

EDUC526 16

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Course Summary

Course : EDUC526 **Title :** Secondary Teaching Strategies

Length of Course : 16

Prerequisites : N/A **Credit Hours :** 3

Description

Course Description: This course introduces candidates to a variety of pedagogical approaches from the objectivist, constructivist and social family of learning models. Through case study analysis, candidates will critically assess the syntax of instructional models that can be applied across a variety of content areas. Candidates will demonstrate their understanding of various teaching models and integrated model constructs through the development of lesson plans in their content area. As part of this process it is expected that cross-modal approaches to content exploration will be developed, which in turn can be transitioned into classroom application. In addition, candidates will become engaged in critical analysis and evaluation of these lesson plans in order to develop a self-reflective approach to praxis.

Course Scope:

This course is designed to provide pre-service teachers with a foundational understanding of pedagogical applications necessary for the development of competencies associated with best practice. This includes instructional strategies for secondary teachers for specific content areas as part of a holistic curriculum plan. Issues related to special needs learners and challenges associated with the acquisition of 21st Century skills are addressed as part of the instructional planning process.

Objectives

After successfully completing this course, students will be able to:

1. Identify advanced teaching strategies and the learning theory behind them. (WVPTS: 1B, 1D, 2D, 3A, 4A, 4C, 4D, 5H); (ISTE/NETS.T: 1A, 2A, 2C, 3D); (NCATE: 1, 2, 3); (NBPTS: Propositions 1, 2, 3, 4, 5)
2. Access various teaching strategies that enable diverse students to interact in a classroom. (WVPTS: 1B, 1D, 2C, 2D, 3A, 4A, 4C, 4D, 5H); (ISTE/NETS.T: 1B, 2A, 4D); (NCATE: 1, 2, 3, 4); (NBPTS: Propositions 1, 2, 3, 4, 5)
3. Implement advanced teaching methods designed that take into account the individual needs of a diverse student population. (WVPTS: 1B, 1D, 2D, 3A, 3B, 3F, 4A, 4C, 4D); (ISTE/NETS.T: 1B, 2A, 4D); (NCATE: 1, 2, 3, 4); (NBPTS: Propositions 1, 2, 3, 4, 5)
4. Implement student-centered and activity-based activities that employ a variety of advanced teaching strategies. (WVPTS: 1B, 1D, 2D, 3A, 3B, 3D, 3F, 4A, 4C, 4D); (ISTE/NETS.T: 1B, 2A, 2C, 4B);

- (NCATE: 1, 2, 3, 4); (NBPTS: Propositions 1, 2, 3, 4, 5)
5. Evaluate expected student progress and learning related to implementation of teaching strategies. (WVPTS: 1B, 1C, 1D, 1E, 2D, 3A, 3C, 3E, 4A, 4C, 4D, 5G); (ISTE/NETS.T: 1D, 2A, 3B, 5D); (NCATE: 1, 2, 3); (NBPTS: Propositions 1, 2, 3, 4, 5)
 6. Engage in critical analysis of advanced teaching strategies to include goals and objectives, instructional materials and content, assessment, and evaluation techniques. (WVPTS: 1A, 1B, 1C, 1D, 1E, 2D, 3A, 3C, 3E, 4A, 4C, 4D, 5G); (ISTE/NETS.T: 1C, 2A, 2C); (NCATE: 1, 2, 3); (NBPTS: Propositions 1, 2, 3, 4, 5)
 7. Critically analyze their own classroom practices and take action to improve their teaching practices. (WVPTS: 1B, 1D, 2A, 2D, 3A, 3F, 4A, 4C, 4D, 5G); (ISTE/NETS.T: 1A, 2A, 3B, 5D); (NCATE: 1, 2, 3); (Propositions 1, 2, 3, 4, 5)
 8. Improve their technology skills by creating instructional materials that include the application of instructional technology (WVPTS: 1B, 1D, 2D, 3A, 3F, 4A, 4C, 4D, 5G); (ISTE/NETS.T: 1C, 2A, 3B, 4B, 5C); (NCATE: 1, 2, 3); (NBPTS: Propositions 1, 2, 3, 4, 5)
 9. Discuss the contents of the National Educational Technology Standards (NETS) for Students and for Teachers. (WVPTS: 1B, 1D, 3F, 4C, 5G); (ISTE/NETS.T: 3B, 3C, 4C, 5D); (NCATE: 1, 2, 3); (NBPTS: Propositions 1, 2, 3, 4, 5)
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Outline

Week 1: Overview of the Philosophical Foundations of Teaching and Learning Cognitive Considerations for Designing Instruction Applied Vygotskian Scaffolding

Learning Outcomes

Compare contemporary models of teaching with constructivist ideals.

Apply learning theory to practice.

Evaluate the Vygotskian foundations of optimal questioning and learning strategies.

Required Readings

Week 1

Joyce, Weil and Calhoun – Chapter 1

Week 2

Joyce, Weil and Calhoun – Chapter 2

Freire PDF

Assignments

Submit HW#1 – Think about your experiences in public school and the value that was placed on inquiry as opposed to recitation of facts. Which did you experience the most? Do you believe your curriculum could have better prepared you for life by using alternative strategies? Is so, how? Due at the end of week 2.

Introduction (week 1)

Forum #1 (week 1)

How does the concept of creating an optimal mismatch enhance student learning? How would you implement it in your classroom? Respond to a few of your peers.

Forum #2 (week 2)

Are contemporary models of teaching more reflective of banking or problem posing paradigms suggested by Freire? Should we make this distinction when assessing strategies that promote different types of learning?

Week 2: Overview of the Philosophical Foundations of Teaching and Learning Cognitive Considerations for Designing Instruction Applied Vygotskian Scaffolding

Learning Outcomes

Compare contemporary models of teaching with constructivist ideals.

Apply learning theory to practice.

Evaluate the Vygotskian foundations of optimal questioning and learning strategies.

Required Readings

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Week 2

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Freire PDF

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Forum #2 (week 2)

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Week 3: Concept Attainment Authentic Learning Experiences Inquiry Based Learning

Learning Outcomes

Apply cognitive principles to lesson planning.

Describe the value of making learning experience authentic.

Evaluate and apply inquiry based learning strategies to praxis.

Required Readings

Week 3

Joyce, Weil and Calhoun – Chapters 3 & 4

www.borrett.wattle.id.au/computing/petals-j.htm

www.lovinlearning.org/concept/

Week 4

Assignments

Submit HW#2 – Visit the Petals Around the Rose website

www.borrett.wattle.id.au/computing/petals-j.htm

and play the game you will find there. As you play the game consider what you are doing from a cognitive perspective. Using the readings from week 3 as a guide, explain how you can apply thematically similar activities in your content area. Due at the end of week 4.

Forum #3 (week 3) – At first glance the Petals Around the Rose activity seems more like a tactic that elementary students would use. However, consider the cognitive underpinnings of the model and describe a scenario in which you would use this in your content area. Read the posts made by your peers and offer modifications to a few that would make their strategies more effective, from your perspective.

Forum #4 (week 4) – This weeks readings review the basis for inductive learning and inquiry. At first glance, these may seem more appropriate for science teachers than any other disciplines, however, this is not the case. Consider how these same principles can be used in other disciplines and / or in a multidisciplinary context. Respond to a few of your peers.

TASK

Group Formation

In the traditional classroom face-to-face contact usually makes forming groups a relatively simple task. In this environment the task may be somewhat more difficult, however, some information does exist upon which to begin forming your committees. Some of you may already know each other from previous contact, plus you have had the opportunity to read each others biographies and thoughts on various teaching strategies. Utilizing these foundations as a starting point, you should begin making contact with other class members to build your groups. This may be done through posts to the "general" section of the discussion board, course email, utilizing any of the course chatrooms or other methods you feel are appropriate.

The only guidelines for committee formation are:

- 1) Committees may consist of no less than 4 or more than 6 members.
- 2) When committee membership is finalized one member should email me with the names of all members. See the course calendar for group formation due date.

Though it is not a requirement, you should consider forming groups that include members from as many areas of specialization as possible. Expert knowledge in different areas will be of great benefit.

Go to module 8 to review the criteria for the final project.

Week 4: Concept Attainment Authentic Learning Experiences Inquiry Based Learning

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www.lovinlearning.org/concept/

Week 4

Joyce, Weil and Calhoun – Chapters 5 & 6

Assignments

Submit HW#2 – Visit the Petals Around the Rose website

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and play the game you will find there. As you play the game consider what you are doing from a cognitive perspective. Using the readings from week 3 as a guide, explain how you can apply thematically similar activities in your content area. Due at the end of week 4.

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Go to module 8 to review the criteria for the final project.

Week 5: Learning Together The Social Family of Models Roles for All Learners in Cooperative Settings

Learning Outcomes

Assess the value of social learning versus individual learning.

Explain potential role modifications to accommodate diversity and special needs learners in cooperative learning activities.

Evaluate the strengths and weaknesses of cooperative learning relative to content types and goals.

Required Readings

Weeks 5 & 6

Joyce, Weil and Calhoun – Chapters 10 & 11

www.jigsaw.org/overview.htm

Assignments

Submit HW#3 – Using the Backward Design Model from EDU 502 construct a lesson plan using Cooperative Learning. In addition, write a 2-3 page reflection on why you believe Cooperative Learning was most appropriate for the content and goals you selected. Due at the end of week 5. Submit both parts to the instructor and post the lesson plan to the forum.

Forum #5 (week 6) – Review the lesson plans posted by your peers. Respond to at least three by commenting on the effectiveness of the Cooperative Learning Model as it relates to the content and materials they addressed. In addition, critique their adherence to the syntax of the model (you may want to use the Jigsaw model as a baseline). Remember, that we seldom if ever use a strategy step by step in textbook format, so commenting on innovation is quite appropriate.

Week 6: Learning Together The Social Family of Models Roles for All Learners in Cooperative Settings

Learning Outcomes

Assess the value of social learning versus individual learning.

Explain potential role modifications to accommodate diversity and special needs learners in cooperative learning activities.

Evaluate the strengths and weaknesses of cooperative learning relative to content types and goals.

Required Readings

Weeks 5 & 6

Joyce, Weil and Calhoun – Chapters 10 & 11

www.jigsaw.org/overview.htm

Assignments

Submit HW#3 – Using the Backward Design Model from EDU 502 construct a lesson plan using Cooperative Learning. In addition, write a 2-3 page reflection on why you believe Cooperative Learning was most appropriate for the content and goals you selected. Due at the end of week 5. Submit both parts to the instructor and post the lesson plan to the forum.

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Week 7: Critical Analysis of the Applications of Behaviorist Instructional Techniques

Learning Outcomes

Evaluate the utility of directed instruction in the context of constructivist ideals.

Critically assess the impact of high stakes testing on higher order learning.

Analyze the limitations of applied Behaviorist theory as it relates to the objectives of 21st Century teaching and learning.

Required Readings

Weeks 7 & 8

Joyce, Weil and Calhoun – Chapters 14, 15 & 16

Assignments

Submit HW#4 -Using the Backward Design Model from EDU 502 construct a lesson plan using one of the strategies from the Behavioral Systems Family of Models. In addition, write a 2-3 page reflection on why you believe this model was most appropriate for the content and goals you selected. Due at the end of week 7. Submit both parts to the instructor and post the lesson plan to the discussion board.

Forum #6 (week 8) – Review the lesson plans posted by your peers. Respond to at least three by commenting on the effectiveness of the model they selected as it relates to the content and materials they addressed. In addition, using Freire's paradigm as a guide, assess whether a more constructivist model would have been more appropriate from your perspective.

Week 8: Critical Analysis of the Applications of Behaviorist Instructional Techniques

Learning Outcomes

Evaluate the utility of directed instruction in the context of constructivist ideals.

Critically assess the impact of high stakes testing on higher order learning.

Analyze the limitations of applied Behaviorist theory as it relates to the objectives of 21st Century teaching and learning.

Required Readings

Weeks 7 & 8

Joyce, Weil and Calhoun – Chapters 14, 15 & 16

Assignments

Submit HW#4 -Using the Backward Design Model from EDU 502 construct a lesson plan using one of the strategies from the Behavioral Systems Family of Models. In addition, write a 2-3 page reflection on why you believe this model was most appropriate for the content and goals you selected. Due at the end of week 7. Submit both parts to the instructor and post the lesson plan to the discussion board.

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Week 9: Guided Instruction Strategy Integration Holistic Perspectives on Learning

Learning Outcomes

Describe strategies for integrating learning models for optimal learning.

Evaluate problems in cognition that require hard scaffolding.

Synthesize elements of learning models to create an optimal framework for guided discovery.

Required Readings

Week 9

Joyce, Weil and Calhoun

- Chapter 9

Week 10

None

Assignments

Submit HW#5 – Think about a subject in your content area that might be problematic to teach using any of the methods we have discussed so far in this course. Describe in 2 – 3 pages how you could use the Advanced Organizers Model to make teaching this concept easier and more effective for the student. Present an informal discussion of the above and an assessment of how you would follow up with students in the second and third phases of the model. Due at the end of week 9.

Forum #7 (week 10) – As we have discussed, models are rarely used in isolation. The effective teacher mixes and matches components to best pedagogical effect. Consider how you might use the Advanced Organizers Model as a starting point and incorporate in your plan for including elements of at least two other models. Read posts made by your peers and critique the effectiveness of their integration plan from your perspective.

Week 10: Guided Instruction Strategy Integration Holistic Perspectives on Learning

Learning Outcomes

Describe strategies for integrating learning models for optimal learning.

Evaluate problems in cognition that require hard scaffolding.

Synthesize elements of learning models to create an optimal framework for guided discovery.

Required Readings

Week 9

Joyce, Weil and Calhoun

- Chapter 9

Week 10

None

Assignments

Submit HW#5 – Think about a subject in your content area that might be problematic to teach using any of the methods we have discussed so far in this course. Describe in 2 – 3 pages how you could use the Advanced Organizers Model to make teaching this concept easier and more effective for the student. Present an informal discussion of the above and an assessment of how you would follow up with students in the second and third phases of the model. Due at the end of week 9.

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models. Read posts made by your peers and critique the effectiveness of their integration plan from your perspective.

Week 11: Planning for Diversity Special Needs Students Equality as a Guiding Paradigm

Learning Outcomes

Evaluate the effectiveness of learning models relative to special needs learners.

Analyze issues that may hinder or promote diversity in learning organizations.

Describe methods for including the theme of equity as a cornerstone for planning effective instruction.

Required Readings

Week 11

Joyce, Weil and Calhoun – Chapters 17, 18 & 19

National Information Center for Youth and Children with Disabilities (PDF in course content)

Check out resources and information at the National Center for Learning Disabilities at <http://www.nclld.org/>

www.uni.edu/coe/inclusion/philosophy/philosophy.html

www.uni.edu/coe/inclusion/philosophy/benefits.html

www.uni.edu/coe/inclusion/standards/competencies.html

www.uni.edu/coe/inclusion/strategies/content_behavior.html

www.uni.edu/coe/inclusion/strategies/inclusive_classroom.html

www.hoagiesgifted.org/gifted_101.htm

Basic Educational Options for Gifted Students in Schools (PDF in course materials)

Initiative to Leave No Child Behind Leaves Out Gifted (PDF in course materials)

Assignments

Submit HW#6 –Retrieve one of the lesson plans you have developed in this course. Assess it using the readings for this module. In a reflective piece, discuss whether you provided equal opportunity for exploration of diversity and made accommodations for special needs students. If you did not, explain why you failed to do so. Assess how this module's readings would have led you to construct the lesson plan differently had you read it earlier. Due at the end of week 12.

Forum #8 (week 12) – This module's question is very simple, but at the same time very complex: Consider the module's readings, your observational experiences and your personal experiences. Do all children receive the same opportunities in real world classrooms? Are all students challenged to the greatest extent possible? From your perspective, why or why not?

Respond to several of your peers

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Respond to several of your peers

Week 13: Model Programs, Constructivism and Real World Classrooms

Learning Outcomes

Analyze case studies of praxis as a means of evaluating an understanding of strategy integration.

Evaluate constructivist exemplars with personal concepts of contemporary practice.

Critique institutional paradigms that discourage constructivism in classroom practice.

Required Readings

Weeks 13 & 14

www.edutopia.org

Select materials from this site are discussed in course content. The video of the West Hawaii Explorations Academy is the primary content that will be evaluated in this module.

Assignments

Submit HW#7 –

View the West Hawaii Explorations Academy video and determine which instructional models are being used. Remember, it's common to use elements of various models in combination with each other. Describe the activities undertaken in detail and relate them to the models reviewed in this course. Evaluate the effectiveness of the models and describe how it might be difficult to apply high stakes testing to the outcomes.

Forum #9 (week 14) – After viewing the video of the West Hawaii Explorations Academy, discuss the concept of student centered learning and if it is truly applied in the classrooms you have observed or been part of. Use the West Hawaii Explorations Academy as a point of comparison. Should all schools be moving in this direction? Reply to several of your classmates.

Week 14: Model Programs, Constructivism and Real World Classrooms

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Analyze case studies of praxis as a means of evaluating an understanding of strategy integration.

Evaluate constructivist exemplars with personal concepts of contemporary practice.

Critique institutional paradigms that discourage constructivism in classroom practice.

Required Readings

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Week 15: Thematic Planning

Learning Outcomes

Application and evaluation of all course goals and objectives in a final activity that assess the candidates understanding through the development of a thematic curricular unit, developed in a group planning context.

Required Readings

Weeks 15 & 16

None

Assignments

Final Project

The major project for this course is the design of a series of lesson plans utilizing a combination of different teaching strategies. To allow for maximum creativity there are very few structural guidelines for this project. However, your project must meet the following criteria:

- 1) There must be a minimum of five lesson plans in the series.
- 2) Each lesson plan should be designed to cover a 1 1/2 hour block.
- 3) All lesson plans must be related to a central topic or theme, which is to be clearly identified at the beginning of your plan. The topic or theme is a matter for your group to decide upon.
- 4) Objectives, methods, materials, information about your target audience and assessment strategy are to be included for each lesson plan. A unified assessment strategy for the entire series is perfectly acceptable. You are also encouraged to explore alternative assessment vehicles though it is not required.
- 5) A minimum of three teaching strategies are to be used in the lesson plan series.
- 6) Each lesson plan must include a discussion of the strategy used and why you believe it is the most appropriate for the topic or theme being addressed.
- 7) When your project is complete (see course calendar for due date) post it as a Word attachment to the discussion board.
- 8) If your lesson plan includes any web based material that you are developing yourself please contact the instructor to discuss posting options.
- 9) The Backward Design Model from EDU 502 must be used to format all lesson plans.
- 10) Pedagogical applications of technology must be used at least twice.
- 11) The plan must include provisions for diversity and special needs learners.

Remember this project represents a substantial portion of your final grade, so please give it some serious thought and present a product that will be useful for practice and reflect what you have learned in this course.

When all projects have been posted, on an individual basis, please select and review a project developed by another group. Post a critique of the project you have selected to the discussion board. Please try to be constructive and helpful, not overly critical or pedantic. Projects should be posted by Tuesday of week 16 and replies made by Friday of week 16.

Observational Journal

As with other courses in the secondary education program, you will be required to participate in at least 10 hours of classroom observations for this course. During this time you will be asked to make ethnographic observations on what occurs in terms of educational strategies employed, student reactions to content exploration, lab activities, etc. You will then be asked to reflect on these experiences in a journal format (10 – 15 pages). The precise structure of the journal will vary depending on your placement, student demographics and available resources. You will be asked to provide your instructor with relevant information related to the classroom you are observing in and formulate an individual plan for this activity.

Forum #10: Review and critic the Final Project. Please respond to a minimum of two of your peers' projects. (week 16)

Week 16: Thematic Planning

Learning Outcomes

Application and evaluation of all course goals and objectives in a final activity that assess the candidates understanding through the development of a thematic curricular unit, developed in a group planning context.

Required Readings

Weeks 15 & 16

None

Assignments

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Forum #10: Review and critic the Final Project. Please respond to a minimum of two of your peers' projects. (week 16)

Evaluation

Grading:

Name	Grade %
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Materials

Book Title: If you prefer the electronic format, your required book(s) may be available for purchase from the APUS Bookstore in a VitalSource e-book format

Author:

Publication Info:

ISBN: GRAD NOTE

Book Title: Models of Teaching, 9th ed. (custom)- (The custom ISBN may have more competitive pricing in hard copy or electronic format. The non-custom ISBN is: 9780133749304, please use this one to search for the book from other booksellers.)

Author: Joyce, Weil and Calhoun

Publication Info: Pearson

ISBN: 9781323249383

Joyce, B., Weil, M., & Calhoun, E. (2008). *Models of Teaching, 8th Edition*. New York: Pearson. ISBN 0-205-59345-3

Recommended Textbook for the degree program:

In addition to the required texts in this course, you are **strongly encouraged** to purchase the

The following materials are also required readings for this course:

www.borrett.wattle.id.au/computing/petals-j.htm

www.lovinlearning.org/concept/

National Information Center for Youth and Children with Disabilities

www.weac.org/resource/june96/speced.htm

www.uni.edu/coe/inclusion/philosophy/philosophy.html

www.uni.edu/coe/inclusion/philosophy/benefits.html

www.uni.edu/coe/inclusion/standards/competencies.html

www.uni.edu/coe/inclusion/strategies/content_behavior.html

www.uni.edu/coe/inclusion/strategies/inclusive_classroom.html

www.hoagiesgifted.org/gifted_101.htm

Course Guidelines

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University Policies

[Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

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