Instructor Information:

Instructor: David M. Sparks, Ed. D.       Phone: (817) 272-0716
Office: Science Hall 322F       Mailbox: 19777
E-Mail: david.sparks@uta.edu (see page 8 policy)

Office Hours: Mon 8:30AM-10:30AM; Tues 1:30-3:30PM; Wed 8:30AM-10:30AM; Thurs Morning-Appt. Only

Instructor Web Site: https://www.uta.edu/mentis/public/#profile/profile/view/id/12388/category/1
Facebook: www.facebook.com/profsparkplug       Twitter: @ProfSparkplug

Course Information:

Course Title: Advanced Instructional Strategies
Course Number: EDUC 5309-001
Semester: Fall 2013
Course Location and Time: Tuesdays 5:00PM-7:50PM, Science Hall 333

Catalog Description

This course engages students in a study of advanced models of teaching and learning such as concept attainment, inductive thinking, inquiry, problem-based learning, role play, simulation games and other models, with an analysis of research on the effectiveness of these models. Emphasis is on current trends in the content areas.

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.
Course Prerequisites:

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

Textbook(s) and Materials:

Required:

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

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 of 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 the 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

More Library Resources:

Library Home Page............................................. http://www.uta.edu/library
Subject Guides ................................................. http://libguides.uta.edu
Subject Librarians ........................................... http://www.uta.edu/library/help/subject-librarians.php
Database List .................................................. http://www.uta.edu/library/databases/index.php
Course Reserves .............................................. http://pulse.uta.edu/veeby/enterCourseReserve.do
Library Catalog................................................ http://discover.uta.edu/
E-Journals ....................................................... http://liblink.uta.edu/UTAlink/az
Library Tutorials ............................................. http://www.uta.edu/library/help/tutorials.php
Connecting from Off-Campus............................... http://libguides.uta.edu/offcampus
Ask A Librarian .............................................. http://ask.uta.edu

The following URL houses a page where we have gathered many commonly used resources needed by students in online courses: http://www.uta.edu/library/services/distance.php

Finally, the subject librarian for your area can work with you to build a customized course page to support your class if you wish. For examples, visit http://libguides.uta.edu/os and http://libguides.uta.edu/pols2311fm. If you have any questions, please feel free to contact the Coordinator for Information Services, Suzanne Beckett, at sbeckett@uta.edu or at 817.272.0923.
### Course Calendar:

<table>
<thead>
<tr>
<th>DATE</th>
<th>COURSE CONTENT</th>
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<tbody>
<tr>
<td>Tues, Aug. 27</td>
<td>Course Overview; review Bloom’s Taxonomies; review Instructional Objectives (now called Learning Outcomes); Ice Breakers; Modeling</td>
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<tr>
<td>Tues, Sept 3</td>
<td>Learning Outcomes at all 6 levels of Cognitive taxonomy; Take-A-Stand</td>
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<tr>
<td>Tues, Sept 10</td>
<td>Model choices due; Inductive vs. Deductive; What is a concept? Concept Attainment.</td>
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<tr>
<td>Tues, Sept 17</td>
<td>Presentation Dates to be selected. Inductive Thinking, Inquiry Training.</td>
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<td>Tues, Sept 24</td>
<td>Six Thinking Hats, Memory Model, Reverse Brainstorming</td>
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<tr>
<td>Tuesday, Oct. 1</td>
<td>Role Play, Group Investigation, Awareness Training</td>
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<tr>
<td>Tuesday, Oct. 8</td>
<td>Synectics, Scamper, Simulation Game, Socratic Circles</td>
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<tr>
<td>Tues, Oct. 15</td>
<td>Annotated Bibliography Due; Attribute Listing, Instructional Matrix</td>
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<tr>
<td>Tues, Oct. 22</td>
<td>Case Study and Problem-Based-Learning</td>
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<tr>
<td>Tues, Oct. 29</td>
<td>Case Study and Problem-Based-Learning</td>
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<td>Tues, Nov. 5</td>
<td>Critical Friends Protocol</td>
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<td>Tues, Nov. 12</td>
<td>Conceptual Mapping and Visualizations</td>
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<tr>
<td>Tues, Nov. 19</td>
<td>Model Demonstrations. (Lesson Plan due at the time of demonstration)</td>
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<tr>
<td>Tues, Nov. 26</td>
<td>Model Demonstrations.</td>
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<tr>
<td>Tues, Dec. 3</td>
<td>Model Demonstrations.</td>
</tr>
<tr>
<td>Tues., Dec. 10</td>
<td>Final Exam (bring scantron 882-E and #2 pencil and notebook paper)</td>
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Note: The Professor may need to change the order, content, or dates on this calendar depending upon class enrollment, inclement weather and other circumstances.

Important Dates:  
- Aug. 27, 2013– First day of class  
- October 30, 2013- 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
- Discrepant Events (Liem, others)
- Critical Friends Protocol (NewTech Network)

Assignments:

Select two models from the list above 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
- Small Group Research
- Educational Leadership
- Theory and Research on Social Education
- Journal of Educational Research
- Journal of Educational Psychology
- Contemporary 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:

<table>
<thead>
<tr>
<th>Description</th>
<th>Points</th>
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<tbody>
<tr>
<td>Model Lesson Plan (Two Plans at 15 points each)</td>
<td>30</td>
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<tr>
<td>Model Microteach (Two Demonstrations at 15 points each)</td>
<td>30</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>10</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30</td>
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<tr>
<td>Total</td>
<td>100</td>
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</table>

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:


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 I 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.

EMERGENCY EXIT PROCEDURES: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is the staircase located immediately to the right outside of the classroom doors. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

UTA Emergency procedures may be found at [https://www.uta.edu/policy/procedure/7-6](https://www.uta.edu/policy/procedure/7-6).

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. Sparks

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<thead>
<tr>
<th>Student’s Name</th>
<th>Name of Model</th>
<th>Date</th>
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**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**

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<th>Volume</th>
<th>Rate</th>
<th>Voice</th>
<th>Pitch</th>
<th>Mannerisms</th>
<th>Eye Contact</th>
<th>Warmth</th>
<th>Genuineness</th>
<th>Enthusiasm/Animation</th>
<th>Diction</th>
<th>Pronunciation</th>
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<tr>
<th>Grammar</th>
<th>Body Utilization</th>
<th>Clarity of Explanations</th>
<th>Poise &amp; Confidence</th>
<th>Use of Instructional Aids &amp; Materials</th>
<th>Reinforcement of students</th>
<th>Student Interaction</th>
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* Required length will be determined by number of students enrolled in course.