EDUC 5309: Advanced Instructional Strategies

Instructor Information:

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Office Hours: By Appointment

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Facebook: www.facebook.com/profsparkplug  
Twitter: @ProfSparkplug

Course Information:

Course Title: Advanced Instructional Strategies  
Course Number: EDUC 5309-001  
Semester: Spring 2015  
Course Location and Time: Wednesdays 5:30-8:20PM, Trimble Hall 110

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. Students will also focus on extending their effectiveness as a classroom teacher by implementing these strategies and discussing the needs of diverse learners.
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:


Optional:
Joyce, Bruce & and Weil, Marsha. Models of Teaching (8th Edition). Boston: Allyn & Bacon. (5th, 6th, or 7th Editions are fine)


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 Covered:

NCTE-4.3 NCTM-7-12.2.7 CEC.GT.2.K2

State Domains and Competencies:

<table>
<thead>
<tr>
<th>ART.EC-12.V.5.3S</th>
<th>MA.8-12.VII.7.3S</th>
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<tr>
<td>BIL.4-8.3.2S</td>
<td>MTT.EC-12.1.4k</td>
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<td>MA.EC-4.VII.7.3S</td>
<td>SPECED.EC-12.X.10.5S</td>
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LEARNING OUTCOMES:

The student will be able to:

*discuss the important of learning objectives, focusing content, and using taxonomies to enhance learning and promote rigor
*correctly construct lesson plans to address the needs of students
*correctly implement (in a microteach format) procedures and stages of two of the advanced instructional techniques taught in this course
*locate, read, and describe in writing, research articles from professional journals on one of the two models chosen for the microteach presentation
*read about and implement strategies to teach students in poverty within a non-deficit framework
*model the effective integration of technology into the teaching strategies covered
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 maximum grade of B (or of a one-letter grade reduction). Three (3) absences will result in a maximum grade of C (or a two-letter grade reduction). Anything over four (4) absences could result in failure of the course. 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, Gretchen Trkay who can be reached at gtrkay@uta.edu. Gretchen’s’s office is located at Central Library, Office 313. You will find online databases for education at:

More Library Resources:

Library Home Page...............................http://www.uta.edu/library
Education Subject Guides ......................http://libguides.uta.edu/education
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/vwebv/enterCourseReserve.do
Library Catalog .................................http://uta.summon.serialssolutions.com/?summonVersion=2.0#!/search
E-Journals .......................................http://ns6rl9th2k.search.serialssolutions.com/?SS_Page=refiner&SS_RefinerEditable=yes
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

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 (Subject to Change):

<table>
<thead>
<tr>
<th>DATE</th>
<th>COURSE CONTENT</th>
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<tr>
<td>Wed, January 21</td>
<td>Ice Breakers; Course Overview; review Bloom’s and other Taxonomies; Affective Domain; Review Instructional Objectives (Learning Outcomes); Introduce textbooks and go over the Syllabus including assigned readings</td>
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<tr>
<td>Wed, January 28</td>
<td>More on Taxonomies; Take-A-Stand; What is a concept? Concept Attainment.</td>
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<tr>
<td>Wed, February 4</td>
<td><em>First reading assignment and quiz over Chapters 1 and 2 in Gorski book</em> Inductive vs. Deductive Thinking; Inquiry Models</td>
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<tr>
<td>Wed, February 11</td>
<td><em>Presentation partners / Topics to be selected</em> Problem Based Learning; Direct Instruction</td>
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<tr>
<td>Wed, February 18</td>
<td><em>Second reading assignment and quiz over Chapters 3 and 4 in Gorski book</em> Six Thinking Hats; Concept Development Model; Brainstorming/Reverse Brainstorming</td>
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| Wed, February 25 | Role Play, Cooperative Learning Models; Awareness Training; Vocabulary Acquisition Models  
*Presentation Dates to be selected* |
| Wed, March 4   | *Third reading assignment and quiz over Chapters 5 and 6 in Gorski book* Synectics; Memorization and Mnemonics; Socratic Seminar Model |
| Wed, March 18  | *Discussion 1 due by the end of Spring Break* Library Tour (Speaker); Integrative Model; Case Study (Harvard) |
| Wed, March 25  | *Fourth reading assignment and quiz over Chapters 7 and 8 in Gorski book* Work on Annotated Bibliographies |
| Wed, April 1   | *Annotated Bibliography Due (Turn in to Blackboard)* Learning Styles/Kinesthetic Learning |
| Wed, April 8   | Technology Demonstration/ LINK Lab; Prepare for Model Demonstrations |
| Wed, April 15  | *Fifth reading assignment and quiz over Chapters 9 and 10 in Gorski book* Model Demonstrations (Lesson Plan due at the time of demonstration) |
| Wed, April 22  | Model Demonstrations (Lesson Plan due at the time of demonstration) |
| Wed, April 29  | *Discussion 2 Due by May 1* Model Demonstrations (Lesson Plan due at the time of demonstration) |
| Wed, May 6     | Model Demonstrations (Lesson Plan due at the time of demonstration) |
| Wed, May 13    | Final Exam (Bring #2 pencil and notebook paper/ Blue book) |

Important Dates:  
- January 21, 2015– First day of class  
- April 3, 2015- Last day to drop classes
INSTRUCTIONAL STRATEGIES/MODELS TO BE COVERED:

- Concept Attainment – Bruner*
- Inductive Thinking – Taba*
- Problem Based Learning (PBL) *
- Direct Instruction*
- Concept Development Model*
- Vocabulary Acquisition Model*
- Inquiry Models*
- Cooperative Learning Models*
- Integrative Model*
- Socratic Seminar Model*
- Brainstorming/ Reverse Brainstorming**
- Case Study – Harvard University**
- Learning Styles/ Kinesthetic Learning**
- Memorization and Mnemonics**
- Synectics – Gordon**
- Role Play – Shaftels**
- Six Thinking Hats –de Bono**
- Take-A-Stand- Crow (Values Clarification movement)**

*coverd in the Kilbane and Milman text **not in required class texts / will require supplementary research and study

Assigned Readings/Quizzes: (8 points each)

Gorski book:
1. Chapters 1 and 2, pp. 6-33. Deadline: February 4 Quiz: February 4
2. Chapter 3 and 4, pp. 35-70 Deadline: February 18 Quiz: February 18
3. Chapters 5 and 6, pp. 71-107 Deadline: March 4 Quiz: March 4
4. Chapters 7 and 8, pp. 108-131 Deadline: March 25 Quiz: March 25
5. Chapters 9 and 10, pp. 132-157 Deadline: April 15 Quiz: April 15

Online Class Discussions: (10 points each)

Two classroom discussions will be posted in Blackboard during the course. One will be posted before Spring Break and the other will be posted before May 1. You will answer the initial question and then respond in a meaningful manner to two of your classmates before the due date. One question will relate to the Gorski book on teaching students from poverty. The other question will relate to the teaching methods covered in this course.

Assignments:

Lesson Plan and Model Demonstrations:
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, class Powerpoints, and outside sources)

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 in Word and submitted into Blackboard. Remember to append any handouts or transparencies used during your lesson plan and include those in the Blackboard assignment. 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 – 20 points per plan; 20 points per demo. Total Value – 80 points.

**Annotated Research Bibliography**

**30 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. We will have a library tour and research refresher during the course for those who have not worked with research in a while. It is much different now!

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
- International Journal of Instructional Media
- International Journal of Role-Playing
- 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
- Journal of Simulation and Gaming

**Grade Calculation:**

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<th>Assignment</th>
<th>Points</th>
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<tr>
<td>Online Discussions/Class Quizzes</td>
<td>60</td>
</tr>
<tr>
<td>Model Lesson Plan (Two Plans at 20 points each)</td>
<td>40</td>
</tr>
<tr>
<td>Model Microteach (Two Demonstrations at 20 points each)</td>
<td>40</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>30</td>
</tr>
<tr>
<td>Final Exam</td>
<td>40</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>200</strong></td>
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180 – 200 points.................................. A  
160 – 179 points.................................. B  
140 – 169 points.................................. C  
120 – 139 points.................................. D  
119 or below ..................................... F  

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1. **Academic Integrity/Honesty Statement:** This experience demands a high level of scholarly behavior and academic honesty on the part of all students. Examples of academic dishonesty include but are not limited to: (1) turning in work as original that was used in whole or part for another course and/or instructor without obtaining permission from this instructor in advance; (2) turning in another person’s work, in part or in whole, as your own; (3) copying from professional works without citing them; and (4) any form of cheating on exams. Violations of academic integrity/honesty while carrying out academic assignments may, at the discretion of the instructor, receive a zero on the particular work in question, receive an “F” in course, or will be brought before a higher level of governance for possible dismissal from the university. Discipline may include suspension or expulsion from the University. This is a matter of professional ethics for anyone involved in the field of education. According to the UT System Regents Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22: Scholastic 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.

2. **Americans with Disabilities Act:** The University of Texas at Arlington Center for Professional Teacher Education does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. Copies of this document may be obtained in the Office for Students with Disabilities located in the University Center, lower level, UTA. The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination. 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. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

3. **Student Support Services Available:** 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.

4. **Grade Grievance:** The student has one calendar year from the date the grade is assigned to initiate the grievance. The normal channels are course professor, department chair, academic dean, and the Provost.

5. **Maintaining eligibility for Internship and Residency:** Students who earn a “D” or an “F” in any education (EDML/EDUC) class must retake the course in order to be certified.

6. **Criminal Background Check:** When UTeach students begin work in a school for any reason, he/she will need to complete a Criminal Record Check (CRC) form. The CRC form should be completed during the first week of classes. These forms will be returned to the Field Experience Office and routed to the personnel office for the school districts. The school district will process the CRC and then notify students of any that do not clear. In the case that a student is notified by the school district that his/her CRC does not clear, he/she must report immediately to the UTeach office. Because of the possibility that CRCs do not clear and may not be reported by students until after the census date, students bear the responsibility of any loss of fees due to subsequent withdrawal from teacher education courses.
7. **Student Support**: The University of Texas at Arlington supports a variety of student success programs to help you connect with the university and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance, academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

8. **Professional Dispositions. College of Education and UTeach approved 5/2012**: Each candidate in the College of Education and Health Professions of UT Arlington will be evaluated on Professional Dispositions by faculty and staff. These dispositions have been identified as essential for a highly-qualified professional. Instructors and program directors will work with candidates rated as “unacceptable” in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any digressions. If digressions are not addressed by the student and improvements not made, students may be removed from the program. A more complete description of Professional Dispositions in Education is posted on the course Blackboard site. Professional Dispositions are aligned with TEA requirements for Professional Ethics.

**Email Communication**

UT Arlington email will be considered the official means of communication between the university and students, effective August 22, 2005. Utilize your UT Arlington email for all communications except those as specified by your professor. You are responsible if you do not receive information due to not checking your UT Arlington email and the course Blackboard site.

**Title IX Information**

The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**ATTENDENCE**

At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, and as diligent and conscientious teachers, attendance to all class meetings is required. Students are expected to be in class on time and to stay the full length of the class.