

EDUCATION 260: REFLECTIVE TEACHING

Fall, 2006

Dr. Robert Mayer

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Office Hours: Tuesday, 8:00-10:00; Thursday, 1-3

Class: Tuesday and Thursday, 10:20-11:30 Lab: Thursday: 8:00-10:00

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"The operation of the mind—conscious and unconscious, free and unfree, in perception, action, and thought, in feelings, emotions, reflection, and memory, and in all its other features—is not so much an aspect of our lives, but in a sense, it is our life."

John R. Searle from *Mind, A Brief Introduction*

"Whatever the perspective through which we appreciate authentic educational practice—its process implies hope."

Paulo Freire

INTRODUCTION

What might be the content in a course called reflective teaching? It is a set of teaching methods. (A start) It is our capacity and propensity for critiquing such methods. (Getting further) It is our reflection as we critique the methods, before, during, and after we employ them. (That is it!!!) It involves those reflections as part of our larger critique of society. (That is it even more!!!!)

Learning to teach, like all significant learning, involves personal transformation. The process is grounded in the essence of who you are and in the essence of your being. This is because your style of teaching should flow from your thoughtfully-honed and personal philosophy of education. Your style of teaching should not flow from whims. In ED260, you will learn a large number of strategies for teaching and you will develop an artful approach to incorporating those strategies into a lesson. You will also learn how to design, critique, and re-design lesson plans. Ultimately, issues discussed in this course will help you examine and create a philosophy of teaching and a style of teaching that grows from that philosophy. This creation will lie at the core of your transformation. Given the nature of such transformative learning, you cannot approach this course and the task of learning how to teach with half a mind or half a heart. I promise you that I won't.

TEXTS

Learning & Teaching: Research-Based Methods (Fifth Edition) by Donald P. Kauchak and Paul D. Eggen

ATTENDANCE/ASSIGNMENTS

¹ For general e-mail correspondence related to the class, please put ED260 in the subject slot.

Since the issues being considered in the course require informed discussion and involvement, you are expected to attend every **class** with a basic understanding of the assigned reading or with questions to be raised about the reading. If you must be absent for some reason, it is best to let me know ahead of time. For each unexcused absence, a 0 will be calculated for 2% points of your total grade. There will be unannounced quizzes throughout the semester. You will be permitted to make up these quizzes if you produce a doctor's excuse or have a valid emergency. It is your responsibility to find out about and secure any materials that may have been distributed or assignments given during missed classes. Missing more than three sessions will be a signal to me of a serious problem that we should discuss.

Absence is not an excuse for missed work. If circumstances arise that keep you from completing an assignment when it is due, you should discuss the situation with me. I have provided my office and home phone number so that you can call me.

It will be your responsibility to talk to class members to find out in detail what you missed. Absence is not an excuse for turning assignments in late. Missed quizzes may be made up if you present a doctor's note or a valid excuse explaining the emergency nature of your absence.

Grades for assignments that are late without prior agreement will be lowered by 5% of the total value of the assignment on the first day and 5% more for every subsequent two days of lateness.

Academic Honesty

The Student Handbook defines plagiarism as: "A major form of academic dishonesty...the use, deliberate or not, of any outside source without proper acknowledgment." The Handbook goes on: "Students may not submit homework, computer solutions, lab reports, or any other coursework prepared by, copied from, or dictated by others." I will abide by the overall academic honesty procedures as laid out in the the student handbook. Make sure that you read the policies carefully. For instance, the Handbook also demands this. "Students must keep all notes, drafts, and materials used in preparing assignments until a final course grade is given." Please follow that dictum. You are encouraged to discuss readings and to seek feedback on papers from your colleagues in the class. Collaboration is great. Cheating is wrong. The work you turn in, ultimately, must be of your own creation.

Work proven to be in violation of the academic honesty policy will receive a 0 and the Associate Dean for Academic Affairs will be informed of the violation. In addition, violations of the academic honesty policy would reflect a cynical view of learning itself, one not needed in the educational world. Acts of plagiarism or cheating would make it very difficult for me to support the violators application for student teaching.

ASSIGNMENTS and GRADING:

1. Peer Microteaching Analyses and Log (40 % total)
 - Analysis 1 (10%) Analysis 2 and 3 (15%)
2. Microteaching Lesson Plans (10% Total)
 - Microteaching I Lesson Plan (2%)

- Microteaching II and III Lesson Plans (4% Each)
- 3. Talks to Principal (10% Total)
- 4. Writing-to-Learn Activities (15%)
- 5. Quizzes (5%)
- 6. Participation in Class Discussion (5%)
- 7. Final Exam/Essay (15%)

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COURSE SCHEDULE²

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HOW DO WE LEARN?

8/29 (Tues.)-How do we learn?/Becoming a learning community

8/31 (Thurs.)-How do we learn?

Lab: What is reflection in teaching?

Assignments:

- 1) Read materials for "Session 3, Building on What We Know: Cognitive Processing" from the Annenberg Media Website
- 2) View :Session 3, Building on What We Know: Cognitive Processing" from the

Annenberg

Media Website

- 3) Read over course syllabus and description of microteaching.

Writing-to-Learn 1: Describe relationships between what the reading and video say about how the mind works and what the teachers in the video do in their classroom. Discuss one important implication of the discussion on cognitive processing for your classroom.

Directions for Accessing Website

1. Go to "The Learning Classroom: Theory into Practice" (<http://www.learner.org/channel/courses/learningclassroom/>) on the Annenberg Professional Development Site
2. On the left side, click on "Support Materials"
3. Go down to "Session 3 Print Guide (PDF)" and click
4. Print off reading for session 3. (There are other materials you might want to check out, also under session 3)
5. Go back to the left and click on "Session Overviews" and then click on "3. Building on what we know." (You might need to "sign up" first.)
6. Scroll down to VoD box by "View this video." When you double click the box, you should see a little TV on the screen that plays the show. If not, call the help desk. Print off and pay attention to "key terms" at the bottom of the page.

DIRECT INSTRUCTION AND LESSON PLANNING

9/5 (Tues.)-Direct Forms of Instruction

Assignment:

- 1) K & E, Ch. 7 (pp. 217-244)
- 2) from K & E, Ch. 4 (pp. 136-142) Start with "Effective Lesson Beginnings."

9/7 (Thurs.)-Planning a Lesson Using Direct Forms of Instruction:

Lab: Lesson Plan Workshop

Assignment:

- 1) K & E, Ch. 3 (PP. 74-112)
- 2) Lesson Plan Format (**Handout**)

² Unannounced quizzes on nightly readings will be given throughout the semester.

3)Wong Format for Behavioral Objectives (**Handout**)

Writing-to Learn 2: Learning occurs within all aspects of our lives. Think about something that you learned outside of school over the past five or six years. (How to play the piano; How to get into college; How to live on your own, etc.). As concretely as you can, **describe** the learning. That is, talk about what is going on in your mind as you are engaged in this learning experience. Talk about two or three specific illustrative learning moments. Conclude with a brief statement about what this experience tells you about how we learn.

9/12 (Tues.)-Lecture Discussions

Assignment:

- 1)K & E, Ch. 8(pp. 249-270)
- 2)from K & E, Ch. 4 (131-135; Read section on "Effective Communication")

9/14 (Thurs.)-Introducing Lessons

Lab: Constructing A Lesson

Assignment: Review everything in your text about effective introductions.

Writing-to-Learn 3: Explain how the lecture discussion or the direct instructional model is consistent with how the mind works. Use what we learned from the earlier reading on cognitive processing and the video, but bring in other knowledge you hold about how the mind works. Write a brief critique of the lecture discussion approach **or** the direct instruction model and discuss where your choice might fit into your teaching repertoire.

DUE: Rough Draft of Lesson Plan for Microteaching 1

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CONSTRUCTIVIST LEARNING/CONSTRUCTIVIST TEACHING

9/19 (Tues.)-Introduction to Constructivism

Assignment:

Read: *"The Courage to be Constructivist" by Martin G. Brooks and Jacqueline Grennon Brooks, *Educational Leadership*, 1997, 57 (3)³

View: Brooks interview from thirteen|ed online website

(http://www.thirteen.org/edonline/concept2class/constructivism/index_sub3.html) View all 12 segments and if desired, print transcripts

Writing-to-Learn 4: Learning occurs within all aspects of our lives. Think about **the learning within a class tin your major** As concretely as you can, **describe** the learning. That is, talk about what is going on in your mind as you are learning. Talk about two or three specific illustrative learning moments. Conclude with a brief statement about what this experience tells you about how we learn.

9/21 (Thurs.)-Concluding Thoughts on Direct Instruction

Lab: Microteaching 1

DUE: Lesson Plan for Microteaching 1

³ Asterisk (*) indicates that you need to download the reading from Reeves Library through Ebscohost.

CONSTRUCTIVIST LEARNING/CONSTRUCTIVIST TEACHING

9/26 (Tues.)- Guided Discovery: A Constructivist Approach

Assignment: K & E, Ch. 9 (pp. 275-297)

Writing-to-Learn 5: Define constructivism. Use the Brooks article and interview and the K & E chapter on guided discovery as a starting place. If appropriate, talk about contradictory notions of constructivism that you have encountered and identify the sources for those notions, if possible. USE YOUR OWN WORDS IN DESCRIBING CONSTRUCTIVISM.

9/28 (Thurs.)-Problem-Based Instruction: A Constructivist Approach:

Lab: Triad Meetings

Assignment:

1)K & E, Ch. 11 (pp.347-378)

*2)"Problem-Based Instruction: As Authentic as it Gets" by William Stepien and Shelagh Gallagher, *Educational Leadership*, 1993, 50 (7)

10/3 (Tues.)-Talks to Principal on Learning, Direct Instruction, and Constructivism

10/5 (Thurs.)-Questioning, A Fundamental Skill for Constructivist Pedagogy

Lab: Questions/Writing Workshop

Assignment: 1)K & E, Ch. 5 (pp. 149-175)

2)"Deciding How to Ask Questions" by Donald Orlich et.al.(**Handout**)

DUE: Early Draft of Microteaching I Analysis

DUE: October 11 (By 6:00 at Hurd 328) Analysis for Microteaching I and Log

CONSTRUCTIVIST LEARNING/SOCIAL INTERACTION

10/12 (Thurs.)-Constructivism and Student Discourse: Cooperative Learning

Lab: Planning for microteaching II

Assignment: K & E, Ch. 10 (pp. 302-342)

DUE: Rough Draft of Lesson Plan for Microteaching II

Writing-to Learn 6: Describe a model or two of cooperative learning. Critique the model, making sure to include a discussion of how the interaction in this model(s) promotes learning or why the model(s) would not promote learning.

10/17 (Tues.)-Constructivism, and Group Discussion

Assignment: *"Refuting Misconceptions about Classroom Discussion" by William W.Wilen, *Social Studies*, 95 (1).

10/19 (Thurs.)-Lab: Microteaching II

DUE: Lesson Pan for Microteaching II

10/24 (Tues.)-Constructivism, Social Interaction, and Community

Assignment: [For video and materials, follow directions from 8/31]

1)Read "support materials" for "Session 7, "Learning from Others-Learning in a Social Context" from the Annenberg Media Website

2) View :Session 7, "Learning from Others-Learning in a Social Context" from the Annenberg Media Website

Writing-to-Learn 7: Explain the phrase "community of learners." In explaining the phrase, build from both the reading and your own personal experiences. How can a teacher consciously build a learning community? To what extent is such a goal important to you?

TEACHING LITERACY: READING ACROSS THE CURRICULUM

10/26 (Thurs.)-Writing, Language, and Constructivism

Lab: Writing Workshop/Triad Meeting

Assignment:

- *1)"The Power of Voice" by Tom Romano, Educational Leadership, 2004, 62 (2)
- *2) Chapter on Writing Across the Curriculum [Handout]
- *3)"The Writing Rubric" by Bruce Sadler and Heidi Andrade, Educational Leadership, 62

(2)

DUE: Early Draft of Microteaching II Analysis



10/31 (Tues.)-Reading in the Content Areas (I)

Assignment:

1)Materials for Reading Problem (Handout)

*2)"Reading at Risk" By Amy M. Azzam, Educational Leadership, 2005, 63 (2).

*3)"Reading, Writing, and Understanding" by Vicki A. Jacobs, Educational Leadership, 2002, 60 (3).

*4)"The Power of Purposeful Reading" By Cris Tovani, Educational Leadership, 2005, Vol. 63 (2).

*5)"Seven Literacy Strategies that Work" by Douglas Fisher, Nancy Frey, and Douglas Williams, Educational Leadership, 2002, 60 (3)

Writing-to-Learn 8: Write a personal statement about the role of reading in your life.

11/2 (Thurs.)-Reading in the Content Areas (II)

Assignment:

*1)"What Did Abigail Mean?" By Gwynne Ellen Ash, Educational Leadership, 2005, 63 (2)

*2)"Strategies for Teen Readers." By Carolyn Coutant, Natalia Perchemlides, Educational Leadership, 2005, 63 (2).

3)Read the Article Below in Your Content Area

*a)"Questioning the Author: Making Sense of Social Studies" By: Isabel L. Beck and Margaret McKeown, Educational Leadership, 2002, 60 (3).

*b)"Breathing Life Into Foreign Language Reading" By Susan Ferguson, Educational Leadership, 2005, 63 (2).

*c)"Reading Comprehension in Mathematics" By Peter Fuentes, The Clearing House, 1998, 72 (2). [MATH]

*d)Teaching Reading in Mathematics and Science" By Mary Lee Barton, Clare Heidema,

Deborah Jordan, Educational Leadership, 2002, 60 (3).

*e)"The Relevance of Young Adult Literature" By Joyce B. Stallworth, Educational Leadership, 2006, 63 (7).

DUE: Analysis for Microteaching II and Log [Accepted on Friday, 11/3 by noon if you are present in class on 11/2]

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11/7 (Tues.)-Reading in the Content Areas (III)/Constructing a Solution to the Problem

Assignment:

- *1)"Teaching Students to Interact with Text" by Terry Salinger and Steve Fleischman, Educational Leadership, 2005, 63 (2).
- *2)"The Third Language of Academic English" by Jeff Zwiers, Educational Leadership, 2004/2005, 62 (4).
- 3)"Teaching effective comprehension strategies to students with learning and reading disabilities" by Philip N Swanson and Susan De La Paz, Intervention in School and

Clinic;

Mar 1998 Find at: <http://www.aea11.k12.ia.us/Schrader/readingcomprehension.html>
(Heartland Area Education Agency 11) Under "General Strategies"

Writing-to-Learn 9: See assignment on materials describing Mr. Burns' problem, previously handed out.

INCLUSION AND DIFFERENTIATED INSTRUCTION

11/9 (Thurs.)-Differentiated Instruction

Assignment: *1)"A quartet of success stories: How to make inclusion work" By Leslie

Farlow,

Educational Leadership, 1996, 53 (5).

*2)"Using Data to Differentiate Instruction". By: Kay Brimijoin, Kay; Ede Marquissee, Carol Ann Tomlinson,. Educational Leadership, 2003, 60 (5)

*3)"Baby Steps: A Beginner's Guide". By: Kari Sue Educational Leadership, 2000, 58 (1).

*4)"Mapping a Route Toward a Differentiated Instruction". By: Carol Ann Tomlinson,. Educational Leadership, 1999, 57 (1).

*5)"Building the Bridge from Research to Classroom". Renate Nummela Caine, Educational

Leadership, 2000, 58(3).

Lab: Preparing for Microteaching III

DUE: Lesson plan draft for microteaching III

Writing-to-Learn 10: Describe and critique the idea of differentiated instruction. To what extent is this an effective strategy for meeting the needs of all of your students?

11/14 (Tues.)-Authentic Assessment

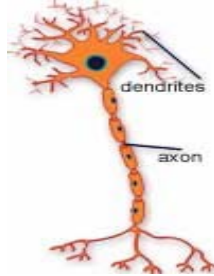
Assignment:

*1)"Creating Tests Worth Taking" by Grant Wiggins Ed Leadership, May, 1992.

*2)"Using Rubrics to Promote Thinking and Learning" by Heidi Goodrich Andrade Educational Leadership, 2000, 54 (4).

*3)"Seven Practices for Effective Learning." By: Jay McTighe, Ken O'Connor Educational Leadership, 2005, 63 (3).

11/16 (Thurs.)-Lab: Microteaching III
DUE: Lesson Plan for Microteaching III



CLASSROOM MANAGEMENT⁴/FINAL THOUGHTS

11/21(Tues.)-Classroom Management, Two Models

Assignment:

- 1)"The Key to Classroom Management" by Robert J. Marzano and Jan S. Marzano, Educational Leadership, 2002, 61(7)
- 2)"Solving Problems Together" from Beyond Discipline by Alfie Kohn (Reserve)

11/28 (Tues.) (8-11:30)-Developing a Management Plan, Some Concrete Ideas

Lab: Defining the management problem

Creating a Management Plan

Assignment: 1)K & E, Ch. 6 (pp. 182-213)

2)"Beginning the Year in an Eighth Grade English Class" (Handout)

DUE: Analysis for Microteaching III and Log [Accepted on Friday, 12/2 by noon if you are present in class on 12/1, Turn in to Ms. Kubera in the

Education

office

12/5 (Tues.)-Developing a Management Plan: Creating a Learning Atmosphere

Assignment : K & E, Ch.4 (pp. 119-134), Stop with section "Effective Communication")
Writing-to-Learn 11: Topic TBA.

12/7 (Thurs.)-Final Thoughts

Assignment : 1)"The Having of Wonderful Ideas" by Eleanor Duckworth from The Having of Wonderful Ideas" and Other Essays on Teaching and Learning. Teachers College Press: New York, 1987. (On Reserve)

2)"The Futility of Trying to Teach Everything of Importance" By: Grant Wiggins, Grant. Educational Leadership, 1989, 47 (3),
Writing-to-Learn 12: Topic TBA.

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⁴ As part of the classroom management unit, there will be two or more graded writing-to-learn activities.

Revised: Aug 18, 2006