

**MORAVIAN COLLEGE
Bethlehem, Pennsylvania**

EDU 260: Reflective Teaching, Fall 2009

Thursdays 6:30 -10:30 p.m.
Hurd Academic Complex, Room _____

Dr. Richard Grove

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Office hours by appointment.

I. Course Rationale

This course is an introduction to general research-based strategies for use in secondary classrooms, from teacher-centered to learner-centered models. The course also introduces instructional design for diverse learners. Through recorded lessons presented to peers and school-site tutoring of ESL and special needs learners, students design instruction employing these models and learn how to self-critique their teaching. Prerequisites: EDU 150 and 155, QPA of 2.70.

II. Course Objectives

1. To understand and apply a framework for guiding teacher reflection to three micro-teaching experiences.
2. To purposively select and apply several models or methods of teaching.
3. To collect and utilize data to describe and make recommendations for understanding and teaching diverse learners.
4. To synthesize course content into a coherent and comprehensive personal philosophy of education.

III. Required Texts

Kauchak, Donald P. & Eggen, Paul D. (2003). *Learning and teaching: Research-based methods* (4th ed.). Boston, MA: Allyn & Bacon.

IV. Academic Honesty

Each student in this course is expected to abide by the College's Academic Honesty Policy. Thus, any work submitted by a student in this course for academic credit must be the student's own work. Students are encouraged to study together and to discuss information and concepts presented in class. However, permissible cooperation does not extend to handing in another student's work or submitting an author's text without the appropriate citation. Such behavior will

result in the student receiving a zero for the assignment and notification being sent to the Academic Dean.

V. Accommodations for Students with Disabilities

I will be available to discuss appropriate academic accommodations that might be required for students with disabilities. However, all formal requests for academic accommodations must be made through the Academic Dean's Office.

VI. Assignments, Grading, Attendance and Accommodations

Following are the assigned percentages for completed work; rubrics as well as instructor judgment will be utilized in determining percentages and grades. Attendance and participation will also affect grading.

Assignments are due as indicated. Please note that unless a mutually agreeable revised due date is negotiated with the instructor, any late assignment will lose five percentage points for each calendar day it is late, and any assignment not submitted within two weeks of the due date will receive a zero. It is within the instructor's purview to apply qualitative judgment in determining grades for an assignment or for a course.

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

1. Reflective Journal: 40% (10 entries @ 4 points each)

- #1: Personal Philosophy Worksheet & Teaching Topics w/ Objectives: due 9/10
- #2: PA Standards for Subject Area & and Initial Lesson Plan due 9/17
- #3: Selected Models/Methods of Teaching & Links to Personal Philosophy: due 9/24
- #4: Plan for First Day of Tutoring: due 10/01
- #5: Plan for Microteaching #1: due 10/08 Group A & 10/15 Group B
- #6: Responding to Microteaching #1 Feedback: due 10/15 Group A & 10/22 Group B
- #7: Plan for Microteaching #2: due 10/29 Group B & 11/05 Group A
- #8: Responding to Microteaching #2 Feedback: due 11/05 Group B & 11/12 Group A
- #9: Plan for Microteaching #3: due 12/03
- #10: Responding to Microteaching #3 Feedback: due 12/10

2. Tutoring: 20% (20 points total)

- 2 points - Tutoring Initial Assignment: due 10/08.
- 2 points - Tutoring Assignment #2: due 10/22.
- 2 points - Tutoring Assignment #3: due 11/05.
- 2 points - Tutoring Assignment #4: due 11/19.
- 6 points - Final Tutoring Report: due 12/10.
- 6 points - Final Evaluation: due 12/17.

3. Quizzes: 20% (4 quizzes @ 5 points each)

Quizzes on the assigned readings will be given at the beginning of class for weeks two through five.

4. Final Project: 20% (20 points)

Due 12/17.

The grading scale is as follows:

- A = 93% to 100%
- A- = 90% to 92%
- B+ = 88% to 89%
- B = 83% to 87%
- B- = 80% to 82%
- C+ = 78% to 79%
- C = 73% to 77%
- C- = 70% to 72%
- D+ = 68% to 69%
- D = 63% to 67%
- D- = 60% to 62%
- F = 59% or lower.

Note that grade points and percentage points are the same, i.e., there are a total of 100 grade points for the course.

VII. Tentative Course Schedule

Date & Topics	Class Activities	Assignments	Journal Entries
Session #1: 9/03/09 Getting Started Philosophy & Practice Helping Reflection	Introductions Course Overview Peer Groups Visioning Activity Tools for Reflection	Due 9/10/09 C.3: pp. 85-87, 98-101, 108-112. pp. 115-116: 6, 8, 10. Due 9/17/09 C.4: pp. 126-129, 139-146. p. 148: 2, 3, 7.	Due 9/10/09 Personal Philosophy #1 List of Possible Teaching Topics & Objectives
Session #2: 9/10/09 Getting Ready to Teach Lesson Planning & Classroom Management	Quiz #1 Journals & Readings PA Standards & Higher Order Thinking Two Types of Lesson Plans Assessing Classroom Management	Due 9/17/09 C.7: pp. 236-246. p. 250: 5. C.8: pp. 264-273. p. 282: 5. C.10: pp. 346-352. p. 356: 4. C.11: pp. 366-375. p. 392: 3.	Due 9/17/09 First Draft of Direct Instruction Lesson Plan with PA Standard
Session #3: 9/17/09 Teaching Models & Instructional Strategies Student Engagement Informal Assessment	Quiz #2 Journals & Readings Teaching Models & Methods Learning Styles Activity Building an Assessment Toolkit	Due 9/24/09 Materials provided for tutoring students with disabilities & ESL students.	Due 9/24/09 Selected Models & Methods of Teaching & Links to Personal Philosophy
Session #4: 9/24/09	Quiz #3 Journals & Readings	Due 10/01/09 C.2: pp. 37-40, 41-	Due 10/01/09 Plan for First Day of

Preparing for Tutoring	Assignments & Evaluation Rubric Tutoring Workshop	43, 46-48, 51-56, 60-64. p. 69: 1, 4, 5, 11, 13.	Tutoring
Session #5: 10/01/09 Students w/ Disabilities & ESL Students Feedback for Microteaching Planning for Microteaching	Quiz #4 Journals & Readings Rubric for Microteaching Planning Activity	Due 10/08/09 Review C. 11 as needed. Initial Tutoring Assignment	Due 10/08/09 Plan for Microteaching #1 (Group A)
Session #6: 10/08/09 Microteaching #1A: Direct Instruction	Debriefing Tutoring Microteaching #1A <ul style="list-style-type: none"> • Teaching • Feedback 	Due 10/15/09 Review C. 11 as needed.	Due 10/15/09 Plan for Microteaching #1 (Group B) Responding to Feedback (Group A)
Session #7: 10/15/09 Microteaching #1B: Direct Instruction	Debriefing Tutoring & Journal Microteaching #1B <ul style="list-style-type: none"> • Teaching • Feedback 	Due 10/22/09 Resources for Universal Design Tutoring Assign. #2	Due 10/22/09 Responding to Feedback (Group B)
Session #8: 10/22/09 Universal Design	Debriefing Tutoring & Journal Student-Led Workshop	Due 10/29/09 Review C. 7 as needed.	Due 10/29/09 Plan for Microteaching #2 (Group B)
Session #9: 10/29/09 Microteaching #2B:	Debriefing Tutoring & Journal Microteaching #2B	Due 11/05/09 Review C. 7 as needed.	Due 11/05/09 Responding to Feedback (Group B)

Constructivist Approach	<ul style="list-style-type: none"> • Teaching • Feedback 	Tutoring Assign. #3	Plan for Microteaching #2 (Group A)
Session #10: 11/05/09 Microteaching #2A: Constructivist Approach	Debriefing Tutoring & Journal Microteaching #2A <ul style="list-style-type: none"> • Teaching • Feedback 	Due 11/12/09 None	Due 11/12/09 Responding to Feedback (Group A)
Session #11: 11/12/09 Revisiting Personal Philosophies	Debriefing Tutoring & Journal Revisiting Personal Philosophies Preparing for the Final Project	Due 11/19/09 Review Cs. 8 or 11 as needed. Select teaching. Find resources to share. Tutoring Assign. #4. <i>Due 12/10/09</i> <i>Final Project</i>	Due 11/19/09 None
Session #12: 11/19/09 Drafting Plan for Microteaching #3	Planning Activity	Due 12/03/09 Review Cs. 8 or 11 as needed. Final Tutoring Report	Due 12/03/09 Plan for Microteaching #3
Session #13: 12/03/09 Microteaching #3 A&B: Concept Learning <i>or</i> Inquiry	Journal Microteaching #3 <ul style="list-style-type: none"> • Teaching • Feedback Course Evaluation	Due 12/10/09 <i>Final Project</i>	Due 12/10/09 Responding to Feedback