



EDUC 5309: Advanced Instructional Strategies

Spring 2013

Instructor Information:

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Course Web Site:	http:// www.uta.edu/faculty/mlcrow/		

Course Information:

Course Title:	Advanced Instructional Strategies
Course Number:	EDUC 530, 001
Semester:	Spring 2013
Course Location and Time:	Wednesdays, 5:30 PM to 8:20 PM,, Room 101 Trimble Hall (NOTE – start time is NOW 5:30 PM for evening classes)

Catalog Description

A study of advanced models of teaching including concept attainment, inductive thinking, inquiry, case study, role play, take-a-stand, scamper, problem-based learning, instructional matrix , etc. Published research on the effectiveness of the models as well as classroom demonstrations of the models will be required.

Course Description

This course will focus on a variety of advanced instructional models, methods, and techniques appropriate for use in elementary, secondary, and university classrooms. Methods will be explained, demonstrated, and documented by research from the professional literature. The course is also excellent for students who will become school administrators and also for corporate and military trainers.

Course Prerequisites:

Beginning Methods Course (or equivalent experience) and some knowledge of lesson plans, instructional objectives, and types of research.

Textbook(s) and Materials:

Weil, Marsha / Joyce, Bruce R/ Svinicki, Marilla. *Models of Teaching* . Boston: Allyn & Bacon. Some edition of this book is useful, but it is NOT required. Even if you do choose to purchase a textbook, you do not have to purchase the current one. You can locate on the web much less expensive former editions of the text. They are just as good as the current edition and in some cases better.

- Course Packet: Located at Birds Copies: 208 South East Street Arlington, Texas (817) 459 -1688. The course packet is REQUIRED and it will be used in every class session. Bring it with you to all classes.
- TK20: The College of Education is pleased to announce the adoption of TK20, a comprehensive data management system that will provide us with powerful tools to manage our growth and streamline our processes to enable us to meet your needs more efficiently and effectively. As with other course materials, you will need to subscribe to the program for a one-time only, non-refundable cost of \$100.00. You may purchase your subscription online from a link provided on the system's website or from the UT Arlington Bookstore as you would a textbook or other course materials. Please see the letter from Dean Gerlach and visit <http://www.uta.edu/coehp/tk20> for more information.

University Mission:

The mission of The University of Texas at Arlington is to pursue knowledge, truth and excellence in a student-centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to lifelong learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor's, master's, doctoral and non-degree continuing education programs.

College Mission:

The mission of the UTA College of Education is to develop and deliver educational programs that ensure the highest levels of teacher, administrator, and allied health science practitioner preparation and performance. As a recognized contributor to the fields of education and allied health science, the College engages in effective teaching, quality research, and meaningful service. The College is committed to diversity and to the advancement of active teaching and learning in all educational environments and at all levels.

Core Values:

Diversity	Learner Centered
Collaboration	Research Based
Field Experience	Life Long Learning
Excellence	Technology

Conceptual Framework:

The work of the College of Education is grounded in constructivism as a theory of teaching and learning and is done in a spirit of expectation that all involved in the College of Education, whether candidate, faculty or administrator, will hold the following as important: **Excellence, Student-Centered Environments, Research, Collaboration, Diversity, Technology, Field Experiences and Life-Long Learning.** Partners for the Future serves as the theme of the College of Education and epitomizes the understanding that it takes a village of partners to insure the future of education for all

National Standards:

NCTE-4.3

NCTM-7-12.2.7

CEC.GT.2.K2

State Domains and Competencies:

ART.EC-12.V.5.3S

MA.8-12.VII.7.3S

BIL.4-8.3.2S

MTT.EC-12.1.4k

ELA.EC-4.I.1.4S

PPR.EC-4.I.1.4k

ELA.EC-4.VII.7.8K

PPR.4-8.8.3

ELA.EC-4.VII.7.7S

PPR.8-12.III

ELA.EC-4.VIII.8.3K

READ.EC-12.I.1.19K

ELA.4-8.16S

READ.EC-12.I.1.36S

ELA.4-8.5.8K

READ.EC-12.II.2.14K

ELA.8-12.I.14K

READ.EC-12.IV.4.11K

ELA.8-12.II.2.13S

SPECED.EC-12.X.10.2S

MA.EC-4.VII.7.3S

SPECED.EC-12.X.10.5S

MA.4-8.7.3S

SS.4-8.3.1S

LEARNING OUTCOMES: The student will be able to:
construct a properly worded Instructional Objective or Learning Outcome containing all three (3) parts, at all six (6) levels of Bloom's Cognitive Domain.

construct a properly worded Instructional Objective (or learning outcome), containing all three (3) parts in the Affective Domain

correctly construct lesson plans, including all the necessary parts as taught in 5309, to address the needs of students

correctly implement (in a microteach format) procedures and stages of two of the advanced instructional techniques taught in 5309.

locate, read and describe in writing, research articles from professional journals on one or both of the two models chosen for microteach presentation.

Attendance and Drop Policy:

Class Attendance: The once-a-week class meeting makes it necessary to require attendance! Absences will, therefore, be carefully monitored. Two (2) absences will result in a ceiling grade of B (or of a one-letter grade reduction). Three (3) absences will result in a ceiling grade of C (or a two-letter grade reduction). Four (4) absences will result in failure of the course. Three tardies will constitute one absence. Please plan to be present and on time at all class sessions. If you must miss a class, it is your responsibility to obtain the information and any assignments from a classmate or from the Course Calendar. It is the student's responsibility to keep up with deadlines, dates, and assignments.

There is an Education Librarian, Andy Herzog who can be reached at 817-272-7517 or amherzog@uta.edu. Andy's office is located at Central Library, Office 313. You will find online databases for education at: <http://library.uta.edu/bySubject/browseEducationKinesiology.jsp>

Course Calendar:

<u>DATE</u>	<u>COURSE CONTENT</u>
Wednesday, Jan. 16. 28	Course Overview; review Bloom's Taxonomies; review Instructional Objectives (now called Learning Outcomes)
Wednesday, Jan 23	Learning Outcomes at all 6 levels of Cognitive taxonomy; Take-A-Stand
Wednesday, Jan. 30	Model choices due; Inductive vs. Deductive; What is a concept? Concept Attainment.
Wednesday, Feb. 6	Presentation Dates to be selected. Inductive Thinking, Inquiry Training.
Wednesday, Feb. 13	Six Thinking Hats, Memory Model, Reverse Brainstorming
Wednesday, Feb. 20	Role Play, Group Investigation, Awareness Training
Wednesday, Feb. 27	Synectics, Scamper, Simulation Game
Wednesday, March 6	Annotated Bibliography Due; Attribute Listing, Instructional Matrix
Wednesday, March 13	Spring Break.
Wednesday, March 20	Case Study; Problem-Based-Learning
Wednesday, March 27	Model Demonstrations (Lesson Plan due at the time of demonstration)
Wednesday, April 3	Model Demonstrations
Wednesday, April 10	Model Demonstrations.
Wednesday, April 17	Model Demonstrations.
Wednesday April 24	Model Demonstrations.
Wednesday May 1	Model Demonstrations

Wednesday, May 8 Final Exam (bring scantron 882-E and #2 pencil and notebook paper)

Note: The Professor may need to change the order or dates on this calendar depending upon class enrollment, inclement weather and other circumstances.

Important Dates: January 14,– First day of classes.
 March 29 - Last day to drop classes.

INSTRUCTIONAL STRATEGIES/MODELS TO BE COVERED:

- Take-A-Stand ---- Crow (Values Clarification movement)
- Concept Attainment – Bruner
- Inductive Thinking – Taba
- Inquiry Training – Suchman
- Six Thinking Hats –de Bono
- Memory Model – Lucas
- Role Play – Shaftels
- Group Investigation – Thelen
- Synectics – Gordon
- Awareness Training – Schutz and others (Human Relations Training)
- Scamper – Eberle
- Instructional Matrix – Crow
- Attribute Listing – Crawford
- Case Study – Harvard University
- Problem Based Learning (PBL)
- Simulation Game
- Reverse Brainstorming

Assignments:

Select two models from the list below to study thoroughly and to demonstrate before the class on assigned days. Members of our class will role-play elementary, secondary or university students, or faculty members (as you specify), while you teach content from one of your teaching fields, using the model correctly, step-by-step (this is known as microteaching). Students planning to be administrators may role-play teaching models to their faculty as a part of their in-service training.

A complete Lesson Plan will be due the day you demonstrate your model. It should include:

1. Descriptive data: name of model, grade level, course level (honors, G/T, remedial, etc.), subject, and where this lesson would occur during your semester.

2. Learning Outcome(s): behavior, conditions, level of acceptability. At least one Learning Outcome must refer to the specific content you are teaching. Other outcomes may refer to process.
3. Methods and Techniques: a detailed list of the stages or steps or procedures, including the estimated time each would take, and how you would implement each step in your class. This should be detailed .Could a substitute teacher teach from your plan? (Use your textbook, class notes, and course packet for correct steps)
4. Resources: instructional supplies, materials, equipment, space needed, etc.
5. Evaluation: specific methods or procedures, how you would grade; be sure your evaluation matches your Learning Outcomes exactly.
6. Lesson plans should be typed. Double space and staple. Do not use a folder. Remember to append any handouts or transparencies used during your lesson plan. For Concept Attainment Model, append a list of the YES Examples and NO Examples (by pairs) to be used.

See the rating scale at the end of the syllabus for grading details.

- **Value – 15 points per plan; 15 points per demo. Total Value – 60 points.**

Prepare an Annotated research Bibliography

Value – 10 points

Based on a literature search in the UTA library, prepare an annotated bibliography on research articles from professional journals on one or both of the two models you choose. Two articles should be selected for inclusion. Provide complete bibliographic information: author's name, "Title of Article", Name of Journal, Volume number, Issue number, date, and pages. Write at least one full page describing each article and your reaction to it. **Be sure to identify your model(s).** Attach your write-up to a copy of the article.

Your articles should be original research (quantitative/statistically analyzed or qualitative) or compilations of research findings. Internet abstracts of articles are not acceptable; please locate and read entire articles or the full copies either online or in the professional journals themselves. The more recent the better.

Search for research using the name of the model, the author, and the kind of model (ex.: values clarification for Take-A-Stand, human growth potential for awareness training, de Bono for Six Thinking Hats, Eberle for Scamper, etc.)

Remember that if you can locate one good, recent article from a Professional Journal, its list of References will lead to many additional similar articles!

Here is a partial list of journals that publish research on the models:

- | | |
|---|-------------------------------------|
| ▪ Journal of Teacher Education | ▪ Journal of Educational Research |
| ▪ Small Group Research | ▪ Journal of Educational Psychology |
| ▪ Educational Leadership | ▪ Contemporary Education |
| ▪ Theory and Research on Social Education | ▪ School Science and Mathematics |

- The Journal of Experimental Education
- Urban Education
- Journal of Learning Disabilities
- Psychological Record
- Research in Education
- Reading Improvement
- Roeper Review
- Cognition and Instruction
- Journal of Special Education
- Journal of Legal Education
- Journalism Education
- Exceptional Children
- Medical Teacher
- International Journal of Instructional Media
- *Journal of Simulation and Gaming
- Review of Educational Research
- Gifted Child Quarterly
- Adolescence
- Remedial and Special Education
- Social Studies
- Journal of Moral Education
- International Journal of Science Education
- Journal of Social Psychology
- Educational Technology
- Journal of Biological Education
- Counselor Education and Supervision
- Contemporary Educational Psychology
- Journal of Research on Computers in Education
- *International Journal of Problem- Based Learning
- International Journal of Role-Playing

Grade Calculation:

	Points
Model Lesson Plan (Two Plans at 15 points each) -----	30
Model Microteach (Two Demonstrations at 15 points each) -----	30
Annotated Bibliography -----	10
Final Exam -----	30
Total	<hr/> 100
90 – 100 points.....	A
80 – 89 points.....	B
70 – 79 points.....	C
60 – 69 points.....	D
59 or below	F

Email Communication:

UTA e-mail will be considered the official means of communication between the university and students, effective August 22, 2005. Utilize your UTA e-mail for all communications. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. MavMail is available at:

<http://www.uta.edu/oit/cs/email/mavmail.php>.

You are responsible if you do not receive information because you do not regularly check your UTA email.

Americans with Disabilities Act (ADA):

If you are a student who requires accommodations in compliance with the ADA, please consult with me at the beginning of the semester. As a faculty member, I am required by law to provide “reasonable accommodation” to students with disabilities, so as not to discriminate on the basis of that disability. Your responsibility is to inform me of the disability at the beginning of the semester and provide me with documentation authorizing the specific accommodation. Student services at UTA include the Office for Students with Disabilities (located in the lower level of the University Center) which is responsible for verifying and implementing accommodations to ensure equal opportunity in all programs and activities.

Call the Office for Students with Disabilities at 817-272-3364 or go to www.uta.edu/disability.

Student Support Services:

The University of Texas at Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. These resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals to resources for any reason, students may contact the Maverick Resource Hotline at 817-272-6107 or visit www.uta.edu/resources for more information.

Start Strong Tutoring Program. For years, UT Arlington has made available a tutoring program whereby students pay \$6.50 for a one-hour tutoring session. The University has paid the remainder of the tutor’s salary in a program that has been known as Cost-Share Tutoring. This program (rebranded as

“University Tutoring”) will continue to exist and is available to all students.

Academic Honesty:

Academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form at The University of Texas at Arlington. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. “Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.” (Regents’ Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2., Subdivision 3.22).

This is the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

Expectations for OUT-OF-CLASS STUDY: A general rule of thumb is that for every credit hour earned, a student should spend 3 hours per week working outside of class. Hence, a 3-credit course might have a minimum Expectation of 9 hours of reading, study, etc. This time is in addition to the time spent attending class.

DROP POLICY: Students may drop or swap classes through self-service in MyMav from the beginning of the registration through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw.

STUDENT FEEDBACK SURVEY: At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete on Student Feedback Survey which will be available online. Students will receive information through MavMail how to complete these forms.

EDUC 5309 - Model Demonstrations
Dr. Crow

Student's Name	Name of Model	Date
Lesson Plan (15 pts)		
1. Descriptive data	_____	
2. Learning Outcomes/IO's (3 parts to each)	_____	
3. Methods and Techniques	_____	
- Accuracy of Model Stages and Order	_____	
- Implementation Detail	_____	
- Estimated Times per stage	_____	
4. Resources/Supplies/Space	_____	
5. Evaluation Procedures (must match Learning Outcomes)	_____	
6. Handouts or Transparencies Appended (if appropriate) Concept Attainment Exemplars required.	_____	
Demonstration of Model (15 pts)		
Accuracy of Implementation		
- Intent of Model – Essential!	_____	
- Model Stages (order and procedures)	_____	
- Lesson Plan (does plan match demo?)	_____	
Instructional/Presentation Skills		
Volume	_____	Grammar
Rate	_____	Body Utilization
Voice	_____	Clarity of Explanations
Pitch	_____	Poise & Confidence
Mannerisms	_____	Use of Instructional Aids & Materials
Eye Contact	_____	Reinforcement of students
Warmth	_____	Student Interaction
Genuineness	_____	Skills
Enthusiasm/Animation	_____	Other
Diction	_____	
Pronunciation	_____	
Length (15 – 30 minutes*)	_____	
Total Points Accrued		_____
Total Possible Points		(30)

* Required length will be determined by number of students enrolled in course.