

<p style="text-align: center;">EPPL 610: Advanced Instructional Strategies</p>
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Spring 2006

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Jones Hall
Thursdays
4:30 – 7:00 p.m.

Course Description

EPPL 610: Advanced Instructional Strategies is a course in which basic teaching procedures are studied in-depth. Students examine and construct teaching models, learn a system for analyzing teaching, and study various teaching methods.

Course Objectives

The student will:

1. Through research, writing, and discussion, understand and critically analyze the essential conceptual elements of a variety of effective teaching models.
2. Critically evaluate recent, original research that informs scientifically-based practice in teaching.
3. Construct an original, supported, generic conceptual model for planning instruction, inferred and synthesized from distinctive elements of a variety of teaching strategies.
4. Using one or more discernable models of teaching, effectively plan, teach, and reflect upon an original lesson that is appropriate for the intended audience of learners.
5. Synthesize into a valid, supported, original thesis research related to effective models of teaching and/or instructional strategies.

Meeting Days, Readings, and Assignments

The following calendar of class meeting days, readings, major assignments, and planned topics provides a general chronological framework for the course. Depending upon the needs and progress of the class, the calendar, etc., are subject to change. Please note that the information provided below is not exhaustive. Additional readings, in-class assignments, and homework will be required for the course.

Class 1: January 19

- *Models* Ch. 1 Beginning the Inquiry
- *Models* Ch. 2 Where Models of Teaching Come From

Class 2: January 26

- *Models* Ch. 21 Inquires--A Research Base
- *Strategies* Ch. 1 Applying the Research on Instruction
- *Strategies* Ch. 12 Using the Nine Categories in Planning Instruction
- *Strategies* Ch. 13 Afterward
- *Models* Appendix Peer Coaching Guides
- **Select teaching model and sign up for Original Teaching**

~ Information-Processing Models of Teaching ~

Class 3: February 2

- *Models* Ch. 3 **Learning to Think Inductively**
- *Strategies* Ch. 2 Identifying Similarities and Differences [Classifying]
- *Strategies* Ch. 6 Nonlinguistic Representations
- Original Teaching: _____

Class 4: February 9

- *Models* Ch. 4 **Attaining Concepts**
- *Strategies* Ch. 2 Identifying Similarities and Differences [Comparing]
- *Strategies* Ch. 6 Nonlinguistic Representations
- *Strategies* Ch. 11 Teaching Specific Types of Knowledge [Organizing Ideas]
- Original Teaching: _____

Class 5: February 16

- *Models* Ch. 5 **Picture-Word Inductive Model**
- *Strategies* Ch. 11 Teaching Specific Types of Knowledge [Vocabulary]
- *Models* Ch. 7 **Memorization**
- *Strategies* Ch. 6 Nonlinguistic Representations
- Original Teaching: _____

Class 6: February 23

- *Models* Ch. 6 **Scientific Inquiry** and Inquiry Training
- *Strategies* Ch. 9 Generating and Testing Hypotheses
- Original Teaching: _____

Class 7: March 2

- *Models* Ch. 8 **Synecotics**
- *Strategies* Ch. 2 Identifying Similarities and Differences [Analogies and Metaphors]
- Original Teaching: _____
- **Research Paper Topic due** (proposed title and a one-paragraph written explanation of the topic, purpose, and focus of your research paper)

Class 8: March 9

- *Models* Ch. 9 **CLASS WILL MEET** (W&M Spring Break)
- *Strategies* Ch. 3 Learning from Presentations: **Advance Organizers**
- *Strategies* Ch. 6 Summarizing and Note Taking
- *Strategies* Ch. 10 Nonlinguistic Representations
- *Strategies* Ch. 10 Cues, Questions, and Advance Organizers
- Original Teaching: _____

~ Humanistic (Social/Personal) Models of Teaching ~

Class 9: March 16

- *Models* Ch. 10 Partners in Learning: From Dyads to Group Investigation
- *Strategies* Ch. 7 **Cooperative Learning**
- Original Teaching: _____

Class 10: March 23

- *Models* Ch. 11 The Study of Values: **Role Playing** and Public Policy Education [**Jurisprudential Inquiry**]
- *Strategies* Ch. 6 Nonlinguistic Representations [Kinesthetics]
- *Strategies* Ch. 7 Cooperative Learning
- *Strategies* Ch. 9 Generating and Testing Hypotheses [Decision Making]
- Original Teaching: _____

Class 11: March 30

- *Models* Ch. 12 **Nondirective Teaching**
- *Strategies* Ch. 4 Reinforcing Effort and Providing Recognition
- Original Teaching: _____

~ Behavioral Models of Teaching ~

Class 12: April 6

- *Models* Ch. 14 Learning to Learn from **Mastery Learning**
- *Strategies* Ch. 4 Reinforcing Effort and Providing Recognition
- *Strategies* Ch. 8 Setting Objectives and Providing Feedback
- Original Teaching: _____

Class 13: April 13

- *Models* Ch. 15 **Direct Instruction**
- *Strategies* Ch. 3 Summarizing and Note Taking
- *Strategies* Ch. 5 Homework and Practice
- *Strategies* Ch. 8 Setting Objectives and Providing Feedback
- Original Teaching: _____

Spring Break: April 20

NO CLASS

Readings are recommended, but not required.

- *Models* Ch. 17 Learning Styles and Models of Teaching
- *Models* Ch. 20 Creating Curricula

Class 14: April 27

- *Models* Ch. 16 Learning from **Simulations**
- Original Teaching: _____

Class 15: May 4

- **Final Exam: Integrated Conceptual Model of Instruction**
- **Research Paper due, if graduating this spring. (Due by May 11 if not graduating.)**

Participation and Attendance

Participation in class has three purposes: (1) Participation in class discussions and activities is the central method for constructing each student's understanding and meaning of the course content; (2) participation is essential to building and employing a collaborative approach to learning; and (3) student participation is necessary for my formative assessment of learning and on-going planning for instruction. Therefore, participation is included in students' final grades.

Since participation is a required component of the course, regular attendance is necessary. Students are expected to attend and participate in each class. If absence or tardiness is necessary, please contact me as early in advance as possible. Students are expected to participate in a manner consistent with the dispositions characteristic of professional educational leaders. Absences, frequent tardies, or unconstructive participation will reduce a student's final grade.

Assigned Readings. The readings are integral to this course. While we will basically following the order of chapters for *Models of Teaching*, we will jump around considerably and even re-read among the chapters in *Classroom Instruction that Works*. What's more, we will be reading two very different texts--different both in content and in format. However, each of the texts will lend considerable content and insight to the topics in our course. It is imperative that you complete the assigned readings and that you draw all the meaning you can from these readings. The course texts are rich in what they offer, but I will neither teach from the texts nor will I always make direct use of or reference to the readings. Nevertheless, the reading will serve a critical role for you in developing foundational content knowledge and in creating a common context for all of us in the class.

E-mail Communication. Participation in the course outside of class meeting times includes homework assignments, work on projects, reading, and collaboration with classmates. Participation also includes monitoring e-mail communication from the professor and/or classmates. Your William and Mary e-mail account is your official address for the course. Please be sure to monitor it regularly.

Discussion Board. A discussion board will be available for this course. You are encouraged to use it to share thoughts, pose questions, and deepen your understanding, but there is no requirement that you actively participate. However, you should monitor the discussion board weekly, as discussions may arise from which you may benefit.

Course Evaluation. The professional evaluation of academic programs is an essential responsibility of educational leaders at all levels; therefore, you are required to complete the on-line course evaluation at the end of the course. You will receive e-mail notification from The College of William and Mary when the site is available for you to complete the evaluation. Your honest and constructive evaluation of the course and instructor are important and appreciated.

Student Evaluation

Participation (includes in-class discussions and activities, as well as selected homework)	10%
Reaction Papers	20%
Original Teaching	20%
Integrated Conceptual Model of Teaching	25%
Research Paper	25%
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FINAL GRADE	100%

Assignments

General Notes

- All student work is governed by the Honor Code of the College.
- Plagiarism--the act of representing someone else's ideas, work, or words as your own, either by identifying them as your own or by failing to acknowledge the source--is a violation of the Honor Code and of professional ethics. Acts of plagiarism will result in failure of the assignment and/or the class, as well as referral to the Honor Council.
- APA format must be used for all citations and references.
- APA style conventions should be used for all written projects; however, given the non-standard nature of several of the assignments in this course, you have considerable latitude in the application of APA style (with the exception of citations/references). The aim is a professional appearance to your work, with recognizable conventions that facilitate--rather than detract from--the communication of ideas between you and your reader.

Participation

Student participation in the course will consist of in-class discussions and activities, as well as selected homework assignments. Participation in class will be evaluated primarily through my observation of students during discussions and other instructional activities. Formal feedback regarding your in-class participation grade will not be provided, unless you specifically request it or your performance regularly falls below expectations for a graduate level class at William and Mary, in which case I will address this with you.

Reaction Papers (weekly short-essays)

Each student will write a total of 10 reaction papers, selecting from the 14 weeks for which readings are assigned. (Reaction papers should be written based on the readings assigned for the given week.) These papers are intended to capture your understanding and critical analysis of a teaching model and/or instructional strategy from the assigned reading.

Reaction papers are not intended to be reports or chapter summaries, nor are they venues for posing questions for clarification or for visceral reactions. They should succinctly communicate your comprehension and reasoned judgment of the teaching model and/or instructional strategy at hand. Since page length is limited, your response need not be comprehensive of the material in the reading; rather, you may choose to focus on a particular element or set of characteristics of the model or strategy to discuss.

Your reaction papers may take any focus that you choose, as long as they are *grounded in the reading, cogent in their organization, and evident of deliberate reasoning*. The following are some generic thought starters for reflecting on a model or strategy of instruction:

- In what setting or with what types of students or with what content or with what cognitive levels would this model or strategy be particularly effective and why? (Alternately, under what conditions would it be particularly ineffective?)
- In what family of learning (e.g., information-processing, humanistic, or behavioral) does it seem to reside and why?
- With what other model or strategy does it seem particularly similar or particularly different, and how so?
- Which domains of learning (e.g., cognitive, affective, and psychomotor) does it seem to target and how?
- What is your judgment of the research base that supports this model or strategy?
- What is your own experience with the model or strategy? What have you learned through first-hand experience with this model or strategy?

Again, the above are simply intended to serve as thought starters. They are not a list of questions to which you should respond. You have the latitude to take any focus, as long as your papers are grounded, cogent, and well-reasoned.

APA style should be used, and each paper should **not** exceed two typed pages, double-spaced with standard margins and font. A reference page, if necessary, is not included in the two-page limit. Please do not include a cover page.

Reaction papers should be submitted in paper form or by e-mail attachment no later than 8:00 a.m. Thursdays.

Original Teaching (individual teaching activity)

Each student, using one or more discernable models of teaching (from the Joyce, Weil, & Calhoun text), will effectively plan, teach, and reflect upon an original lesson that is appropriate for an audience of his or her peers (i.e., classmates and instructor). Evidence of planning will be provided by way of an original written lesson plan in a format of your choosing, but sufficiently detailed to be read and understood by an experienced teacher (i.e., me). The lesson presentation will be limited in time (15-30 minutes) and must be on a topic of professional relevance to the other students in the class, although the topic does not necessarily have to be directly related in content to EPPL 610. (Indeed, a topic for which you already have mastery which would be of interest to your classmates would be ideal.) Reflection on the lesson will take place in oral discussion following the presentation. You must play an active role in this reflection, and your classmates will serve as “critical friends” in probing the decisions involved in planning and presenting the lesson. You will also complete a brief,

written reflection on the teaching activity, following the presentation and discussion, and submit this to me prior to the next class.

Integrated Conceptual Model of Teaching (final exam)

The integrated conceptual model of teaching assignment serves as the final exam for the course. The assignment consists of an out-of-class portion and an in-class portion. Outside of class, you will develop an original conceptual model of that illustrates the interrelationship of multiple teaching models and/or instructional strategies. Your conceptual model should consist of a diagram, flowchart, or other visual representation of instructional approaches and the key elements of which they consist. (Think of this as your constellation of teaching models and strategies--a constellation being a set or configuration of properties, especially a structurally or conceptually related grouping.) For the in-class portion of the exam, you will bring your conceptual model to class and then write a cogent explication of the model, including descriptions of all major components and an explanation of the key interrelationships among them.

The exam is designed to assess your understanding a variety of teaching models and instructional strategies, identifying similarities that may lead to more powerful approaches to teaching and identifying differences that suggest the complementary roles that varying models and strategies may play. Your conceptual model should draw on a variety of teaching models and instructional models from the course and, if you choose, from your own research. You need not include all of the models and strategies that we discuss in the course, although you may certainly choose to do so.

Research Paper

The research paper allows each student to conduct original research and to extend the topics addressed in the course. APA format must be used, the paper should 10-15 pages in length, and an adequate number of original references should support your original work. (You are strongly advised to use considerable judgment in the selection of references, being especially cautious in the use of on-line resources.) If you are in the doctoral program, you are encouraged to select a topic that is relevant to your possible dissertation topic. Otherwise, here are some sample topics, just to kindle your thinking:

- Review the research base for model or strategy that was not addressed in class (such as problem-based learning, Socratic seminar, discovery learning, or others).
- Create, support with research, and explain an original conceptual model for planning for teaching, delivering instruction, and assessing the effects of instruction.
- Select a specific curriculum standard (or group of related standards), and then identify and make a case for a teaching model or instructional strategy that is aligned with the content and targeted cognitive level of that curriculum standard.

- Conduct original action research by planning for and using a particular teaching model or instructional strategy and empirically (within the bounds of action research) reporting on its effectiveness in your current context.
- Research and critique the history of pedagogy as a discipline.
- Research and critique a particular educational policy or initiative at the federal, state, or local level concerned with instructional practice.

As an advanced graduate student, you are allowed considerable latitude in shaping the specific content and focus of your paper. Minimally, the research paper should demonstrate an *expert understanding of a topic* related to learning theory, models of teaching, specific strategies of instruction, or instructional programs; it should exhibit *critical analysis and synthesis of appropriate research* and other sources; and it should convey *relevance to the broader subjects educational leadership and/or educational policy*.

While grammar, mechanics, style, and appearance will not be explicitly assessed by this project, please understand that a lack of attention to the elements of clear, coherent, and correct writing can negatively influence the evaluation of the project.

You must meet with me individually at least once to discuss your paper. Your topic is due the seventh night of class. You may submit substantive drafts of your paper at any time during the semester, and I will provide formative feedback. You may submit the final draft at any time during the semester, up to one week beyond the last class. (If you are graduating this spring, then your final paper is due by the last night of class.)

Course Texts

American Psychological Association. (2001). *Publication manual of the American Psychological Association*. (5th ed.). Washington, DC: Author.

Joyce, B., Weil, M., & Calhoun, E. (2004). *Models of Teaching* (7th ed.). Boston: Allyn and Bacon.

Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.