Andrews University
School of Education
Department of Teaching, Learning,
and Curriculum

EDTE 408: Principles of Teaching and Learning
Summer 2005

Instructor	Phone	e-mail	Office	Hours
Mr. Bradley Sheppard	471-3574	bshep	BH 014D	By Appointment

WEB Address: www.andrews.edu/~bshep   For Syllabus, Assignments, Handouts, Class Notes, etc.

Credits: 03
Days: Mondays Through Fridays
Time: 8:00-10:50 a.m.
Location: Bell Hall 114

Description: Basic techniques of instruction, planning, and classroom management. Emphasis is on acquisition and application of an instructional framework and basic classroom management skills. Field experience included.

Textbooks:

Borich, Gary D. (2004). *Effective Teaching Methods, 5th ed.* Upper Saddle River, NJ: Pearson Education, Inc.

Martin, Debra Bayles. (2004) *Bridges Activity Guide and Assessment Options.* Upper Saddle River, NJ: Pearson Education, Inc.

Marzano, Robert & Debra Pickering. (1997). *Dimensions of Learning: Teacher's Manual, 2nd Edition.* Alexandria, VA: Association for Supervision and Curriculum Development.

White, Ellen G. (1903, 1952). *Education.* Nampa, ID: Pacific Press Publishing Association.

Additional Resources:
James White Library:

White, Ellen G. (1968). *Counsels on Education.* Mountain View, CA: Pacific Press Publishing Association.
White, Ellen G. (1943). *Counsels to Parents, Teachers, and Students.* Mountain View, CA: Pacific Press Publishing Association.
White, Ellen G. (1923). *Fundamentals of Christian Education.* Nashville: Southern Publishing Association.

In the Media Center:

North American Division of SDA (NAD) Curriculum Guides for all grades and subjects

On-line:
NAD Curriculum Guide descriptions: **http://www.circle.adventist.org**

Michigan Curriculum Framework at **http://mtn.merit.edu/mcf/index.html**

Knowledge/Research Base

The mission of the School of Education is to serve an international clientele, preparing educators for excellence in thinking, teaching, service and research. As companions in learning, students and faculty are committed to global Christian service. The mission is succinctly captured in the phrase **"Educar Es Redimir"** (to educate is to redeem) through the harmonious development of students for service. This mission is expressed through six elements that reflect the ideal development for all graduates of the School of Education. These elements with their intended outcomes are as follows:

▸ **I. World View -** This element addresses appreciation of the perspectives of others and development of a personal philosophy from which action and service arise. Program Completers will be able to . . .

   I.A   Explain worldviews and trace their historical development
   I.B   Critique worldviews from a Christian perspective
   I.C   Integrate principles of a Christian worldview into their chosen fields of study.

▸ **II. Human Growth and Change**   - This element addresses principles of growth, development, and learning and the use of these principles to effect positive change. Program Completers will be able to . . .

   II.A   Describe human development
   II.B   Apply current theories of learning.

▸ **III. Groups, Leadership, and Change**   - This element addresses principles of group behavior and the use of these principles to effect positive change for individuals and organizations. Program Completers will be able to . . .

   III.A Facilitate change in groups and organizations
   III.B Relate effectively with various cultural, racial, and special interest groups
   III.C Identify political and legal issues
   III.D Manage human, financial, and material resources
   III.E Demonstrate servant leadership.

▸ **IV. Communication and Technology**   - This element addresses oral, written, intrapersonal, and interpersonal communication as the essence of human behavior and technology as it enables, supports, and enhances human interaction and learning. Program Completers will be able to . . .

   IV.A Communicate effectively in written, verbal, and non-verbal forms
   IV.B Use electronic tools effectively for professional communication, teaching, and research

▸ **V. Research and Evaluation**   - This element addresses valuing and conducting disciplined inquiry for decision-making. Program Completers will be able to . . .

   V.A Read and evaluate research
   V.B Conduct research
   V.C Report research findings.

▸ **VI. Personal and Professional Growth**   - This element addresses commitment to holistic, personal, and professional growth. Program Completers will be able to . . .

   VI.A   Demonstrate continuing professional development

VI.B   Demonstrate ethical behavior in all professional activities
VI.C   Demonstrate balanced physical, mental, spiritual, and social development.

The mission of the Teacher Preparation program, based on the overall mission of the School of Education, is to prepare competent, compassionate, confident, Christian teachers for service. This mission is expressed by another element of knowing what to do and how to do it within the content areas. This element addresses areas unique to the teaching profession. Program Completers will be able to...

VII.A   Demonstrate an understanding of and appreciation for the liberal arts
VII.B.   Demonstrate in depth understanding of at least one specific subject.

Principles of Scripture, which promote respect for human dignity, are used as a guide for personal and professional relationships.

Principles of teaching come from several areas of research, but are carefully compared with the philosophical foundations of Revelation. As Jesus, our example, grew mentally, physically, and spiritually (Luke 2:52), providing a holistic model for learning, this course has focused on teaching preservice teachers to develop the mental, emotional, spiritual, and physical capacities of their students. A large share of the book *Dimensions of Learning: Teacher's Manual* (Marzano & Pickering, 1997) stresses developing both the lower (fundamentals) and higher (reflective, moral, decision-making, governing) processes of thinking, which are in harmony with the writings of Seventh-day Adventist educational thought leader, Ellen G. White (1952).

Research on teaching is a relatively new field of inquiry. Because teaching was considered an art, educators at one time did not consider it a field for scientific inquiry. At first, in the early 1900s, research centered on the learner, bypassing investigation of the teaching process. Later studies on teaching focused on teacher characteristics, rather than on teaching interactions. In the 1960s, studies began to shift their focus from teacher characteristics to teacher-student interactions, measuring the frequency of those interactions, and the amount of teacher talk and student talk. The 1970s demonstrated improved research methodology, centering on the teacher as an individual unit of analysis, rather than on groups of teachers, and studying student achievement as the criterion for success. Teachers were thus provided specific target areas for instruction. In the 1980s researchers realized that factors other than the individual teacher influenced student achievement. Thus, researchers began to study teaching patterns in context, providing insights into the distinctive nature of settings which influence the interpretation of data on teaching effects.   The outcome was an expanded body of pedagogical knowledge, from which we identify principles and integrated theories of good teaching practice.

Graduates of teacher education programs have often complained that their college experience provided them with too much theory and not enough practice. The link between good practice and theory needs to be made more explicit. Good teachers do not want to use those practices which do not have a solid research base, and, therefore, it is worthwhile to study available research. On the other hand, not everything can be supported by a knowledge base. There has to be a first time to try something that works. There was a day when someone invented the very first refrigerator. The knowledge base available to that individual, however, only told how to make good ice boxes. Therefore, there is room in the field for extrapolating/reasoning beyond the knowledge base; all teaching must not be chained to a generalized collection of studies of what now exists as good practice.

With the above caveats in mind, this course draws from current research in the areas of:

- ▸ *Effective instruction*, (Joyce& Weil, 2000; Marzano and Pickering, 1997; Rosenshine 1987; Walberg 1986, Dunkin & Biddle, 1974);
- ▸ *Individual differences* (Wang & Lindvall, 1984);
- ▸ *Instructional planning and strategies* (Joyce& Weil, 2000; Reigeluth, 1999; Marzano and Pickering, 1997; Kubiszyn & Borich, 1987; Gagne, 1977; Briggs, 1977; Riegle, 1976; Gagne, 1971); and
- ▸ *Classroom management* (Jones, 2000; Charoles, 1991; Emmer et al, 1984; Evertson, 1984; Brophy, 1981; Kounin, 1970).

It is understood that acquiring a research knowledge base is a developmental process, and that the previously-mentioned areas are basic to good teaching. As teachers grow, they can add to their decision-making repertoires in the areas of verbal interaction and higher level learning, which are domains that will be introduced in this course.

Teaching Methods

The following methodologies will be demonstrated during this semester in this class:
- ▸ Cooperative Learning: complex and simple structures
- ▸ Direct Instruction: Elements of Instruction and Basic Practice Model
- ▸ Questioning and Response Strategies
- ▸ Inductive Teaching
- ▸ Graphic Organizers
- ▸ Memory Devices
- ▸ Reciprocal Teaching
- ▸ Peer Teaching

Units Included in the Course

[P] indicates an assignment that would be appropriate to add to your professional portfolio.
{CF=School of Education Curriculum Framework Outcomes}

Unit of Study
A Framework for Teaching and Learning   **Unit Purpose:** Learners will develop an understanding of the Dimensions of Learning Framework.   **Unit Outcomes:** The learner: ▸ Identifies and describes each of the five dimensions of learning {CF II}   ▸ Categorizes instructional practices according to the Dimensions of Learning framework {CF II}   ▸ Demonstrates skill is teaching declarative and procedural knowledge **[P]** {CF II,III,IV}   ▸ Develops a professional portfolio to demonstrate competency in the teaching profession. {CF I,IV,V,VI}

Effective Teachers: The Naturals

Unit Purpose: Learners will develop an understanding to the qualities necessary for being an effective teacher.

Unit Outcomes: The learner:
- ‣ Identifies and analyses the various criteria of effective teaching. {CF III}
- ‣ Identifies and describes behavior of the "natural" teacher. {CF III}
- ‣ Defines teaching and learning. **[P]** {CF I,III}
- ‣ Develops a metaphor to describe the effective teacher. **[P]** {CF I}

Student Diversity

Unit Purpose: The learner identifies some of the diverse types of students found in classrooms and their individual differences.

Unit Outcomes: The learner:
- ‣ Develops an understanding of Multiple Intelligence Theory. {CF II,VI}
- ‣ Discusses the necessity for adapting methods and materials for diverse learners, including multi-cultural groups. {CF II,III,VI}
- ‣ Discusses individual differences and what might be done to modify instruction based on individual differences. {CF II,III,VI}
- ‣ Determines own learning style using one recognized approach. **[P]** {CF II,VI}

Curricular Planning: Course Outline and Unit Plan Preparations [P]

Unit Purpose: The learner develops basic skills in curricular planning.

Unit Outcomes: The learner:
- ‣ Determines the domains of learning when given a list of objectives. {CF II,III}
- ‣ Identifies a list of objectives according to their level in Bloom's taxonomy. {CF II,III}
- ‣ Makes instructional objectives for multiple levels of learning. {CF II,III}
- ‣ Writes standards-based instructional objectives for a given lesson following examples given in class. **[P]** {CF II}
- ‣ Designs a course outline which delineates learning outcomes for an entire course. **[P]** {CF III}
- ‣ Designs a unit of instruction with sequenced and non-sequenced lessons. **[P]** {CF III}

Instructional Planning: Lesson Preparations [P]

Unit Purpose: The learner develops basic skills in lesson planning and delivery.

Unit Outcomes: The learner:
- ‣ Writes standards-based instructional objectives for a given lesson following examples given in class. {CF II,III}
- ‣ Demonstrates ability to plan a series of three sequenced lessons. {CF III,IV}
- ‣ Writes lesson plans following examples given in class. **[P]** {CF II,III,IV}

Teaching Strategies

Unit Purpose: The learner identifies different teaching methods appropriate for inclusion in their units and lessons.

Unit Outcomes:　　The learner:
- ▸ Differentiates between basic teaching methods including direct instruction, inductive techniques, and cooperative learning. {CF III,VI}
- ▸ Classifies learning by lesson content: declarative, procedural, or contextual knowledge. {CF III}
- ▸ Determines an effective teaching strategy for a given type of learning. {CF III,V}
- ▸ Demonstrates proper usage of at least three different teaching methods. **[P]** {CF III,V}

Behavior Management: Creating Time-on-task

Unit Purpose: The learner develops an understanding of classroom management that focuses on student time-on-task.

Unit Outcomes:　　The learner:
- ▸ Develops a list of rules to be used in a classroom. **[P]** {CF III}
- ▸ Develops a plan to help motivate students. **[P]** {CF I,III}

Activities and Assignments

Students are expected to demonstrate attainment of specific minimum learning objectives meeting each of the following outcomes:

1. **Dispositions: Regular Attendance/Participation in Class** {CF VI}

   Because of the highly interactive nature of this class, whenever the number of absences exceeds two (2) class periods the highest grade a student may obtain is a "B." When the number of absences exceeds 20% of the total course appointments the grade granted will be "F." Absences do not excuse students of completing the work for that appointment. Absences immediately preceding or following a vacation, or from the first class appointment of the semester carry a double penalty.

2. **Examinations** {CF II,III}

   Students will complete two written examinations (and chapter quizzes as deemed necessary by the instructor).

3. **Portfolio Review** {CF I,IV,V,VI}

   Students will continue to develop the professional portfolio as introduced in the foundations course. The portfolio should contain the following elements:
   - ✓ General Title Page
   - ✓ Table of Contents

✓　　　　Introduction of the Pre-service Teacher
✓　　　　Résumé
✓　　　　Three artifacts for each of the seven core areas
✓　　　　Reflective Conclusion

The portfolio should convey an appealing and creative format, express well written prose with a logical progression of thought, portray logical organization with excellent balance, and display excellent editing. Each of the seven core areas should have a title page which includes a definition and rational. Each artifact needs to have TEA (Title, Evidence [the artifact itself] and Assessment/Rationale). The completion of this assignment is necessary for continuation in the Teacher Preparation Program.   The due date for submitting the portfolio is listed in the daily schedule section of the syllabus.

4.　　　**Course Outline/Yearly Plan/Syllabus** {CF II,III}

Students will prepare a course outline for one subject, utilizing the North American Division of SDA Curriculum Guides or the Michigan Curriculum Framework as a guide for the course outline. This course outline should have the following components:

✓　　　　Subject
✓　　　　Grade level(s)
✓　　　　Curriculum framework used
✓　　　　Names of units
✓　　　　Unit goals
✓　　　　Summary of unit content
✓　　　　A complete calendar for the school year showing approximate dates content will be covered

5.　　　**Unit Plan** {CF III}

Students will construct one unit plan. This plan may be one of those from the course outline (assignment #4 above) or it may be a completely different one, if the student desires. In preparing the unit plan, students will be answering the following questions:

"This is what I want my students to know after several lessons. What are some of the best ways to teach this? What objectives are reasonable for students at different levels and with different needs?"

The unit plan consists of the following items:

An **Overview** including:
♦　　　Grade Level, Subject, and Unit Topic
♦　　　Time required
♦　　　Unit Objectives
　　♦　　　All cognitive domain levels included
　　♦　　　One objective from the affective domain
　　♦　　　One objective from the psychomotor domain if applicable
♦　　　Assessment Plans

A **Sequencing Chart** Showing:
♦　　　topics of lessons
♦　　　strategies & activities to use

♦ special materials needed

The format to follow for the unit plan will be distributed in class. The completed unit plan should be *TWO* word-processed pages.

6.   **Lesson Plans** {CF II,III,IV}

Students will construct six (6) separate lesson plans (one word-processed page per plan). In constructing these lesson plans the student will be responding to the following:

> "What key point(s) do I want my students to walk away with today? How will they be able to apply/use this material? How can I know they have mastered it? How can I individualize for each student?"

Students should follow the *Planning Techniques – Preservice Teaching* handout forms to be distributed in class.

7.   **Teach Mini Lessons** {CF III,IV,V,VI}

Students will teach their six lessons to their peers. The lessons will be approximately *ten minutes* in length. All components of the lesson should be addressed during this time. A lesson plan must be submitted to the instructor at least one class period prior to the teaching experience. After the presentation, the student is to hand a copy of the lesson to all the members of her/his group and do the following:

!   Discuss with the group what went well in the lesson.
!   Discuss with the group what changes need to be made with the lesson.
!   Discuss with the group if all elements of the plan were carried out.
!   Discuss with the group if they have any questions and/or suggestions for improvement.

Students must prepare these lessons completely on their own. At least two of the lessons will be recorded on video.

8.   **Evaluate Teaching** {CF V,VI}

The student is required to watch his/her videotapes in the Media Center and record all reactions in a written self-assessment. Students should see many things that are good and some things that need improvement. Students should suggest ways to improve the weak areas. The self-assessment should be *ONE* word-processed page in length.

9.   **Reading and Other Written Assignments** {I,II,III,IV,V,VI}

Students are required to read the textbook and complete other assignments and handouts as announced in class. The readings will be assessed on quizzes and examinations. Students must also complete the other written assignments which are listed below and reiterated in the Daily Schedule section of the syllabus.

❏   Teaching & Learning Definitions   4-5 Sentences {CF I,III}
❏   Metaphor of "The Effective Teacher"   1-2 Pages {CF I}

❏	Description of Personal Learning Style	2-3 Pages {CF II}
❏	Instructional Goals	Standards and Benchmarks {CF III}
❏	Instructional Objectives	15 Objectives {CF II,III}
❏	Classroom Rules	As Instructed {CF III}

10. Field Experience {CF II,III,IV,VI}

Students are required to observe and interview a teacher in their field of specialization. The emphasis of the field experience should focus on the teacher's perspective of the unit goals and objectives of this course. Specifically, the students' observations and interview questions should center on:

> \# The Effective Teacher;
> \# Student Diversity;
> \# Curricular and Instructional Planning;
> \# Teaching Strategies; and
> \# Behavior Management.

A minimum of six hours is to be spent on the field experience. A written report, accompanied with appropriate documentation (e.g. a teacher's course outline, lesson plans, etc.), is required. This report should be no less than two word-processed pages.

Special Needs

If because of a disability, you require assistance or reasonable accommodations to complete assigned work, speak with me after class or during my office hours. I will work with you on making this course, class activities, and exercise accessible for your full involvement. Support services for students with disabilities is available through Student Services or Karen Tilstra (471-6205) – Student Success Advisor.

Academic Dishonesty

Students engaged in academic dishonesty will not receive credit for the work in which they were dishonest and could be asked to withdraw from the course and the Teacher Preparation Program. In addition, other University disciplinary measures may be implemented.

Evaluation

Grading is based on mastery; that is, satisfactory completion of *ALL* assignments both in and out of class. Since several assignments will be completed in class, participation and attendance is mandatory. As far as the quality of work, it must be correct, complete, and follow instructions. If work falls short of the established standards, it will be handed back to be redone. Therefore, students who do the work according to instructions, get full credit. Others will do the work over until it is correct.

Final course evaluation is based on the Dimensions of Learning framework and includes the following assignments and weights:

<u>**% of final grade**</u>

Attitudes & Perceptions (Dimension 1)
    Dispositions: Attendance & Participation 10%
Declarative Knowledge (Dimension 2)
    Readings 10%
    Written Examinations 15%
Procedural Knowledge (Dimension 2)
    Micro Teaching (6) 10%
Extend & Refine Knowledge (Dimension 3)
    Interview Report & Field Experience 9%
Meaningful Use of Knowledge – Invention (Dimension 4)
    Course Outline 8%
    Unit Plan 8%
    Lesson Plans (6) 15%
Productive Habits of Mind (Dimension 5)
    Teaching Evaluations 5%
    Portfolio Assessment 10%

Grade Scale
    94% - 100%...........................A
    85% - 93%...........................B
    75% - 84%...........................C

Each assignment must be submitted at the time it is due to be considered. Plus and minus grades will be assigned if deemed necessary. Students who receive less than a "C" for the final grade should seriously consider a change in major as this course provides the foundation for almost all other education courses.

Bibliography

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Initial Daily Schedule
EDTE 408 – Principles of Teaching

CLASS #	DATE	TOPIC	READING DUE	ASSIGNMENT DUE
1	Monday June 13	School of Education Conceptual Framework Course Introduction Portfolio Expectations	Syllabus Portfolio Handbook	NONE
2	Tuesday June 14	Dimensions of Learning Overview	Marzano, Introduction pp. 1-12 White, Chapter 1 pp. 13-19	"Teaching and Learning Definition"
3	Wednesday June 15	Dimension 1: Positive Attitudes and Perceptions	Marzano, Dimension 1 pp. 13-42	NONE
4	Thursday June 16	Effective Teachers: The Naturals Positive Classroom Management Overview Multiple Intelligence Theory	Borich, Chapter 1 pp. 2-43 Martin, Chapter 1 pp. 1-8	NONE
5	Friday June 17	Student Diversity Instructional Goals Yearly Planning - Elementary - Secondary	Borich, Chapter 2 pp. 44-87 Martin, Chapter 2 pp. 9-17	"Effective Teacher Metaphor" "Classroom Rules"
6	Monday June 20	Instructional Objectives Levels of Learning Unit Planning	Borich, Chapters 3, 4 pp. 88-173 Martin, Chapters 3, 4 pp. 18-34	"Instructional Goals" "Description of Learning Style"

CLASS #	DATE	TOPIC	READING DUE	ASSIGNMENT DUE
7	Tuesday June 21	Dimension 2 – Declarative Knowledge Dimension 2 – Procedural & Contextual Knowledge	Marzano, Dimension 2 pp. 43-105 Borich, Chapter 8 pp. 292-329 Martin, Chapter 8 pp. 58-68	"Instructional Objectives"
8	Wednesday June 22	Lesson Design and Presentation Anatomy of Direct Instruction Lessons	Borich, Chapter 5 pp. 175-213 Martin, Chapters 5 pp. 35-40	"Course Outline/Yearly Plan/Syllabus"
9	Thursday June 23	**Midterm Examination**	NONE	"Unit Plan"
10	Friday June 24	Examination Results Micro-Teaching Lesson 1 – Declarative Knowledge	Borich, Chapters 10, 11 pp. 362-429 Martin, Chapters 10, 11 pp. 77-92	"Lesson Plan #1" "Lesson Plan #2"
11	Monday June 27	Motivation On-task Behavior Micro-Teaching Lesson 2 – Declarative Knowledge	Borich, Chapter 9 pp. 330-361 Martin, Chapter 9 pp. 69-76 White pp. 20-70	"Micro-lesson Documentation #1" "Lesson Plan #3"
12	Tuesday June 28	Basic Cooperative Learning Micro-Teaching Lesson 3 – Procedural Knowledge	Borich, Chapter 7 pp. 256-291	"Micro-lesson Documentation #2" "Lesson Plan #4"
13	Wednesday June 29	Micro-Teaching Lesson 4 - Procedural Knowledge Portfolio Work Day	Martin, Chapter 7 pp. 49-57 White pp. 73-96	"Micro-lesson Documentation #3" "Lesson Plan #5"

CLASS #	DATE	TOPIC	READING DUE	ASSIGNMENT DUE
14	Thursday June 30	Micro-Teaching Lesson 5 - Cooperative Learning

Questioning and Response Strategies | White pp. 275-297 | "Micro-lesson Documentation #4"

"Lesson Plan #6: |
| 15 | Friday July 1 | **Final Examination:** Micro-Teaching Lesson 6 – Student's Choice | | "Micro-lesson Documentation #5"

"Field Experience Report" |
| | Thursday July 28 | Final Date to Submit Remaining Work for the Course | | "Portfolio Due"

"Micro-lesson Documentation #6"

"Teaching Evaluation" |