

EDUCATION 260: REFLECTIVE TEACHING

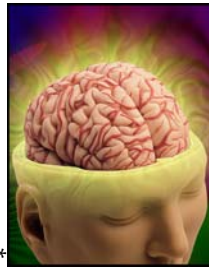
Fall, 2008; Dr. Robert Mayer

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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



*"If one changes the tools of thinking available to a child, his (her) mind will have a radically different structure."
 "The actual relations between human individuals underlie all the higher functions."*

Lev Vygotsky

INTRODUCTION

Life is lived in communities. Communities are shaped by language and language shapes our thinking and our culture. The people in ED260 will become a community grounded in a language of teaching, learning, and reflection. The experience in this course will prepare you to enter the broader culture of teaching with a language that will allow you to participate in the talk of the reflective community you will share with future colleagues. Further, that community of colleagues should mirror the community in the classroom you guide. In that setting, each individual learner will be nurtured by their colleagues to become the wisest and best people possible. Your classroom will honor the unique nature of each student and the unique path they are on. Returning to the original focus, the same should happen for you within your collegial network.

Beyond the language and beyond the understanding of what makes a learning community, your experience in ED260 will allow you to both develop an expertise and a propensity to examine the daily details of your teaching practice in the service of continuous growth. The hope is that, starting today and continuing throughout your career, you will grow in your practice and in the thinking about your practice. Included in that growth of thinking will be the growth of a richer philosophy of teaching, a richer philosophy of learning, and a richer philosophy of living. We have important work to do this semester.

COURSE GOALS:

This course will allow you to start down the road to being an expert teacher in that you will be able to creatively design and redesign lessons from scratch that reflect a knowledge of current research, of content and of learner. Specifically, as a result of taking Education 260 you will be able to:

- *present a coherent theory of learning that grows from educational psychologists, brain researchers, self-reflection, philosophers, reflection on experience, and elsewhere,

- ✦ describe a wide variety of teaching methods from highly student-centered strategies to more teacher-directed strategies so well that you will be able to implement them, with reflective adaptation, in real classrooms,
- ✦ explain how to facilitate the development of a learning community that honors the diversity within the community while maximizing the development of each individual,
- ✦ describe a variety of strategies for promoting reading and writing literacy in your classroom,
- ✦ assess your student's learning using multiple indicators in order to shape your instruction,
- ✦ revise your teaching strategies based on a deep understanding of your students,
- ✦ describe how to create a classroom environment that allows for rich learning.

There is one more goal, but this one is more in the background for now. It should move forward as you reenter schools in your pre-student teaching and student teaching experiences. That goal is for you to put all of the knowledge above into a coherent performance as a teacher and as a colleague and to also critically consider and transform schools in a manner that is ethically right for students, for the community, and the world.

TEXTS

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

ATTENDANCE/ASSIGNMENTS

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, you must let me know ahead of time, unless there is some emergency. In the case of an emergency, speak to me about the situation as soon as you are able. Absences will be excused for legitimate reasons such as illness. For each unexcused absence, a 0 will be calculated for 2% points of your total grade. Missing more than three sessions will be a signal to me of a serious problem that we should discuss.

There will be unannounced quizzes throughout the semester. You will be permitted to make up these quizzes if your absence is excused. In addition, it is your responsibility to find out about and secure any materials that may have been distributed or assignments given during missed classes.

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.

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 then states, "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 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.

ACCOMMODATIONS

Day students who wish to disclose a disability and request accommodations under the Americans with Disabilities Act (ADA) for this course first **MUST** meet with either Mr. Joseph Kempfer in the Office of Learning Services or Dr. Ronald Kline in the Counseling Center.

Comenius Center students who believe that they may need accommodations in this class are encouraged to contact the Dean of the Comenius Center as soon as possible to enhance the likelihood that such accommodations are implemented in a timely fashion.

ASSIGNMENT, WRITING-TO-LEARN

Just about every week, you will have writing-to-learn assignments. Specific topics are listed throughout the syllabus. Generally, you will be asked to summarize and react to readings. Such thinking will prepare you to discuss readings in class. The writing will also allow you to explain readings in your own words and to find personal meaning in what you have read. Writing-to-learn assignments will help prepare you for other writing in class (microteaching analyses, final exam). Overall, and as the name implies, the writing will be a tool for your learning.

Overall, you should respond to the writing prompt. Use the writing as an opportunity to lay down your understanding of the reading. **You should always feel free to go beyond the prompt.**

Here are some specific directives. Unless specified otherwise, each entry should be around two pages. In the spirit of journal writing, get your thoughts down without worrying about organization, grammar, or spelling. Your writing needs to be essentially clear, so reread your entry to assure yourself that it makes sense. If it is not clear to you, revise.

ASSIGNMENT, WRITING-TO-LEARN 3, 4, and 6: A LEARNING JOURNAL

Every time you teach you need to be thinking about how people learn. In working to attain that goal, every time you learn something, you need to reflect on your learning process and consider the implications of that process for how you might teach. Given that you are currently involved with learning lots of stuff, both outside and in the classroom, a good place to start considering these ideas is with current experiences. The learning journal will help you do that.

Pick something you are currently engaged in learning. The learning could come from anywhere including a course you are taking, an extracurricular activity you are involved in, or something at home. The learning could range from the mundane (taking care of my car's engine), to the abstract (how to read literature critically), to the personal (becoming a more caring person). Your task is to keep a record of the learning process in which you are engaged.

As concretely as you can, describe your experience of the learning. That is, **talk about what is going on in your mind as you are engaged in this learning experience.** In writing, focus less on what you are doing and more on what is going on in your thinking. This is very hard to do. The more you can write about your thinking as it relates to your learning, the more you will understand the learning process. You might talk about two or three specific illustrative learning moments within the experience. In addition, write about the learning on all appropriate levels including the cognitive, the affective, and the kinesthetic. Though you need to say a lot about your thinking, you might also describe the steps you go through in learning. Talk about factors which are helping you to learn and factors which hinder you. As you talk about those factors, try to convey their impact on your thinking. If the learning involves a teacher, discuss the impact of particular approaches and also the nature of the relationship between you and your mentor. Do not take the learning journal as an opportunity to trash a teacher.

In the spirit of journal writing, get your thoughts down without worrying about organization, grammar, or spelling. You need to fulfill the following requirements in keeping this journal: Identify a subject by September 2 and give me a piece of paper with your name and the topic. Write at least 3 entries describing the learning process. (Due dates are listed on the course syllabus as part of your writing-to-learn assignments. They may be delivered as hard copy or via e-mail by classtime of due date.)

In your third entry, probably towards the end of the entry, write a final statement of around two paragraphs where you discuss what you have learned about learning over the course of the experience. In those final remarks, you need to also discuss the implications of this experience for how you will teach. Your third entry will be a little longer than the others because you will be both describing your current experience and then summarizing. Before you write these final remarks, go back and read your two previous entries.

An Example of Paragraph One from My Learning Journal
A Smart Guy Learning How to Operate a Digital Camera Feeling Stupid

I just developed my first seventeen pictures taken from my new digital camera. [I have never owned a digital camera before.] I put them in my new picture book called "Good Times," and compared them to ones I had taken from my previous camera. In certain respects, they look better. I feel really good about them, especially the one of my son's friend who was the most gracious when I asked if I could take his picture. My family gets annoyed with me when I ask to take their picture, most reflected in my wife's angered gaze in several of the pictures I took of her. The colors are brighter and figures more crisp in the digital pictures. But I want them to be beautiful. I read over the instruction book both basic and advanced. *I mentally check off the things I get. I know that I can turn the dial and there are different settings for pictures including indoors and portraits. I am aware that I don't understand what the camera is doing differently for each setting. I imagine it has something to do with the amount of light let in, how quickly the picture is taken, or perhaps the little pixies inside my camera that laugh at me each time I trust my intuition when I turn the dial and then snap. How much about the mechanics of cameras do I have to understand in order to get beautiful pictures?* [The italicized sentences capture my thinking.]

ASSIGNMENTS and GRADING:

1. Peer Microteaching Analyses including all prewrites and drafts (at least 2) 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. Writing-to-Learn Activities (20%)
4. Quizzes (5%) [Note: I hold open the possibility that I will give quizzes if I feel that students are not reading assignments. If quizzes are not given or if few quizzes are given, portions or all of this assigned value will be given to the final exam.]
5. Participation in Class Discussion (5%)
6. Final Exam (20%)

COURSE SCHEDULE

*Available through Ebscohost at Reeves **Available on-line ***On Reserve in Reeves
LANGUAGE, LEARNING, AND COMMUNITY

8/26 (Tues.)-How Do We Learn?/Becoming a Learning Community

8/28 (Thurs.)-Learning, Language, and Community

Lab: What is Reflection in Teaching?

Assignment:

1)Read the course syllabus

2)Read "Support Materials" for "Session 7, "Learning from Others-Learning in a Social Context" from the Annenberg Media Website.

**3)View: Session 7, "Learning from Others-Learning in a Social Context" from the Website

Directions for Accessing Website

Go to "The Learning Classroom: Theory into Practice"

(<http://www.learner.org/channel/courses/learningclassroom/>) on the Annenberg Professional Development Site

- On the left side, click on "Support Materials"

- Go down to "Session 7 Print Guide (PDF)" and click. On the new page click on the "print guide," and when the pdf comes up print the entire guide. (There are other materials you might want to check out, also under session 7)

- Go back to the Session 7 page and click on "Session Overviews" and then click on "7. Learning from Others." (You might need to "sign up" first.)

- 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.

Writing-to-Learn 1: Explain the phrase "community of learners." In explaining the concept, build from both the reading, the video, and your own personal experiences. How can a teacher consciously build a learning community? To what extent is such a goal important to you?

TEACHER-CENTERED MODELS AND LESSON PLANNING

9/2 (Tues.)-Direct Instruction

Assignment:

1)K & E, Ch. 7 (pp. 217-244)

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

Writing to Learn 2: Describe and then critique the direct instruction model. In describing the model, talk about the theory behind it or, in other words, the reason the authors would give for why the approach would promote learning. Also talk about what you see to be the core component (introduction, guided practice) or components of the model. Conclude with a well-argued critique by discussing your personal reaction to the model.

DUE: Turn in a sheet of paper that contains your learning journal topic and your name.

9/4 (Thurs.)-Planning a Lesson Using Direct Forms of Instruction:

Lab: Lesson Plan Workshop

Assignment:

1)Lesson Plan Format [Handout]

2)K & E, Ch. 3 (PP. 85-99) Ch 4 (pp. 141-142) [Assessment]

3)Wong Format for Behavioral Objectives [Handout]

*4)"Learning to Love Assessment" By Carol Ann Tomlinson, *Educational Leadership*, Dec/Jan2008, 65 (4)

DUE: Bring in an idea for something you might like to teach to members of your class in microteaching I. Write a 5-7 sentence description of the topic. [This topic will form the basis of a plan that we create in class.]

9/9 (Tues.)-Lecture Discussions/Introducing Lessons

Assignment:

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

Writing-to Learn 3: Learning Journal 1

9/11 (Thurs.)-Universal Design for Learning, Differentiated Instruction, and Community

Lab: Building a Universal Community/Microteaching Triads

Assignment:

- *1)"Universal Design for Individual Differences." By Anne Meyer and David H. Rose, *Educational Leadership*, Nov, 2000, Vol. 58 (3).
- *2)"Universal Design and its Applications in Educational Environments" by Joan M. McGuire, Sally S. Scott, and Stan F. Shaw, *Remedial and Special Education*, May/June 2006, Vol. 27(30).
- *3)"Baby Steps: A Beginner's Guide" By Kari Sue Wehrman, *Educational Leadership*, 2000, 58 (1).

9/16 (Tues.)-How Do We Learn?

Assignment:

***"Learning, Cognition, and Memory" from *Essentials of Educational Psychology* by Jeanne Ellis Ormrod [On Reserve in Reeves]

9/18 (Thurs.)-Concluding Thoughts on Direct Instruction

Lab: Microteaching 1

DUE: Lesson Plan for Microteaching 1

CONSTRUCTIVIST LEARNING/CONSTRUCTIVIST TEACHING

9/23 (Tues.)-Introduction to Constructivism

Assignment:

- *1)"The Courage to be Constructivist" by Martin G. Brooks and Jacqueline Grennon Brooks, *Educational Leadership*, 1997, 57 (3)3
- ** 2)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
- *3)"Put Understanding First" by Grant Wiggins and Jay McTighe, *Educational Leadership*, May, 2008, Vol. 65 (8).

Writing-to-Learn 4: Learning Journal 2

9/25 (Thurs.) Guided Discovery: A Constructivist Approach

Lab: Triad Meeting

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 met with and identify the sources for those notions, if possible. **USE YOUR OWN WORDS IN DESCRIBING CONSTRUCTIVISM.** Contrasting the learning that would take place in a direct lesson with the learning from a constructivist lesson. What is your position on constructivist strategies?

9/30 (Tues.) [Rosh HaShannah, No Class Meeting]-Problem-Based Instruction, A Constructivist Approach:

Assignment:

1) K & E, Ch. 11 (pp. 358-378)

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

Writing-to-Learn 6: Describe and critique problem-based instruction, problem-solving models, and inquiry approaches to teaching and learning. Explain how such approaches might fit into your classroom.

Writing-to-Learn 7: Final learning journal with a two-paragraph summary of what you learned about learning from keeping the learning journal. (Entire entry should be around three pages.) Please turn the entry in at the 328 bin or via e-mail by noon.

10/1 (Wednesday) Writing Workshop

DUE: Draft of Microteaching I Analysis

10/2 (Thurs.)-Questioning, A Fundamental Skill for Constructivist Pedagogy 1

Lab: Questioning

Assignment:

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

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

DUE (Wed., Oct. 8, By Noon) Analysis for Microteaching I and Log, Drop off at 328 Bin

10/9 (Thurs.) Workshop on Microteaching II-Mayer absent due to Yom Kippur

CONSTRUCTIVIST LEARNING/SOCIAL INTERACTION

10/14 (Tues. from 8-11)-Discussion and Community

Lab: Discussion

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

Writing-to-Learn 8: In this brief entry, write down six rules for effective classroom discussion presented by Wilen. Come in ready to discuss and to critique those rules.

10/16 (Thurs.)-Lab: Microteaching II

DUE: Lesson Plan for Microteaching II

10/21 (Tues.)-Constructivism and Student Discourse: Cooperative Learning

Assignment: K & E, Ch. 10 (pp. 302-328)

Writing-to-Learn 9: How would cooperative learning promote learning and a sense of community within a classroom? Be sure to talk about a specific type or specific types of cooperative learning. Also, make sure you fully describe what you mean by cooperative learning, learning, and community.

10/23 (Thurs.)-Constructivism and Student Discourse: Group Discussion

Lab: Discussion Workshop, Triad Meetings

Assignment: ***Ch. 6 "Building a Climate for Discussion" from *The Art of Discussion-Based Teaching: Opening Up Conversation in the Classroom* by John E. Henning [On Reserve/Reeves]

10/28 (Tues.)-Constructivism and Student Discourse: Group Discussion 2

Assignment: ***Ch 4 "Creating Discussions" from *The Art of Discussion-Based Teaching: Opening Up Conversation in the Classroom* by John E. Henning [On Reserve/Reeves]

TEACHING LITERACY: READING AND WRITING ACROSS THE CURRICULUM

10/30 (Thurs.)-Writing, Language, and Constructivism

Lab: Writing Workshop/Triad Meeting

Assignment:

1) Vacca and Vacca, "Writing to Learn" from *Content Area Reading: Literacy and Learning across the Curriculum* by Richard T. Vacca and JoAnne L. Vacca [On Reserve in Reeves]

*2) "The Power of Voice" by Tom Romano, *Educational Leadership*, 2004, 62 (2)

*3) "The Writing Rubric" by Bruce Sadler and Heidi Andrade, *Educational Leadership*, 62 (2)

DUE: Draft of Microteaching II Analysis

11/4 (Tues.)-Reading in the Content Areas (I)

Assignment:

1) Materials for Reading Problem (Handout)

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

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

*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 10: Write a description of the problem faced by Mr. Burns in the problem. Identify three strategies you think would help his students. Describe them and explain why they might help.

11/6 (Thurs.)-Reading in the Content Areas (II)

Assignment:

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

*2) "Strategies for Teen Readers." By Carolyn Coutant, Natalia Perchemlides, *Ed. 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). [Social Studies]

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

*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) [Science]

*e) "The Relevance of Young Adult Literature" By Joyce B. Stallworth, *Ed Lead.*, 2006, 63 (7) [English]

DUE: Analysis for Microteaching II and Log [Accepted Friday, 11/7 by noon if present in class on 11/6]

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

Assignment:

*1) "Teaching Skills to Support English Language Learners" by Deborah Short and Jana Echevarria, *Educational Leadership*, 2004/2005, 62 (4).

*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 and download at: <http://www.aea11.k12.ia.us/Schrader/readingcomprehension.html> (Heartland Area Education Agency (Listed Under "General Strategies"))

Writing-to-Learn 11: See assignment on materials describing Mr. Burns' problem, previously handed out.

WHO ARE OUR STUDENTS? INCLUSION AND DIFFERENTIATED INSTRUCTION

11/13 (Thurs.) Differentiating Instruction

Lab: Building Diversity-Acknowledging Classroom Communities/Microteaching III**Assignment:***1)"A quartet of success stories: How to make inclusion work" By Leslie Farlow, *Educational Leadership*, 1996, 53 (5)*2)"Mapping a Route Toward a Differentiated Instruction" By Carol Ann Tomlinson, *Educational Leadership*, 1999, 57 (1)*3)"Using Data to Differentiate Instruction" By Kay Brimijoin, Ede Marquissee, Carol Ann Tomlinson, *Educational Leadership*, 2003, 60 (5)*4)"Building the Bridge from Research to Classroom" Renate Nummela Caine, *Educational Leadership*, 2000, 58(3)**Writing-to-Learn 12:** What is differentiated instruction and what might it look like in a secondary classroom? What role does such differentiation play in building a classroom community? Feel free to critique the idea of differentiated instruction.**DUE:** Lesson plan draft for microteaching III**CLASSROOM MANAGEMENT**

11/18 (Tues.)-Classroom Management: Model 1

Assignment: *""The Key to Classroom Management" by Robert J. Marzano and Jan S. Marzano, *Educational Leadership*, 2002, 61(7)

11/20 (Thurs.)-Reflection on Reflecting

Lab: Microteaching III**DUE:** Lesson Plan for Microteaching III

11/25 (Tues.)-Classroom Management, Model 2

Lab: Triad Meetings**Assignment:** ***"Solving Problems Together" from Beyond Discipline by Alfie Kohn [Reserve in Reeves]

12/2 (Tues.)-Developing a Management Plan, Some Concrete Ideas

Assignment:

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

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

Writing-to-Learn 13: See classroom management handout**DESIGNING LEARNING/DESIGNING COMMUNITY**

12/4 (Thurs.)-Understanding by Design

Assignment : ***Ch. 1 "Backward Design" from *Understanding by Design* by Grant Wiggins and Jay McTighe [On Reserve in Reeves]**Due:** Analysis for Microteaching III and Log [Accepted on Friday 12/5 by noon if you are present in class 12/4]12/9 (Tues.) Ch. 4 "The Six Facets of Understanding" from *Understanding by Design* by Grant Wiggins and Jay McTighe [On Reserve in Reeves]