrady
Mailing Address: 820 Van Vleet Oval, ECH 114
Norman, OK 73019
Telephone Number: 405-325-2839
Email Address: kansas.conrady@ou.edu
Professor availability: The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Instructional Materials:
Materials posted on the OU Desire to Learn (D2L) system: Access D2L at http://learn.ou.edu; enter your OU NetID and password, and select course to access material. Please contact your local Site Director if you require assistance.

Course Objectives:
- To engage in non-routine problem solving as a means towards reflecting on teaching and learning.
- To explore problem solving activity as one of constructing patterns and relationships.
- To explore issues of social justice and global responsibility through problem solving.
- To engage in collaborative activity in a classroom setting.
- To examine the relationship of discourse and learning.
- To reflect on and evaluate alternative assessment strategies in the classroom.
Course Outline:

**Prior to In-Person Class Meetings:**

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<th>Date</th>
<th>Assignment</th>
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| **Week 1**  
Sept 27 – Oct 3 | Familiarize yourself with the course D2L site. You may also want to begin reading the articles and chapters found on the course D2L site.  
**Problem Solving Reflection:** In 2 to 3 paragraphs provide a reflection on your experience with and abilities related to problem solving. Please do not limit your thinking in this reflection to traditional mathematics problem solving but rather consider that academics and life present opportunities for problem solving in a variety of forms. What is your response when faced with a problem? How do you tackle problems? Do you recall methods that have worked for you in the past and try to apply them to the current particulars of the situation? Does one method for problem solving serve you well in all situations? If so, what is it and please explain. |
| **Week 2**  
October 4 - 10 | Read Articles 1 and 2 and complete the **Readings and Response and Discussion** as described in the **Assignments, Grading and Due Dates** section of the syllabus below. Please note that a Readings Response and Discussion is due for each reading. Since there are 2 articles this week, you should post 2 responses. |
| **Week 3**  
October 11 – 17 | Read Articles 3, 4 and 5 complete the **Readings and Response and Discussion** as described in the **Assignments, Grading and Due Dates** section of the syllabus below. Please note that a Readings Response and Discussion is due for each reading. |
| **Week 4**  
October 18 - 24 | Read Articles 6, 7, and 8 and complete the **Readings and Response and Discussion** as described in the **Assignments, Grading and Due Dates** section of the syllabus below. Please note that a Readings Response and Discussion is due for each reading. |

**During In-Person Class Meetings: October 25 – 30, 2016**

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<th>Topic</th>
<th>Readings</th>
<th>Activities &amp; Assignments</th>
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| **Tuesday** | Articles 9 & 10 – Do not complete an on-line post for these but rather take notes and be prepared to discuss in class. | Non-routine problem solving & presentations  
Problem Centered Learning – It has many sisters, brothers and cousins! What is problem centered learning? What does it look like across the disciplines? How do we empower our students to be critical questioners and thinkers? |
| **Wednesday** | Article 11 | Non-routine problem solving & presentations  
Discuss articles 9 & 10  
What is the role of discourse and communication in teaching and learning? reflection (1 page in class) |
| **Thursday** | Article 12 | Non-routine problem solving and presentations  
Discuss article 11  
What is social justice? reflection (1 page in class) |
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| Friday     | n/a      | Watch documentary film  
Discuss article 12  
Work in groups to develop a non-routine task based on information and ideas from the documentary film. Make sure the task:  
• is rich in content,  
• contains true problem-solving,  
• provides time to explore,  
• matches how the brain learns, and  
• allows for discourse. |
| Saturday am| n/a      | Work on non-routine tasks developed by the class based on the documentary film. Work with a partner to develop a problem based lesson plan to be presented on Sunday in class.                                               |
| Saturday pm| Article 13| Work with a partner to locate five resources for problem centered learning activities. Develop an annotated bibliography with links to be shared with class.                                            |
| Sunday am  | n/a      | Discuss Article 13  
Problem based lesson plans presented by 3 or 4 groups. The wonderful world of children’s and young adult literature – the role it can play in a problem based classroom and for social justice. |
| Sunday pm  | Article 14 – Complete Readings and Response and Discussion on D2L. | Problem based lesson plans presented by 3 or 4 groups.                                                                                                                                                           |

**Following In-Person Class Meetings: October 31 – November 18, 2016**

Week 6, 7, 8 Complete Research Paper. **This should be submitted via the course Dropbox in D2L no later than 8:00 pm, Friday, November 18, 2016.**

**Note:** If you choose to read the course articles and chapters posted on D2L using an iPad or some other handheld device make sure to use an app that will allow you to highlight and make notes. This will aid you greatly in the in-class discussions.

**Assignments, Grading and Due Dates:**

**Readings Response & Discussion, 15%**

Write a response to each article of the assigned readings. One paragraph should include what you believe to be the most salient points the author made and/or what you found challenging. A second paragraph should include how this reading impacts you as an educator or future educator. Conclude your readings response with a question based on the content of the readings for your classmates. Once all readings responses are submitted on Monday, use Tuesday through Friday to respond to no fewer than two of your classmates’ questions.

**Class Participation, 10%**

Class participation is a qualitative judgment of student preparation, intellectual curiosity and articulation of ideas as well as a quantitative assessment of class attendance.
Problem Solving Journal, 20%

In your journal, you will be asked to share your approach to new investigations or inquiries and then later reflect on your approach and the approach of others as they are shared in class. For the purpose of general problem solving, you should address and include the following for each problem:

- What are some of the things you know? What are some of the things you need to figure out to move towards solving the problem? Might there be different routes and strategies to move towards a final solution? How might I know when I have reached a dead end and need to reconsider my strategy?

- What is your conjecture? Address this when you approach each new problem and record your thinking at that time (e.g., based on previous experience with this type of problem, pure guess, etc.). Please note that your conjecture may change as you move through the problem solving process.

- Record your problem solving methods – all the ones that did not work! This will be referred to the path to the solution. It can be messy and that is okay!

- Record your final solution as well as the pathway that helped you arrive at this solution. You may wish to re-write and edit this final pathway so it is as eloquent as you would like. Also, this will help you follow your thinking at a later date if you return to this problem.

- What is your proof? How can you convince someone else, or several others, that your solution makes sense and is valid? Address this when you have completed solving the problem with your group.

Your journal is a place you record your problem solving process -- attempts, fails, and successes. Finally, your notebook will serve as a tool for reflective thinking. At the end of each class period, you should reflect on your experiences from class and your problem solving processes. The following prompts my help with your reflective process:

- What significant ideas did you develop during the class?

- Describe the environment in which you are engaged in thinking or the dynamics of your group.

- What are any other thoughts or questions you have about problem centered learning?

The journal will be an ongoing product that is mostly completed during class sessions. However, there may be a few times throughout the week where a small amount of time will be required to complete the write up outside of class.

Annotated Resources List, 10%

Develop a list of 5 to 7 resources that will/could be helpful to you and other teachers who plan to incorporate problem solving and/or social justice issues in their teaching. Each resource should include how it can be purchased or how it can be accessed, the cost (if applicable), and a description of the resource. Please make every attempt to include resources that have not been presented or are a part of those being used for the class. This assignment will be completed in class and should be presented as 1 to 2 PowerPoint slides and posted to the course D2L Discussion Board. In the weeks following the face-to-face portion of the course, I will combine the slides and send everyone a complete PowerPoint file with all resources.

Problem Solving Lesson or Problem Based Lesson, 20%

Choose a problem or issue situated in a global context related to global responsibility or social justice. Develop a lesson plan(s) or problem solving unit that will engage your students not only in the learning of meaningful content through authentic problem solving but also raise student awareness of either global responsibility or the selected issue of social justice. Your lesson plan or problem solving unit should include learning objectives, materials needed, a time-line for the lesson plan, a description of all activities students will be involved in, all open-ended questions you would ask students to engage them in discussion, and a description of how students will be evaluated. Please align this lesson plan with the grade level and subject area most relevant to you. (See resources and resource list in D2L as well as the Lesson Plan Format)
Culminating Assignment, 25%

You will write a research paper and the topic of your paper will be negotiated during the face-to-face portion of the class. The topic of this paper must be connected to a topic related to the class this semester. The idea here is that you have practice reading, synthesizing research, and sharing your synthesis regarding topics of interest to the education. The expectation of this paper is that it be in publishable form. The paper should be 10 to 12 pages in length and be based on a minimum of 15 references. Due Friday, November 18, 2016.

Grading:

This is a letter-graded course: A, B, C, D, or F.

Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.
POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution’s policy regarding “I” (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any “I” (Incomplete) grades by the end of the term or he/she may be placed on “financial aid probation.” If the “I” grade is not resolved/completed by the end of the following term, the student’s Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student’s academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc…in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc…; intimidation and interference with integrity process; and plagiarism. All students should review the Student’s Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at http://studentconduct.ou.edu/

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: http://www.goou.ou.edu/
INSTRUCTOR VITAE
Kansas Conrady, Ph.D.

Education

Current Positions
- 2012 - Present Assistant Professor, Mathematics Education, Department of Instructional Leadership and Academic Curriculum, University of Oklahoma, Norman, OK.
- 2011 – 2012 Assistant Professor, Mathematics Education, Department of Mathematics, Tarleton State University, Stephenville, TX.
- 2009 – 2011 Lecturer, Mathematics Education, Department of Mathematics, University of Central Oklahoma, Edmond, OK.
- 2007 – 2009 Graduate Assistant, School of Teaching, Curriculum, and Leadership, Oklahoma State University, Stillwater, OK.

Frequently Taught Advanced Programs Courses
- EDMA 5153-224 Problem Centered Learning
- EDUC 6930 Introduction to Teaching

Major Areas of Teaching and Research Interest
- Mathematics Teacher Education
- Content Coursework for Future Elementary Teachers
- Promoting Metacognitive Development in Future Teachers
- Supporting the transition from Preservice to Inservice Mathematics Teacher

Representative Publications and Presentations

Refereed Publications

Conference Proceedings
Non-Refereed Publication


Currently Under Review

Raymond, K., Gunter, M., & Conrady, K. (Target submission date: January 16, 2016). Brining together metacognition and communication to promote developing instructional practices. Mathematics Teaching in the Middle School.

Manuscripts currently in progress

- Conrady, K. & Reeder, S. One day professional development: Maximizing resources with a limited budget. Teacher Education and Practice.
- Conrady, K. Mathematics content courses for pre-service elementary teachers: A comprehensive glimpse. The Mathematics Educator.
- Conrady, K. & Sanogo, A. Using concept maps to assess change in elementary teacher’s understanding of number sense. Journal of Mathematics Teacher Educators.

Presentations (2014-2016)

- Goolsby-Smith, R., Conrady, K., Griffith, P., & DeBacker, T. (December, 2014). Whom will I be teaching? Transforming teacher candidates’ preconceived notions of future students through
multicultural literature case studies. Paper presented at 64th Annual Conference of the Literacy Research Association, Marco Island, FL.


Representative Honors and Awards Received

Awarded, Jeannine Rainbolt College of Education, Certificate of Excellence for work with Co-Teaching Partnerships with the Local School District, May 2013.

Major Professional Affiliations

• School Science and Mathematics Association
• Association of Mathematics Teacher Educators
• National Council for Teachers of Mathematics
• International Group for the Psychology of Mathematics Education, North American Chapter
• Research Council on Mathematics Learning
• Oklahoma Council for Teachers of Mathematics