

MORAVIAN COLLEGE
Bethlehem, Pennsylvania

EDU 260: Reflective Teaching, Fall 2011

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.

Greenstein, Laura, (2010). *What teachers really need to know about formative assessment*. Alexandria, VA: ASCD

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. Microteaching Journal: 40% (8 entries @ 5 points each)

- Entry #1: Personal Philosophy Statement
- Entry #2: Five Potential Teaching Topics
- Entry #3: Draft Lesson 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: Analysis of "Education and Reality"
- Entry #8: Analysis of Fishbowl Activity

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 |
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| <p>Session #1: 8/30/11</p> <p>Getting Started</p> <p>Philosophy & Practice</p> | <p>Introductions Course Overview</p> <ul style="list-style-type: none"> • Reflection • Microteaching • Tutoring <p>Personal Philosophy Activity</p> <p>Application Cards</p> | <p>Due 9/06/11</p> <p>Chapter 3, Teacher Planning: Research & Reality</p> <p>Chapter 12, Assessing Learner Understanding</p> | <p>Due 9/06/11</p> <p>Personal Philosophy Statement #1</p> <p><i>All journal entries must be at least one full page in length!</i></p> |
| <p>Session #2: 9/06/11</p> <p>Getting Ready to Teach: Lesson Planning</p> <p>Lesson Planning</p> <p>Assessing Learning</p> | <p>Hand in journals.</p> <p>Quiz #1, Chapters 3 & 12 – Posttest Review</p> <p>Discussion of Readings and Journals</p> <p>A Basic Lesson Plan Format & Potential Topics Activity</p> <p>Assessment Activity Entrance & Exit Slips</p> | <p>Due 9/13/11</p> <p>Chapter 7, Direct Instruction</p> <p>Bring Assessment Text to Class</p> | <p>Due 9/13/11</p> <p>List of 5 potential topics for micro. #1.</p> <p>Choosing one topic, develop first draft of Direct Instruction lesson plan. Select at least one form of assessment from your text.</p> |
| <p>Session #3: 9/13/11</p> <p>Direct Instruction</p> <p>Universal Design (UD)</p> | <p>Hand in journals.</p> <p>Quiz #2, Chapter 7</p> <p>Discussion of Readings and Journals</p> <p>Planning for Micro. #1</p> <p>UD Guidelines RSQCC</p> | <p>Due 9/20/11</p> <p>Chapter 2, Student Diversity</p> | <p>Due 9/20/11</p> <p>No journal entry</p> |
| <p>Session #4: 9/20/11</p> <p>Diverse Learners</p> | <p>Quiz #3, Chapter 2</p> | <p>Due 9/27/11</p> | <p>Due 9/27/11</p> |

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| Tutoring Diverse Learners | Discussion of Readings and Journals Tutoring Expectations & Strategies Fear in a Hat: Tutoring | No readings | Group A: Prepare for first microteaching. Have lesson plans ready for everyone. |
| Session #5: 9/27/11 Microteaching #1A | Hand in lesson plans. Microteaching #1A | Due 10/04/11 No readings | Due 10/04/11 Group A: Respond to first microteaching feedback. Group B: Prepare for first microteaching. Have lesson plans ready for everyone. |
| Session #6: 10/04/11 Microteaching #1B | Hand in lesson plans and journals. Microteaching #1B | Due 10/18/11 Chapter 8, Lecture Discussion Investigate SAS | Due 10/18/11 Group B: Respond to first microteaching feedback. Tutoring entry #1: Who are my students? |
| Session #7: 10/18/11 Lecture Discussion PA Standards Aligned System (SAS) | Hand in journals. Quiz #4, Chapter 8 Discussion of Readings and Journals Planning for Micro. #2: Using PA SAS Online Minute Papers | Due 10/25/11 No readings | Due 10/25/11 Tutoring entry #2: What are my students' obstacles to learning? Group A: Prepare for second microteaching using SAS standards, activities and materials. |
| Session #8: 10/25/11 Microteaching #2A | Hand in lesson plans and journals. Microteaching #2A | Due 11/01/11 No readings | Due 11/01/11 Group A: Respond to microteaching |

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| | | | feedback. Group B: Prepare for second microteaching using SAS standards, activities and materials |
| Session #9: 11/01/11 Microteaching #2B | Hand in lesson plans and journals. Microteaching #2B | Due 11/08/11 Chapter 10, Learning and Teaching in Groups | Due 11/08/11 Group B: Respond to microteaching feedback. Tutoring entry #3: What is working to help my students? |
| Session #10: 11/08/11 Small Group Instruction Teaching Styles | Hand in journals. Discussion of Readings and Journals Teaching Styles Activity Think-Pair-Share | Due 11/15/11 Chapter 11, Problem-Based Instruction | Due 11/15/11 Tutoring Entry #4: What have I learned about myself as a teacher? |
| Session #11: 11/15/11 Problem-Based Instruction The Reality Curriculum The Final Project | Hand in journals. Discussion of Readings and Journals The Attaché Case Activity Final Project Rubric | Due 11/29/11 Read “Education and Reality” Prepare a group presentation on “What Makes a Good Teacher.” | Due 11/29/11 Begin work on final project. Provide an analysis of “Education and Reality” by discussing its viability in your classroom. Tutoring Entry #5: Recommendations to cooperating teacher |
| Session #12: 11/29/11 Group Presentations | Hand in all due work. Fishbowl Activity | Due 12/06/11 Final Project | Due 12/06/11 Fishbowl Critique |
| Session #13: 12/06/11 | Hand in analysis and final project. | | |

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| Wrap Up | Course Evaluation | | |
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