**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 several video demonstrations of a variety of models and tips for learning about some of the models: [www.youtube.com/user/BooksendLab](http://www.youtube.com/user/BooksendLab)

**Course Description:**  EDUC 726 is an online course that revolves around the course text and materials in our CANVAS course shell. It requires meaningful reflection and quality depth of discussion focused on discussion prompt responses. Students are encouraged to sign into CANVAS frequently to check on peer comments and questions.

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**: Duringthis 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 CANVAS shell.

1. **Participate in the NINE online discussion sessions** for this summer session. Most discussion folders will have (a) a specific window of time suggested 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 folders will be assessed by quality of contribution. For your Power Point, please identify and clarify the main ideas of the chapter content. 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 you found interesting from the chapter.  Pose an important question or two from your chapter on your final PPT slide. These questions will guide your colleagues’ comments and responses in the discussions. Graphics and links to related resources make summaries even more pragmatic and value added. (Your Assigned PowerPoint chapter summary = 15 points, your discussion participation, 7 discussion folders x 5 points possible = 35 points, for 50 points total)

**Student Name Assigned Chapter for PowerPoint Summary Creation**

Jordan B. Chapter 3 Learning to Learn Inductively

Emily C. Chapter 4 Scientific Inquiry

Rylyn D. Chapter 5 The Picture Word Inductive Model

Sierra F. Chapter 6 Concept Attainment

Autumn F. Chapter 7 Synectics

Emmaline F. Chapter 8 Memorization

Haley H. Chapter 9 Using Advance Organizers to Design Presentations

Kendra H. Chapter 10 The Inquiry Training Model

Melanie H. Chapter 11 Partners in Learning

Kylie J. Chapter 12 Group Investigation

Lakota K. Chapter 13 Role Playing

Michael K. Chapter 14 Nondirective Teaching

Lucas L. Chapter 15 Developing Positive Self-Concepts

Sarah R. Chapter 16 Explicit Instruction

Dylan R. Chapter 17 Mastery Learning

Genny R. Chapter 18 Direct Instruction

Danielle S. & Claire T. Chapter 19 Creating Curricula

Morgan VH. & Emily B. Chapter 20 Expanding our Horizons

1. **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 CANVAS. (25 points)
2. **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).
3. **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 CANVAS (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, June 30.

**Grading scale is determined on a percentage basis as follows:**

100-94 A 80-78 C+

93-91 A- 77-74 C

90-88 B+ 73-71 C-

87-84 B 70-68 D+

83-81 B- 67-64 D

This course is designed to address all of the **INTASC/WTS 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 DISCUSSIONS AND TEXT READINGS:**

We will use the following schedule for our online discussions on the textbook. 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 Folders and the course assignments. Given the 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 folder prompts for these chapters. Please follow the directions and timelines below and in the Discussion Folder descriptions. If you fall behind on the Discussion posts please try to make up your input as soon as possible.

**Educator Introductions and reply posts**

**Opens Monday June 12 – Try to complete by Wednesday June 14**

Welcome to our Course Introduction discussion folder. 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 19 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.)

**Course introduction and theoretical concepts of models of learning** Chapters 1&2 of Text

**Opens Monday June 12 – Try to complete by Friday June 16**

**Chapter One and Chapter Two Learnings and reply postings** we will focus on:

1) One thing you learned from each chapter including an original discussion question

2) A thoughtful response to one colleague’s original posts for each chapter.

5 points total possible for this folder's discussion posts.

**The Basic Information-Processing Models of Teaching Folder** (Read Chapters 3-5)

**Opens Monday June 12 – Try to complete by Friday June 16**

PowerPoint summaries must be posted by 5 pm Wednesday, June 14.

Please post replies to at least one question for each chapter presented.  Feel free to post more as you feel led.  Try to complete by Friday, June 16. 5 points total possible for this folder's discussion posts.

**Special Purpose Information-Processing Models** (Chapters 6-10)

**Opens Monday June 12 – Try to complete by Friday June 23.**

PowerPoint summaries must be posted by 8am Monday June 19.

Please post replies to at least one question for each chapter presented.  Feel free to post more as you feel led.  Try to complete by Friday, June 23. 5 points total possible for this folder's discussion posts.

**Social Family of Models of Teaching** (Read Chapters 11-13).

**Opens Monday June 12 – Try to complete by Friday June 23.**

PowerPoint summaries must be posted by 8am Monday June 19.

Please post replies to at least one question for each chapter presented.  Feel free to post more as you feel led.  Try to complete by Friday, June 23. 5 points total possible for this folder's discussion posts.

**The Personal Family of Models** (Read Chapters 14-15)

**Opens Monday June 12 – Try to complete by Friday June 23.**

PowerPoint summaries must be posted by 8am Monday June 19.

Please post replies to at least one question for each chapter presented.  Feel free to post more as you feel led.  Try to complete by Friday, June 23. 5 points total possible for this folder's discussion posts.

**The Behavioral Family of Models** (Read Chapters 16-18)

**Opens Monday June 12 – Must complete by Friday June 30.**

PowerPoint summaries must be posted by 8am Monday June 19.

Please post replies to at least one question for each chapter presented.  Feel free to post more as you feel led.  Complete by Friday, June 30. 5 points total possible for this folder's discussion posts.

**The Conditions of Learning, Learning Styles and Conceptual Levels** (Read Chapters 19-20)

**Opens Monday June 12 – Must complete by Friday June 30.**

PowerPoint summaries must be posted by 8am Monday June 19.

Please post replies to at least one question for each chapter presented.  Feel free to post more as you feel led.  Complete by Friday, June 30. 5 points total possible for this folder's discussion posts.