EDUC 590  Reading and Synthesizing Teacher Research (3 credits)
The major purpose of this course is to instruct participants in the identification of research interests, selection of research strategies, and a review of literature leading to their master’s thesis. Participants will learn action research strategies that help them define questions and determine methods of gathering information and assessing it. They will also examine the process and practice of both quantitative and qualitative research. By the end of the course, students will clarify a research question, write a preliminary research plan and review of the literature, and identify the members of their research committees. Prerequisite: Any of the core courses (EDUC 550, 560, or 570)
Instructor: R. Gamm
Session 5: Meets Tuesdays, May 17, 24, and 31 from 7:00-9:30 pm  beginning June 7: T, TH 3:15 – 5:15 p.m.

EDUC 605  Practicum in Reading (4 credits)
In this course, the endorsement candidates will learn about and apply knowledge of informal and formal evaluation instruments for diagnosing reading ability and disability with students and learn to plan appropriate intervention experiences for those students. Each candidate will assess and teach individual students across a range of grade levels. The candidate will be responsible for assessing, analyzing assessment data, planning and implementing appropriate lessons, and producing an authentic document that can provide additional information relevant to the future reading instruction of the student. Field work will involve 40 hours of one-on-one tutoring with students to be documented on field work time log, submitted tutoring plans, and observations by the course instructor.
Session 5: Meets Tuesdays, May 17, 24, and 31 4:15 – 6:45 pm for coursework; tutoring will be in the field
Instructor: R. Linder

“Current Trends in STEM Education” is being offered as a 3-credit course presented in three modules, or teachers can select to take any of the three modules separately. These modules will feature online components in addition to face-to-face instruction offered by one of Wittenberg’s faculty members in biology, Dr. Amber Burgett, who has previously conducted workshops on STEM pedagogy at The Ohio State University.

EDUC 520-1  Current trends in STEM education—3 credit series (3 credits)
This 3 credit series of 1 credit blended (face-to-face and online) instructional sessions will explore current research in STEM education with applications for teacher in grades 4/5 - 12. We will explore strategies in active learning, collaborative learning, and inquiry based approaches to STEM education and how they impact student learning and retention of knowledge. We will examine successful examples of these trends, best practices for implementation in classrooms, and criticisms of their use. Each session will conclude with the design of a lesson for use in a relevant STEM classroom based on the strategies discussed as well as a short presentation of the lesson.

EDUC 520-2  First session: Active learning in STEM education (1 credit)
This session will focus on active learning strategies for use in STEM classrooms. This 1 credit course will examine 10 different techniques for incorporating active learning into a classroom. We will discuss best practices, review research on impacts of active learning on knowledge retention, develop assessment techniques for active learning, and adapt a lesson plan to the relevant STEM field that focuses on active learning. Examples for this course will focus on the topic of Climate Change and adapting this topic to all STEM fields.
May 16, 23, 30  4:15 – 6:45 pm (plus online requirements)  Instructor: A. Burgett
EDUC 520-3  Second session: Collaborative learning in STEM education (1 credit)

This session will focus on best practices when using collaborative learning or group work in STEM education. This 1 credit course will review the literature on collaborative learning and explore topics including optimal group size, the use of roles within groups, assessment strategies, and examine current technologies that can aid in collaborative learning.

Dates: June 7, 9, 16, 23  times: T, TH 1:00 – 3:00 (plus online requirements)  Instructor: A. Burgett

EDUC 520-4  Third session: Inquiry based approach to STEM education (1 credit)

This session will explore the use of inquiry based learning in STEM education. This 1 credit course will incorporate strategies of active and collaborative learning to develop lessons that follow the inquiry based method. We will explore techniques for building an inquiry based laboratory or lesson plan, we will review best practices in Problem Based Learning (PBL), and develop several lessons to be used in relevant STEM courses. This course will rely heavily on primary literature and research into the effectiveness of Inquiry based approaches to learning and will provide a comprehensive list of resources for developing and using Inquiry based approaches in STEM fields.

Dates: June 28, 30, July 7, 14  times: T, TH 1:00 – 3:00 (plus online requirements)  Instructor: A. Burgett

4/5 Endorsements

Summer 2016 online courses for graduate credit

EDUC 542 Mathematics in the Upper Elementary Grades (2 credits)
This course provides an overview of the Mathematics content and curriculum found in Ohio’s 4th-6th grade classrooms. Specific topics will include mathematical processes, number sense and numeration, algebraic concepts, informal geometry and measurement, and data organization and interpretation. Special attention is focused on developmentally appropriate pedagogy. Prerequisites: valid P-3 teaching license
Session 2: May 16 – June 24  Instructor: G. Post

EDUC 543 Science in the Upper Elementary Grades (2 credits)
This course provides an overview of the Science content and curriculum found in Ohio’s 4th-6th grade classrooms. Specific topics will include Earth science, life science, physical science, science in personal and social perspectives, and science as inquiry and science processes Special attention is focused on developmentally appropriate pedagogy. Prerequisites: valid P-3 teaching license
Session 2: May 16 – June 24  Instructor: R. Gamm

EDUC 544 Social Studies in the Upper Elementary Grades (2 credits)
This course provides an overview of the Social Studies content and curriculum found in Ohio’s 4th-6th grade classrooms. Specific topics will include geography, world history, United States history, Ohio history, government, citizenship, and democracy, economics, and social studies as inquiry and processes Special attention is focused on developmentally appropriate pedagogy. Prerequisites: valid P-3 teaching license
Session 2: May 16 – June 24  Instructor: A. McGuffey
Graduate Course Registration
Summer 2016 Courses

PLEASE PRINT

Last Name _______________________ First Name _______________________

Home Address _______________________________________________________

City, State ___________________________ Zip Code ______________________

Social Security Number (Required by the University) ____________________

Date of Birth (Required) ______________________

E-mail Address ______________________________________________________

School District / Building _____________________________________________

Signature of Applicant (Required)
______________________________________________________________

COST PER CREDIT $350.00

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Payment Method (Full payment must be included with registration form.)

Check enclosed ____ Visa ____ Master Card ____

Account Number _______________ Expires __________ 3 digit code_____

Refund Policy: Courses dropped prior to the start of the semester or during the first week – 100% refund

Courses dropped during the second week of class – 50% refund

Courses dropped after the second week of class – No refunds will be issued.