

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: 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 – 18 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
Jaclyn B.	Chapter 3 Learning to Learn Inductively
Mitchell C.	Chapter 4 Scientific Inquiry
Keara G.	Chapter 5 The Picture Word Inductive Model
Lindsay G.	Chapter 6 Concept Attainment
Lauren H.	Chapter 7 Synectics
Carol L.	Chapter 8 Memorization
Jeremy J.	Chapter 9 Using Advance Organizers to Design Presentations
Kathryn K.	Chapter 10 The Inquiry Training Model
Chamomile N.	Chapter 11 Partners in Learning
Elizabeth S.	Chapter 12 Group Investigation
Joshua S.	Chapter 13 Role Playing
Erin S.	Chapter 14 Nondirective Teaching
Kristin S.	Chapter 15 Developing Positive Self-Concepts
Sara T.	Chapter 16 Explicit Instruction
Khala W.	Chapter 17 Mastery Learning
TBA	Chapter 18 Direct Instruction

- 2) Summarize significant components curriculum development and teaching/learning that were discussed during your **primary research** (interview) **of a professional** who is currently providing this service in a K-12 or related setting. What essential components did you see or hear about that support material learned in the text? Contradict? Please cite text sections where appropriate. (25 points)
- 3) **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)
- 4) **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).
- 5) **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: 140

Please note that **ALL** written work must be completed and submitted to the **DROPBOX** by the end of the day - Friday, April 28th.

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 and last two chapters we will not follow the normal procedure of having assigned students post a chapter summary PowerPoint. However students will be responding discussion forum prompts for these chapters. Follow directions below and in the Discussion Text Forum descriptions.

Introduction Forum

Monday January 23rd –Sunday January 29th.

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 fifteen 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 30th – Sunday February 5th. 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 6th – Sun. February 19th. Each assigned chapter PowerPoint summary must be posted by Sat. February 11th and each student should reply to each summary and any additional colleagues' postings between February 12th and February 19th.

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

Mon. February 19th – Sun. March 5th. Each assigned chapter PowerPoint summary must be posted by Sat. February 25th and each student should reply to each summary and any additional colleagues' postings between between February 26th to March 5th.

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

Mon. March 6th – Sun. March 19th. Each assigned chapter PowerPoint summary must be posted by Sat. March 11th and each student should reply to each summary and any additional colleagues' postings between March 12th and March 19th.

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

Mon. March 20th – Sun. April 2nd. Each assigned chapter PowerPoint summary must be posted by Sat. March 25th and each student should reply to each summary and any additional colleagues' postings between March 26th and April 2nd.

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

Mon. April 3rd – Sun. April 16th. Each assigned chapter PowerPoint summary must be posted by Sat. April 9th and each student should reply to each summary and any additional colleagues' postings between April 10th and April 16th.

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

Mon. April 17th – Sun. April 23rd. All students must Read Chapters 19-20).
For our final text discussion forum please post the following for both chapter 19 and chapter 20:

- 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.