

Education 726
3 grad credits
Models of Teaching and Learning

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Required Text: Joyce, B., Weil, M., and Calhoun, E. (2015). *Models of Teaching* (9th Ed.), Boston: Pearson Allyn/Bacon. This book was chosen because of its reputation as the definitive classic concerning models of teaching. You may want to check online venues for new/used copies. The 9th edition has been reformatted and is quite different than the 8th edition. We will begin using the text the very first week of the course.

Access to the authors' PowerPoints of each chapter and other helpful resources at <http://modelsofteaching.org/>

Access to 25 video demonstrations of a variety of models and tips for learning each model: www.youtube.com/user/BooksendLab (although I do not see 25 in this current site)

Course Description: This is primarily an online course that has three face to face meetings for introductions and project choice discussions. Face to face meetings will be held at the BLISS Center on January 30th, March 6th and April 17th 4-5 pm. All other work will revolve around the course text and materials in D2L or Canvas.

For both new and experienced teachers, exploring the concept of models of teaching provides an avenue for taking charge of their professional lives. If we develop a repertoire of effective approaches to teaching, we can confidently try them with our students to help them achieve a variety of goals; moreover, we can help students with different learning styles to find more meaningful ways of learning. The larger our repertoire, the less we and our students feel trapped by only using a few ways of learning.

Models of teaching are really models of learning. As we help students acquire information, ideas, skills, values, ways of thinking, and means of expressing themselves, we are also teaching them how to learn. In fact, the most important long-term outcome of instruction may be the students' increased capabilities to learn more easily and effectively in the future, both because of the knowledge and skill they have acquired and because they have mastered more learning processes.(Joyce, Weil & Calhoun, 2015) This course will focus on understanding the various aspects of instructional environments and ways that teachers can create and effectively use their own curriculum designs. Four traditional models of teaching will provide the content of the course: information-processing, social, personal, and behavioral systems.

Course Goals: During this semester, we will examine important issues concerning the development and implementation of different types of learning models:

- Our own existing personal knowledge; skills and expertise; and attitudes, values, and beliefs about the nature of teaching and learning.
- Some philosophical and psychological orientations that impact models of teaching and learning.
- Representative models of teaching and learning.
- The process in developing personal teaching models including issues/needs of students and local/institutional standards for learning and achievement.

The major goals for the course are the following:

1. Students will examine and become familiar with a variety of models, especially as these relate to curricular planning and instructional design.
2. Students will be able to recognize the components that create effective teaching models.
3. Students will be able to generate important questions about curriculum development in order to extend their thinking about the value of the models under study.
4. Students will articulate and analyze the benefits of (a) designing and implementing a model of teaching and (b) collaborating/professional sharing of that application.

COURSE ASSIGNMENTS: Additional information about each of these assignments is posted in the CONTENT area of the D2L site.

- 1) **Participate in the seven online discussion sessions** for this semester. Most discussion forums will have (a) a specific window of time for your participation, (b) required content reading from the course textbook, (c) Chapters 3 – 20 will have student created PowerPoint summaries posted by assigned students from each required chapter reading, (d) your personal discussion posts for all 20 chapters. Your participation in the discussion forums will be assessed according to established criteria. For your Power Point, select and clarify the main ideas of the chapter content. Try to limit your summary to 7 PPT slides. For example, place one main idea at the top of each slide with bulleted points for explanation and clarification. Somewhere in your Power Point summary include a quote from the textbook chapter. Then use your final PPT slide to ask an important question or two from your chapters. These questions will guide your colleagues comments and responses in the discussion forums. Graphics and links to related resources make the summaries even more pragmatic. (Assigned PowerPoint chapter summary Only Chapters 3-18 = 15 points, discussion participation, 7 x 5 = 35 points, for 50 points total)

Student Name	Assigned Chapter for PowerPoint Summary Creation
B. Kim & S. Michelle	Chapter 3 Learning to Learn Inductively
B. Carolyn & S. Amanda	Chapter 4 Scientific Inquiry
B. Jenni & W. Staci	Chapter 5 The Picture Word Inductive Model
C. Breanna & Z. Brittany	Chapter 6 Concept Attainment
D. Patricia & Z. Aric	Chapter 7 Synectics
G. April & Z. Shea	Chapter 8 Memorization
G. Colleen	Chapter 9 Using Advance Organizers to Design Presentations
H. Dan	Chapter 10 The Inquiry Training Model
H. Trish	Chapter 11 Partners in Learning
H. Kaylei	Chapter 12 Group Investigation
H. Catherine	Chapter 13 Role Playing
K. Donnetta	Chapter 14 Nondirective Teaching
K. Tammy	Chapter 15 Developing Positive Self-Concepts
K. Olivia	Chapter 16 Explicit Instruction

M. Andrea	Chapter 17 Mastery Learning
M. Michael	Chapter 18 Direct Instruction
O. Nate	Chapter 19 Creating Curricula
R. Elizabeth	Chapter 20 Expanding our Horizons

- 2) **Read a professional book** about various aspects of models of learning. Summarize this book and then connect aspects of curriculum learned during this course to the ideas presented in your selected professional book. Summary writing guidelines and a list of book choices will be provided in the course content area of D2L. (25 points)
- 3) **Design and create an individual project** in which you apply an assortment of aspects of learning environments learned in this course. Include a reflective writing narrative about this project. (25 points).
- 4) **Create a personal metaphor or word picture** for your beliefs about teaching and learning. Write a description of this metaphor and connect it to related sections of the text. Detailed description found in course content area of D2L (15 points)

Total Points: 115

Please note that **ALL** written work must be completed and submitted to the **DROPBOX** by the end of the day - Friday, April 26th.

Grading scale is determined on a percentage basis as follows:

100-96	A	85-84	C+
95-94	A-	83-79	C
93-92	B+	78-76	C-
91-88	B	75-74	D+
87-86	B-	73-70	D

This course is designed to address all of the **INTASC Standards for Teaching** but especially these:

#2 Learning Differences

#3 Learning Environments

#7 Planning for Instruction

#8 Instructional Strategies

Please see the attached information about the INTASC Model Standards for Teaching:
http://www.ccsso.org/documents/2011/intasc_model_core_teaching_standards_2011.pdf

CALENDAR FOR DISCUSSION FORUMS AND TEXT READINGS:

We will use the following schedule for our online discussion forums on the textbook. Check the DISCUSSION area of the D2L site on the first day each Forum begins for more details. The discussion will be based on the big ideas from the chapters you read for each forum. It is very helpful if you have completely read the assigned chapters BEFORE you begin the online Forum discussion. Please note there is overlap between the Online Discussion Forums and the course assignments. Given the slightly accelerated schedule I encourage you to keep up with your reading, writing and homework. For the first two chapters we will not follow the normal procedure of having assigned students post a chapter summary PowerPoint. However, students will be responding to discussion forum prompts for these chapters. Follow directions below and in the Discussion Text Forum descriptions.

Introduction Forum

Monday January 21 –Sunday January 27.

Welcome to our Course Introduction discussion forum. Please introduce yourself to your classmates. Tell a bit about your background and why you are in the course. Feel free to share about where you live and work. Try to share at least one fun and interesting thing about you and your life. We may have several out of state students or out of Stevens Point students this semester. It helps the group dynamics, too, if you respond to your colleague's introductory comments. However, there are 25 students in our class so don't feel like you have to write a lot or respond to everyone's introductory post. (No points associated with these postings.)

Text Forum 1: Course introduction and theoretical concepts of models of learning (Read Chapters 1&2)

Monday January 28 – Sunday February 3 All students must Read Chapters 1-2.

For our first text discussion forum please post the following for both chapter one and chapter two:

- 1) One thing you learned from each chapter including an original discussion question
- 2) A thoughtful response to two colleague's original posts for each chapter.

Text Forum 2: The Basic Information-Processing Models of Teaching (Read Chapters 3-5)

Mon. February 4 – Sun. February 17 Each assigned chapter PowerPoint summary must be posted by Sat. February 9 and each student should reply to each summary and any additional colleagues' postings between February 10 and February 17.

Text Forum 3: Special Purpose Information-Processing Models (Chapters 6-10)

Mon. February 18 – Sun. March 3. Each assigned chapter PowerPoint summary must be posted by Sat. February 24 and each student should reply to each summary and any additional colleagues' postings between between February 24 to March 3.

Text Forum 4: Social Family of Models of Teaching (Read Chapters 11-13).

Mon. March 4 – Sun. March 17. Each assigned chapter PowerPoint summary must be posted by Sat. March 9 and each student should reply to each summary and any additional colleagues' postings between March 10 and March 17.

Text Forum 5: The Personal Family of Models (Read Chapters 14-15)

Mon. March 18 – Sun. March 31. Each assigned chapter PowerPoint summary must be posted by Sat. March 23 and each student should reply to each summary and any additional colleagues' postings between March 24 and March 31.

Text Forum 6: The Behavioral Family of Models (Read Chapters 16-18)

Mon. April 1 – Sun. April 14. Each assigned chapter PowerPoint summary must be posted by Sat. April 6 and each student should reply to each summary and any additional colleagues' postings between April 7 and April 14.

Text Forum 7: The Conditions of Learning, Learning Styles and Conceptual Levels (Read Chapters 19-20)

Mon. April 15 – Fri. April 26. All students must Read Chapters 19-20. Each assigned chapter PowerPoint summary must be posted by Sat. April 20 and each student should reply to each summary and any additional colleagues' postings between April 21 and April 26.