

MORAVIAN COLLEGE
Bethlehem, Pennsylvania

EDU 260: Reflective Teaching, Fall 2010

Tuesdays, 4:00 to 7:00 p.m.
Hurd Academic Complex

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 reflective frameworks to microteaching and tutoring experiences.
2. To understand and apply several models of teaching to microteaching experiences.
3. To collect and utilize data for better understanding and teaching diverse learners.
4. To synthesize course content into a coherent personal philosophy of education.

III. Required Texts

Kauchak, Donald P. & Eggen, Paul D. (2007). *Learning and teaching: Research-based methods* (5th 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. ***All assignments must be typed and double-spaced; one point will be deducted for each spelling and grammar usage error!***

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)

- Entry #1: Personal Philosophy Statement
- Entry #2: Five Potential Teaching Topics w/ Objectives
- Entry #3: Plan for Microteaching #1
- Entry #4: Responding to Microteaching #1 Feedback
- Entry #5: Plan for Microteaching #2
- Entry #6: Responding to Microteaching #2 Feedback
- Entry #7: Plan for Microteaching #3
- Entry #8: Responding to Microteaching #3 Feedback
- Entry #9: Plan for Microteaching #4
- Entry #10: Responding to Microteaching #4 Feedback

2. Tutoring Journal: 20% (5 entries @ 4 points each)

- Entry #1: Who are my students?
- Entry #2: What are my students' obstacles to learning?
- Entry #3: What is working to help my students?
- Entry #4: What have I learned about myself as a teacher?

- Entry #5: What recommendations will I make to my cooperating teacher?

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

In lieu of a mid-term exam, quizzes will be given on selected assigned readings. See syllabus.

4. Final Project: 20% (20 points)

A final project will require the student to reflect on developments in her/his personal philosophy of education as a result of the microteaching and tutoring experiences. A rubric will be provided.

The grading scale for the course 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: 8/31/10 Getting Started Philosophy & Practice	Introductions Course Overview <ul style="list-style-type: none"> • Reflection • Microteaching • Tutoring Personal Philosophy Activity	Due 9/07/10 Chapter 3, Teacher Planning: Research & Reality Chapter 12, Assessing Learner Understanding	Due 9/07/10 Personal Philosophy Statement #1 <i>All journal entries must be at least one full page in length!</i>
Session #2: 9/07/10 Getting Ready to Teach: Lesson Planning Assessing Learning	Hand in journals. Quiz, Chapters 3 & 12 Discussion of Readings and Journals A Basic Lesson Plan Format Assessment Toolkit	Due 9/14/10 Chapter 7, Direct Instruction	Due 9/14/10 First Draft of Direct Instruction Lesson Plan with PA Standard
Session #3: 9/14/10 Direct Instruction Universal Design	Hand in journals. Quiz, Chapter 7 Discussion of Readings and Journals Planning for Micro. #1 Example Lesson Plans	Due 9/21/10 Prepare for first microteaching experience.	Due 9/21/10 Direct instruction lesson plan for first microteaching
Session #4: 9/21/10 Microteaching #1	Hand in lesson plans. Microteaching #1	Due 9/28/010 Chapter 2, Student Diversity	Due 9/28/10 Respond to microteaching feedback.

Session #5: 9/28/10 Diverse Learners Tutoring Diverse Learners	Hand in journals. Quiz, Chapter 2 Discussion of Readings and Journals Tutoring Expectations & Strategies	Due 10/05/10 Chapter 8, Lecture Discussions: Teaching Organized Bodies of Knowledge	Due 10/05/10 Tutoring entry #1: Who are my students?
Session #6: 10/05/10 Lecture Discussion PA Standards Aligned System (SAS)	Hand in journals. Quiz, Chapter 8 Discussion of Readings and Journals Planning for Micro. #2: Using PA SAS Online	Due 10/19/10 Prepare for second microteaching experience using SAS standards, activities, and materials.	Due 10/19/10 Lecture discussion lesson plan
Session #7: 10/19/10 Microteaching #2	Hand in lesson plans. Microteaching #2	Due 10/26/10 Chapter 9, Guided Discovery: A Constructivist Approach to Instruction	Due 10/26/10 Respond to microteaching feedback. Tutoring entry #2: What are my students' obstacles to learning?
Session #8: 10/26/10 Guided Discovery Learning Styles	Hand in journals. Discussion of Readings and Journals Learning Styles Activity Planning for Micro. #3	Due 11/02/10 Prepare for third microteaching experience using SAS standards, activities, and materials.	Due 11/02/10 Guided discovery lesson plan

Session #9: 11/02/10 Microteaching #3	Hand in lesson plans. Microteaching #3	Due 11/09/10 Chapter 10, Learning and Teaching in Groups	Due 11/09/10 Respond to microteaching feedback. Tutoring entry #3: What is working to help my students?
Session #10: 11/09/10 Small Group Instruction Teacher Leadership	Hand in journals. Discussion of Readings and Journals Facilitating Group Work	Due 11/16/09 Chapter 11, Problem-Based Instruction	Due 11/16/09 Tutoring Entry #4: What have I learned about myself as a teacher?
Session #11: 11/16/09 Problem-Based Instruction The Final Project	Hand in journals. Discussion of Readings and Journals Planning for Micro. #3: Your Choice Final Project Rubric	Due 11/30/09 Prepare for third microteaching experience using SAS standards, activities, and materials.	Due 11/19/09 Lesson plan for small group work or problem-based instruction
Session #12: 11/30/10 Microteaching #4	Hand in lesson plan. Microteaching #4	Due 12/07/10 Final project	Due 12/07/10 Respond to microteaching feedback. Tutoring Entry #5: What recommendations will I make to my cooperating teacher?
Session #13: 12/07/10 Wrap Up	Hand in journals and final project. Course Evaluation		