



and additional articles of interest, and to become familiar with notable authors whose writings are having or have had a major impact on education, with respect to teaching and learning. Course members will:

1. become knowledgeable about models of teaching and prepare and present a lesson using a specific model of teaching
  2. read the professional literature in their field of expertise as it relates to models of teaching
  3. read about and discuss critical issues in education research as related to models of teaching and learning
  4. conduct classroom projects in line with current interests in education & models of teaching
  5. observe, analyze and evaluate teachers using various models of teaching
- 10. Teaching Strategies:** Course activities will include readings, discussions, guest speakers, class demonstrations and projects.
- 11. Evaluation Methods and Guidelines for Assignments:** This course is graded on the following system as described in the *Graduate School Bulletin*: A, superior; B, good; C, weak but acceptable on a limited basis for graduate credit and F, failure. Pluses and minuses are recorded and are used to calculate GPA. Guidelines for assignments will be provided in class.

**12. Required Texts/Readings/References:**

Joyce, B., Weil, M. & Calhoun, E. 2004. *Models of Teaching*.

Other readings tba.

**13. Topical Outline:** see attached course schedule

**14. Other Information:** This class will meet at the times and on the dates indicated on the course schedule. All assignments should be submitted on time. All assignments should be word-processed, spell-checked, checked for grammatical errors, double-spaced and conform to *APA Handbook* guidelines. All class members will abide by the UNCG Academic Honor Policy.

All students are expected to attend each class session and be prepared for class discussion and class activities. More than one 3-hour absence (or a total 3 hours absence) from class will result in a lowered course grade, as it is impossible to make up total class time missed in terms of class interaction and class discussion. Students who are not prepared for class in that they have not completed reading assignments or other non-graded assignments will be penalized in their grade for this course. Please bring your textbook and other materials as indicated to class each session.

**15. Alignment with State and National Standards:** See course goals/objectives and individual assignment descriptions.

**Tentative Course Outline:**

<i>Session</i>	<i>Date</i>	<i>Topic</i>
1	8/18	First day of classes at UNCG. Who are we and what are our preferred learning styles? Does this have anything to do with <i>Models of Teaching</i> ? Introduction to the course and the text, <i>Models of Teaching</i> . Lesson Demonstration. Introduction of course participants. <u>What are “models of teaching”? What models</u>

of teaching do you use? Introduction to the Four Families of Models of Teaching (information processing, social, personal and behavioral systems).

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| 2  | 8/25  | Lesson Demonstration.<br>Information Processing Models.<br>Chapter 1     Beginning the Inquiry<br>Chapter 17    Learning Styles and Models of Teaching<br>Chapter 2     Where Models of Teaching Come From |
| 3  | 9/1   | Lesson Demonstration. Information Processing Models. Research on Models of Teaching.<br>Chapter 21    Inquiries: A Research Brief<br>Chapter 8    Synectics Lesson: Guest Presentation by Terry Tomasek    |
| 4  | 9/8   | Lesson Demonstration. Social Models  |
| 5  | 9/15  | Lesson Demonstration. Personal Models  |
| 6  | 9/22  | Lesson Demonstration. Behavioral Systems Models  |
| 7  | 9/29  | Lesson Demonstration. Behavioral Systems Models  |
| 8  | 10/6  | Model Lessons from Class Members.  |
| 9  | 10/13 | Model Lessons from Class Members.  |
| 10 | 10/20 | Model Lessons from Class Members.  |
| 11 | 10/27 | Model Lessons from Class Members.  |
| 12 | 11/3  | Model Lessons from Class Members.  |
| 13 | 11/10 | Model Lessons from Class Members.  |
| 14 | 11/17 | No Greater Calling, Outstanding Teachers in North Carolina.  |
|    | 11/24 | No Class Tonight. Happy Thanksgiving.  |
| 15 | 12/1  | Last Day of Class  |
|    | 12/8  | Final Exam Meeting Period (no formal class, notebooks are due by 5 PM)   |

### **Criteria for Evaluation of Student Performance in CUI 654**

Course grades will be based partially on class attendance and participation (30% of your final grade, 1% for full attendance at each class session, 1% for full participation in each class session). This course will be conducted partially as a seminar and all class participants must bear responsibility for class presentations, readings and discussions. Each class member is expected to be reading the textbook, journal articles and perusing related materials (e.g. websites) throughout the course. Each class member should compile a collection of personal reflections and reactions to the course readings in a three-ring binder to be submitted at the end of the course. This binder should also include a brief reflection on our class discussions each Thursday evening. We will be using some in-class time to begin work on various activities, which should be completed and included in your binder. Requirements #1 and #2 are mandatory. A Binder Check will be conducted at midterm and feedback provided. Examples of entries will be shared with the class. Either #3 or #4 is required and you may choose to complete both of these requirements. You must choose requirements that total 100%.

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| 1. Attendance & Participation & Binder  | 30% |
| 2. Learning Styles & Teaching Preferences   | 10% |
| 3. Model Teaching Lesson for CUI 654 & Reflection,<br>& Accompanying Materials  | 20% |
| 4. Model Teaching Lesson in your own classroom & Reflection,<br>& Accompanying Materials  | 20% |
| 5. Analysis of your own Teaching (pre) & (post) & Incorporation of at least 6 Models of<br>Teaching in your own teaching repertoire | 20% |
| 6. Analysis of a partner's Teaching   | 20% |
| 7. Action Research Project on Models of Teaching  | 20% |
| 8. Research Report on a specific Model of Teaching  | 20% |

**Model Lesson for CUI 654 Course Members** 20%

(Can be partners or individual efforts, depending on your own personal teaching situation for Fall 2005)

**Analysis of Instruction based on a specific model of teaching** 20%

(Partner Project or Videotape Analysis)

**Research Report or Action Research Project** 20%

Components of the course include a) analysis of and implications of various models of instruction, b) identification of the roots in learning theory for the various models of instruction, c) attention to the observation and evaluation of teachers and teaching based on various models of instruction and d) discussion of critical educational issues related to models of teaching

**Learning Styles & Teaching Preferences; Analysis of Yourself as a Learner: Your Preferred Models of Teaching** 10%

Write a concise paper that details learning preferences you are aware of and how they affect you as a learner. In the beginning of this paper, tell me who you are and where, what, when and even perhaps why you teach. Take two Learning Styles Inventories (VARK and Felder's) on the TLC page on the UNCG website. Print out your results and include the printouts in your paper. Write a second section of the paper that discusses the findings in conjunction with your earlier page of recollections about yourself as learner. Now, write a third section about how you believe your own personal learning style will or does effect your teaching style. What are some advantages as well as disadvantages of your preferred learning/teaching style for you and your students? This is due in two weeks (9/1) and certain components of the paper will be shared with the class.

**Model Teaching Lesson****20%**

**Chose a specific model of teaching and either design and teach a lesson to our UNCG class or design and teach a lesson to your own students.**

**Research Report on a specific Model of Teaching****20%**

Conduct a thorough literature search using an electronic database such as ERIC to identify high quality relatively recent research papers in your field of interest and a specific model of teaching. You should locate at least three research articles, download and read these carefully. Then, prepare a paper, which reports the research available and analyses the research reported and clearly relates the research you read to issues covered in class and in the textbook.

**Action Research Project on Models of Teaching****20%**

Design and conduct an action research project this semester. Some examples of possible projects include a comparison of the effects of two different models of teaching on student performance on a unit of instruction, comparison of the effects of two different models of teaching on students' enjoyment of a specific unit of instruction, This project will involve careful data collection and analysis and is strongly recommended as an option for doctoral students who are currently teaching.

*Models of Teaching***PART 1 Frame of Reference**

- Chapter 1 Beginning the Inquiry  
 Chapter 2 Where Models of Teaching Come From

**PART II Information-Processing Family of Models**

- Chapter 3 Learning to Think Inductively  
 Chapter 4 Attaining Concepts  
 Chapter 5 The Picture-Word Inductive Model  
 Chapter 6 Scientific Inquiry and Inquiry Training  
 Chapter 7 Memorization  
 Chapter 8 Synectics  
 Chapter 9 Learning from Presentations (Advance Organizers)

**PART III Social Family of Models**

- Chapter 10 Partners in Learning  
 Chapter 11 The Study of Values

**PART IV Personal Family of Models**

- Chapter 12 Nondirective Teaching  
 Chapter 13 Positive Self-Concepts

**PART V Behavioral Systems Family of Models**

- Chapter 14 Learning to Learn from Mastery Learning  
 Chapter 15 Direct Instruction  
 Chapter 16 Learning from Simulations

**PART VI Individual Differences, Diversity, & Curriculum**

- Chapter 17 Learning Styles and Models of Teaching  
 Chapter 18 Equity (Gender, Ethnicity, & Socioeconomic Background)  
 Chapter 19 Attacking the Literacy Problem with Models of Teaching  
 Chapter 20 Creating Curricula  
 Chapter 21 Inquiries: A Research Brief

9 Peer Coaching Guides available in the textbook and on blackboard: Advance Organizer, Jurisprudential, Synectics, Concept Attainment, Inquiry, Memory, Role Playing, Inductive Thinking and Picture-Word Inductive Model