



. UNIVERSITY OF TEXAS AT SAN ANTONIO
College of Education
Department of Interdisciplinary Learning and Teaching

C&I 5013 Classroom Instruction and Evaluation
Spring 2008

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Or by appointment

DEPARTMENT OF INTERDISCIPLINARY LEARNING AND TEACHING

Mission: The mission of the Department of Interdisciplinary Learning and Teaching is to foster the intellectual and professional growth and integrity of students and faculty through critical reflection and dialogue, civic responsibility, and leadership. This mission will be accomplished by nurturing a community of interdisciplinary learners who:

- Promote excellence in academic and pedagogical knowledge and research
- Engage in reflective practice
- Embody a strong professional identity and can articulate their philosophies and values
- Value diversity and multiple perspectives
- Promote equality and social justice
- Care about their students and their profession
- Advocate for educational change and reform

Goals: The Department of Interdisciplinary Learning and Teaching will create a context that nurtures interdisciplinary learners who:

- Acquire and demonstrate content and discipline knowledge
- Demonstrate an awareness and acknowledgement of and engagement in research-based, reflective, culturally responsive practices
- Are producers, disseminators, and critical consumers of research

- Demonstrate an awareness and acknowledgment of and engagement in social justice and equitable practices
- Articulate their professional philosophy and demonstrate a strong professional identity

COURSE DESCRIPTION

Examination of different pedagogical approaches to the teaching and learning process in schools, with emphasis on the development of curriculum for classroom instruction, evaluation, organization, and management.

COURSE OBJECTIVES

This course has been developed to connect teachers to a variety of well-developed ways of teaching. At the completion of the course, the students will be able to:

- Recognize some well-defined models of teaching;
- Discuss the underlying theories of these models of teaching;
- Examine the research that supports these models;
- Illustrate and demonstrate the usage of several of these models

COURSE RATIONALE

Today, more than ever before, teachers and administrators are taking a more active part in designing the curriculum for our ever changing educational needs. Knowledge of the strategies which go into curriculum development and instruction is imperative if the needs of the school and students are to be met. It is the educator in the local schools and districts, who are familiar with the needs of the students, whose input will be valuable in bringing about the needed changes.

METHODS OF INSTRUCTION

Students will be provided opportunities in which to construct their ideas about curriculum and instruction with participation in whole class and small group discussions; reflections on readings, videos, and scenarios; case studies; role-playing; and class presentations. An inquiry approach which involves active participation and reflection will be required to promote the growth and development of curriculum constructs. Student projects have been designed to facilitate this process. Individual student needs will be attended to through the individualized experiences of:

1. laboratory experience reflection, dialogue, readings, and writing about current issues in curriculum and instruction, and,
2. examination of personal philosophy of education and resulting implications for education practice.

USE OF TECHNOLOGY

Technology is recognized as not only an important methodology to utilize in the classroom, but in today's classroom, a necessary tool. Therefore, various forms of technology as instructional tools will be modeled in this course. This will include, but not be limited to, video tapes, overhead projectors, WebCT, Internet resources, and

computer software. The use of the computer will be **required** in the writing of all written work submitted for evaluation.

Communication will occur periodically individually and as a class using electronic sources. WebCT provides a rich source for communication and idea exchange. Weekly agendas, syllabus, course materials and readings, updates, and announcements are available on this site. Please visit the site ASAP to become familiar with its tools. It is **your** responsibility to monitor the site on a regular basis.

COURSE REQUIREMENTS

The student will be evaluated on the following:

1. Models of teaching presentation	20 pts.
2. Model of teaching activity, lesson plan and self-reflections	20
2. WILD activity teaching, lesson plan, and self-reflections	20
3. Action research proposal	25
4. Attendance and participation	15

Total points = 100

1. Models of teaching presentation, lesson plan, and reflection: Each pair of students will select one of the models of teaching, review the chapter and other information about that model, and present to the class the meaning of the model and the theoretical background of the model.

2. Model of teaching activity, lesson plan and reflection: Each pair will facilitate a lesson/activity of their choosing that involves the class in participating in their chosen model of teaching. As a pair, a lesson plan will be submitted for the model of teaching activity, and each individual will submit a self-reflection of the teaching.

2. WILD activity, lesson plan, and reflection: Each pair of students will select one activity from either the Project WILD or Project Aquatic WILD curricula that closely models their chosen 'model of teaching' and facilitate that activity with the whole class participation.

3. Action research proposal: Each individual student will design and develop a proposal for an action research project that could be done in a designated classroom or school environment. The research proposal should address the some question about the effectiveness of the chosen model of learning for student learning.

4. Attendance and participation: Students are expected to attend all scheduled class periods and participate in all class activities and discussions. Arriving to class more than 30 minutes late or leaving class more than 30 minutes early constitutes an absence.

Details about each requirement will be posted on WebCT and discussed in class

GRADING

Grades will be assigned as indicated below:

90-100%	A
80-89%	B
70-79%	C
60-69%	D
Below 60%	F

All work is due during the assigned class period. All work submitted after scheduled class period is considered late and will not be accepted.

REQUIRED TEXTS

1. Joyce, B. & Weil, M. (2004). *Models of Teaching*, 7th Ed. Boston: Allyn and Bacon. May be purchased at UTSA Bookstore
2. Project WILD Curriculum Guide. Will be provided, free of charge, in class
3. Project Aquatic WILD Curriculum Guide. Will be provided, free of charge, in class.

PROFESSIONALISM

Students are expected to submit work that represents their best effort. All assignments must conform to university policies governing academic dishonesty. All work submitted must be edited for grammar, spelling and correct sentence structure. Materials submitted in this class must be typed, double spaced, single sided (12 pt. font, 1 inch margins). The instructor reserves the right to deduct points from any assignment that does not conform to professional writing standards.

Students are expected to participate in all discussions and activities. Since the class meets only once a week, each class period comprises a major portion of the course. Any absence results in a large deficit in the course content. Therefore, all students are expected to attend all sessions.

UNIVERSITY POLICIES

The University expects every student to maintain a high standard of individual integrity for work done. Scholastic dishonesty is a serious offense, which includes, but is not limited to, cheating on a test or other class work, plagiarism (the appropriation of another's work and the unauthorized incorporation of that work in one's own work), and collusion (the unauthorized collaboration with another person in preparing college work offered for credit). In cases of scholastic dishonesty, the faculty member responsible for the class may initiate disciplinary proceedings against the student. In this class all UTSA

procedures will be followed and the necessary paperwork will be filed with the Office of Student life and the College of Education and Human Development. A penalty will be recommended by the course instructor to the Office of Student Life which may impose an additional university penalty.

ACCOMODATIONS FOR SPECIAL STUDENTS

If any member of this class feels that he/she has a disability and needs special accommodations of any nature whatsoever, the instructor will work with you and the Office of Disability Services to perform in this class. Students with disabilities must be registered with the Office of Disability Services located in MS 2.03.18 (Main Campus, 458-4157) or BV 1.302 (Downtown, 458-2838). Please advise the instructor of such disability and the desired accommodations at some point before or immediately after the first scheduled class period.

FLEXIBILITY CLAUSE

Flexibility is one key to learning. The instructor reserves the right to modify or change the assignments, sequence of assignments, or weight of assignments as necessary and as reflected by the needs of individuals or the group during the semester. This course outline represents a tentative listing of information and modifications may be assigned as necessary and appropriate. **If you are not in class, you may miss important information that directly affects your grade!**

“I’ve come to the frightening conclusion I am the decisive element in the classroom. My personal approach creates the climate. My daily mood makes the weather. As a teacher, I possess a tremendous power to make a child’s life miserable, or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or de-humanized.”

Haim Ginott

8/24/07

Tentative Weekly Schedule
C&I 5013
Fall 2007

Week	Topics	Readings
1 8/22	Concepts of learning	Chapter 1
2 8/29	Multiple ways of constructing knowledge Action Research	Chapter 2
3 9/5	The environment as an integrating context for curriculum	Introduction of Project WILD and Aquatic WILD curricula
4 9/12	Information-Processing Family of Models: Scientific Inquiry	Chapter 6
5 9/19	Inductive Thinking	Chapter 3
6 9/26	Concept Attainment	Chapter 4
7 10/3	Picture-Word Inductive Model	Chapter 5
8 10/10	Memorization	Chapter 7
9 10/17	Synectics	Chapter 8
10 10/24	Advanced Organizers	Chapter 9
11 10/31	Social Family of Models: Group investigation	Chapter 10
12 11/7	Behavioral Systems Family of Models: Simulations	Chapter 16
13 11/14	No formal class	
14 11/21	Thanksgiving break	
15 11/28	Personal Family of Models: Developing positive self-concepts	Chapter 13
16 12/5	Final discussions	Action research proposals