



# EXTENDED CAMPUS

COLLEGE of PROFESSIONAL  
and CONTINUING STUDIES

## ILAC 5003-223: Models of Instruction

### Course Description:

Students will study teaching/instruction models and their strategies intended to improve abilities to analyze student-teacher interactions and to increase teacher effectiveness as instructor and manager in a variety of educational situations.

Classrooms of all types are complex and multifaceted places where students and teachers interact around content, ideas, skills, dispositions, procedures, and ways of thinking.

The purpose of this course is to critically explore, question, and discuss issues about that interaction. Emphasis will be on *reflective teaching* as active, contextualized, and creative. Questions to be explored include the following: What is teaching? How is teaching related to learning? What are different pedagogical strategies and what do they mean for what and how learners understand and interpret content?

### Class Dates, Format, Location and Hours:

Dates:	September 7-October 5, 2021
Format:	Hybrid. Course to take place via Zoom and Canvas.
Location for on-site courses:	Panzer Strasse, Army Education Center, Bldg. 2915, 4 <sup>th</sup> Floor, Room 402B, Panzer Kaserne, 71032, Boblingen, Germany
Hours:	Synchronous hours will be on specific Tuesdays and are listed in the course breakdown below. All times listed in CEST.

Last day to enroll or drop without penalty: August 16, 2021

### Site Director:

Name:	Ms. Lowell Tilden
Location:	Panzer Strasse, Army Education Center, Bldg. 2915, 4 <sup>th</sup> Floor, Room 402A, Panzer Kaserne, 71032, Boblingen, Germany
Office hours:	Monday- Friday- 0930-1700
Email:	<a href="mailto:apstuttgart@ou.edu">apstuttgart@ou.edu</a>
Phone:	DSN: 596-3304 or CIV: 49-(0)9641-70-596-3304

### Professor Contact Information:

Course Professor:	Dr. Vickie E. Lake
Mailing Address:	4502 E 41 <sup>st</sup> Street, Schusterman Center, Tulsa, OK 74135-2553
Telephone Number:	918.660.3984
Email Address:	<a href="mailto:vlake@ou.edu">vlake@ou.edu</a>
Professor availability:	The professor will be available via email to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

## Textbook(s) and Instructional Materials:

Student materials are available at the OU Bookstore Website at <https://ou.textbookx.com/institutional/index.php>. The website has book selling, renting, buying, returning, and order tracking capabilities. If you need help with an order, or if you have any questions contact the toll-free phone at 1-(855)-790-6637, agents are available from 9a – 5p (EST) Monday – Friday. Text prices are available online

1. Knight, J. (2013). *High-impact instruction: A framework for great teaching*. Thousand Oaks, CA: Corwin, A Sage Company.

Additional course materials and readings can be found on the course Canvas site at <http://canvas.ou.edu>.

Highly Suggested: Publication manual of the American Psychological Association (7th edition).  
Washington, DC: American Psychological Association.

**Note:** If you choose to read the course articles and chapters posted on CANVAS using an iPad or some other handheld device make sure to use an app that will allow you to highlight and make notes. This will aid you greatly in the in-class discussions.

## Course Objectives:

1. To critically explore, question, and discuss issues about teachers/trainers and teaching/professional development.
2. To consider learning, teaching, & instruction in the context of the student/participants, curriculum, community, and society.

## Course Outline:

Hybrid Format – Class meets on most Tuesdays from 6:00-9:30 pm (class meetings marked in red font)		
DAY	READINGS/ACTIVITIES	ASSIGNMENTS DUE
Week 1 Aug 17-23	<ul style="list-style-type: none"><li>• Order text</li><li>• Familiarize yourself with the course and materials on Canvas.</li><li>• <b>Before you begin reading the text</b>, complete Part 1: Beginning thoughts by reflecting and answering the following questions: What does it mean to teach? What does it mean to learn? What is the relationship between teaching and learning? What factors influence learning and teaching in classrooms? <b>It is important that you do this paper before you read the book or any materials for the course.</b></li></ul>	<ul style="list-style-type: none"><li>• Part 1: Beginning thoughts – due midnight 8/22 on Canvas→ Discussion Board</li></ul>
Week 2- Aug 24-30	<ul style="list-style-type: none"><li>• Read Knight, Chapters 1, 10, &amp; 11</li><li>• Begin Part 2: <i>Profile of self as a learner and a teacher</i></li></ul>	<ul style="list-style-type: none"><li>• Chpts 1, 10, 11- Comment, Question, Aha (CQA)</li></ul>
Week 3- Aug 31 Sept 6	<ul style="list-style-type: none"><li>• Read Knight, Chapters 12, 13, &amp; 15</li><li>• APA 7<sup>th</sup> Edition Introduction/Review</li><li>• Have you made a Part D choice?</li><li>• Continue Part 2: <i>Profile of self as a learner and a teacher</i></li></ul>	<ul style="list-style-type: none"><li>• Chpts 12, 13, 15 – CQA</li><li>• Review APA manual &amp;/or information on CANVAS</li><li>• Watch APA video</li></ul>
<b>Week 4 Tues</b>	<ul style="list-style-type: none"><li>• Community Builders (CB) sign-up</li><li>• Read: Knight, Part 1, Chapters 2, 3, &amp; 4</li><li>• What will you teach? Have ideas for your model lesson.</li></ul>	<ul style="list-style-type: none"><li>• CB: Lake</li><li>• Chpts 2, 3, &amp; 4 - CQA</li><li>• Part 2 due midnight 9/12</li></ul>

Sept 7 6-9:30 pm	<ul style="list-style-type: none"> <li>• Finish Part 2: <i>Profile of self as a learner and a teacher</i></li> <li>• Begin Part D assignment</li> </ul>	
Week 5- Sept 14 6-9:30 pm	<ul style="list-style-type: none"> <li>• Community Builder (CB):</li> <li>• Read: Knight, Part II, Chapters 7, 8, &amp; 9</li> <li>• Instruction: what is authentic learning, using stories effectively, cooperative learning vs group work</li> <li>• Part D assignment check-in</li> <li>• Discuss Part 2: <i>Profile of self as a learner and a teacher</i> and Part 3: <i>Theory of teaching</i></li> </ul>	<ul style="list-style-type: none"> <li>• CB:</li> <li>• Chpts 7,8, 9 - CQA</li> <li>• Be prepared to discuss your model lesson</li> </ul>
Week 6- Sept 21 6-9:30 pm	<ul style="list-style-type: none"> <li>• Community Builder (CB):</li> <li>• Read: Knight, Instruction continued, Chapters 5 &amp; 6</li> <li>• Questions, questions, and more questions</li> <li>• Part D assignment check-in</li> <li>• Peer review of model lesson</li> <li>• Finish Part 3: <i>Theory of Teaching</i></li> </ul>	<ul style="list-style-type: none"> <li>• CB:</li> <li>• Chpts 5 &amp; 6 CQA</li> <li>• Part 3 due midnight 9/26</li> <li>• Have model lesson plan ready to share</li> </ul>
Week 7 – Sept 28 6-9:30 pm	<ul style="list-style-type: none"> <li>• Community Builder (CB):</li> <li>• Read: Knight, Chapter 14 – Positive Intent</li> <li>• Model lessons – Have all necessary materials for your lesson ready to go</li> <li>• Provide lesson feedback (Qualtrics) -- remembering positive intent</li> </ul>	<ul style="list-style-type: none"> <li>• CB:</li> <li>• Chpt 14 – CQA</li> </ul>
Week 8- Oct 5 6-9:30 pm	<ul style="list-style-type: none"> <li>• Community Builder (CB):</li> <li>• Discuss <i>Theory of Teaching</i> papers</li> <li>• Part D assignment critical analysis discussion – come prepared with your assignment almost or completely finished</li> <li>• Review final due date</li> </ul>	<ul style="list-style-type: none"> <li>• CB:</li> <li>• Model lesson plan and reflection due – Canvas → Assignments</li> </ul>
	<b>October 10 by midnight – Part D assignment due</b>	

### Assignments, Grading and Due Dates:

#### A. Professional participation, including online & in class discussions, and other reflections (25 points)

1. *Participation.* Each participant in this class will be expected to think deeply and critically. You will need to reflect upon your own perspectives and actions while trying to better understand the views of others. Since learning and development involve a degree of cognitive dissonance—or disequilibrium—you should be prepared to struggle with ideas that challenge your current beliefs and understandings. Each participant in this class will be considered both a learner and a teacher, and will need to assume responsibility for both roles. Thus, each of us will be expected to support our classroom community, present positive alternatives if dissatisfied with an existing situation, contribute our energy and ideas to class activities and conversations, engage in active listening no matter who is speaking, stay on task during class activities, demonstrate respect for each of our peers, and help ensure that all participants are permitted and encouraged to share equally in class opportunities and responsibilities. Regular attendance and preparation are required. You will be expected to attend classes regularly, arrive on time, stay for the duration of the allotted time period, and thoughtfully complete all readings and assignments on time. ***While perfect attendance doesn't guarantee an A or a B, it is very unlikely that you could receive either if you are absent more than one class period. Please see me ahead of time if you will need to be absent due to religious observance or professional reasons. (7 points)***
2. **Community Builders (CB):** Each student will, individually or with a partner, plan and implement a community builder at the beginning of class. The CBs must be less than 10 minutes. Students will sign up on Aug. 24 **(3 points)**

3. **Comment, Question, Aha! (CQA)**- On Discussion Board, for each chapter write a comment about something you learned/realized/found interesting or puzzling, pose a question, and provide an aha! CQAs are due by midnight, the Sunday before each class (**15 points**).

**B. Theory of teaching:** Each of us has an implicit theory of what it means to teach and to learn. The purpose of this project is to help you bring that implicit theory to the forefront of your thinking, to examine how that theory has been formed, and to critically reflect on it as you compose an explicit theory of teaching that will guide your classroom practice. This project has three parts: (**30 points total**)

1. *Part 1. Beginning thoughts:* **Before the first night of class and before you begin reading any of the course materials**, reflect and answer the following questions on Canvas Discussions: What does it mean to teach? What does it mean to learn? What is the relationship between teaching and learning? What factors influence learning and teaching in classrooms? **It is very important that you do this paper before you read the books for the course. Due 8/22. (5 points)**
2. *Part 2: Profile of self as a learner and a teacher:* Write a 5-7 page (double-spaced, 12 point font) profile of yourself as a learner and as a teacher. Address the following items: Memories of yourself as a learner in and out of school throughout your life, preferred way to learn about a new topic, activities or materials that help you learn, why you are/want to be a teacher/instructor/trainer, ways you help the students in your class(es) (or other informal learning situation) learn. **Due 9/12. (10 points)**
3. *Part 3: Theory of teaching:* Revisit your initial thoughts and critically reflect on what you wrote at the beginning of the class. In a 7-10 page paper, respond to the same questions (What does it mean to teach? What does it mean to learn? What is the relationship between teaching and learning? What factors influence learning and teaching in classrooms?). As part of your response, discuss critically any changes in your views from the beginning of the class. Cite readings from class or ones that you have done outside of class to support your ideas. Discuss how your own experiences as a learner and teacher impact your theory. **Due 9/26. (15 points)**

**C. Peer modeling of five teaching strategies/activities.** Choose two teaching strategies from Planning, two from Instruction, & one or two from Community Building to include in a 20-minute model lesson that you will teach to your peers. You can teach us anything as long as it includes the min. of five teaching strategies. Make sure Zoom is set to Record before you begin. You will use the recording to critically reflect on the following: How engaged were your peers in your lesson/activity? How do you know? What were your strengths? How did you build/maintain community? What would you do differently if you did this lesson/training again? Turn in your lesson plan with the five strategies clearly identified, as well as your reflection. **Reflection due by start of class, 10/5. (20 points)**

**D. Choose a 25-point project to complete. Papers should be written in APA 7<sup>th</sup> Edition with no errors in grammar and mechanics. All papers should include references used in your analysis (use the APA resources on Canvas). Due 10/10.**

### **25 point projects: Exploration of teaching and teaching strategies**

**D. 1. Examine the instruction of your own (or someone else's) classroom/training.** Describe the instruction in your classroom/training (or the classroom/training of another educator). Address the following topics: Planning instruction, teaching framework, types of questions during lessons, support for critical thinking, specific teaching strategies, authenticity, classroom community and culture, role of learners. As part of your description, tell why you/they have chosen to do what you/they do and what you/they hope to accomplish. Critically evaluate each aspect using the checklists from Knight's book. Reflect upon whether you/they are actually accomplishing your/their purposes. Identify strengths and areas that could be stronger and how to strengthen them.

**D. 2. Interview three teachers about their instruction.** Identify three educators that you consider exemplary in your content area or preferred age level. Interview them about their planning process, teaching framework, teaching strategies, classroom/training structures, beliefs about teaching/training and learning, and how they support critical thinking. Summarize what you learned about each teacher.

Compare and contrast what they say. Critically reflect on their views in relationship to class readings & discussions. I can connect you to some teachers.

**Grading:**

This is a letter-graded course: A, B, C, D, or F.

**Notice:** Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

## **POLICIES AND NOTICES**

### **Attendance/Grade Policy**

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended making the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

OU faculty will submit grades online through ONE not later than 30 days after the course end date. Course end dates are approximately one calendar month after the final seminar date on this syllabus and are provided on the official scheduling website for reference.

### **Academic Integrity and Student Conduct**

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at [http://integrity.ou.edu/students\\_guide.html](http://integrity.ou.edu/students_guide.html)

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

### **Accommodation Statement**

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

### **Adjustment for Pregnancy/Childbirth-Related Issues**

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact the professor as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to

accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

### **Title IX Resources**

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at [smo@ou.edu](mailto:smo@ou.edu) or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

### **Course Policies**

Extended Campus (also and formerly known as Advanced Programs) policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are e/mailed to the professor for the course. Neither duplicating services nor office supplies are provided.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about OU Extended Campus, visit our website at: <http://www.goou.ou.edu/>

## INSTRUCTOR VITA

Vickie Eileen Lake

### Education

<b>Doctor of Philosophy, The University of Texas at Austin. Major: Curriculum and Instruction. Specialization: Early Childhood Education.</b>
<b>Master of Education, George Peabody College for Teachers at Vanderbilt University. Major: Elementary Education.</b>
<b>Bachelor of Science, Texas Tech University. Major: Human Development and Family Studies. Specialization: Teachers of Young Children.</b>

### Current Positions

Associate Dean, Jeannine Rainbolt College of Education at the University of Oklahoma – Tulsa and Professor, Department of Instructional Leadership & Academic Curriculum, Early Childhood Education Program

### Frequently Taught Extended Campus (Advanced Programs) Courses

- ILAC 6023: Theoretical Issues in Instructional Leadership & Academic Curriculum
- ILAC 5233: Understanding Different Cultures
- EDEC 6433: Qualitative Research Methods
- ILAC 5003: Models of Teaching
- EDEC 6403: Leadership and Advocacy

### Major Areas of Teaching and Research Interest

- Technology and Dual Language Learners
- Effective preservice and inservice teacher education

### Representative Publications and Presentations

- Rae, R., Lake, V. E., Beisly, A. H., Lim, B. Y. (2020). Preservice Teachers' Use of a Translation App with Dual Language Learners. *Journal of Digital Learning and Teacher Education*. <http://dx.doi.org/10.1080/21532974.2020.1800536>
- Beisly, A. H., Lake, V. E., Davis, J. M. & McCombs, B. L. (2020). Fear Not Early Childhood Teachers! You are Already Using Algebraic Strategies in Your Classroom. *Dimensions of Early Childhood*, 48(3), 20-24.
- Beisly, A. H. & Lake, V. E. (2020). Knowledge of Child Development: Associations Among Preservice Teachers' Level of Education and Work Experience. *Journal of Early Childhood Research*. <https://doi.org/10.1177/1476718X20942948>
- Jones, I. & Lake, V. E. (2020). Ethic of Care in Teaching and Teacher-Child Interactions. *Journal of Classroom Interaction*, 55(2), 51-65.
- Pearce, K. N. & Lake, V. E. (2019). Exploring First Graders Social and Emotional Development Through Situated Learning Experiences with a Classroom Pet. *Society & Animals*, 27, 1-22.  
Doi: [10.1163/15685306-12341584](https://doi.org/10.1163/15685306-12341584)
- Lake, V. E. & Beisly, A. H. (2019). Translation Apps: Increasing Communication with Dual Language Learners. *Early Childhood Education Journal*, 47(4), 489-496. Doi: 10.1007/s10643-019-00935-7
- Jones, I. & Lake, V. E. (2018). Learning, service, and caring: An application in early childhood education. *Social Studies and the Young Learner*, 30(4), 28-32.
- Lake, V. E. & Adinolfi, S. (2017). Young children take action: Service-learning with preschoolers. *Young Children*, 72(2), 80-84.
- Al Otaiba, A., Lake, V. E., Scarborough, K., Allor, J., & Carreker, S. (2016, Fall). Preparing beginning

- reading teachers for K-3: Teacher preparation in higher education. *Perspectives on Language and Literacy*, 42(4), 25-32.
- Winterbottom, C., Jones, I., & Lake, V. E. (In Press). A History of Experiential Learning and Service Learning. In I. Wilkinson and J. Pharr (Eds.), *Learning, Cognition, and Human Development*. Elsevier Ltd.
- Lake, V. E., Beisly, A. H., Ross, R. & Lim, B. Y. (In Press). New Uses for Technology: Supporting Dual Language Learners using Translation Apps. In U. Bakan (Ed.), *Gamification and Social Networks in Education*.
- Ethridge, L. A., Lake, V. E., & Beisly, A. H. (2018). "If not me, then who?": An Integrated Model of Advocacy for Early Childhood Teacher Education. In U. Thomas (Ed.), *Advocacy in Academia and the Role of Teacher Preparation Programs* (pp. 1-22). Hershey, PA: IGI Global.
- Lake, V. E. & Kelly, L. (2016). Service-Learning + Social Justice = Justice Learning. In C. Winterbottom and V. E. Lake, *Praxeological Learning: Service-Learning in Teacher Education* (pp. 2-26). NY: Nova Science Publishers, Inc.
- Lake, V. E., Berg, T., Kelly, L., & Patrick, S. (2016). Connecting Preservice Teachers' with Diverse Families through Service-Learning Experiences. In C. Winterbottom and V. E. Lake, *Praxeological Learning: Service-Learning in Teacher Education* (pp. 225-244). NY: Nova Science Publishers, Inc.
- Lake, V. E. (2016). Families' Perceptions of Bullying and Strategies for Working with their Young Children. In O. Saracho (Ed.) *Contemporary Perspectives on Bullying in Early Childhood Education* (pp. 179-202). Charlotte, NC: Information Age Publishing.

### **Representative Honors and Awards Received**

- Robert L. and Nan A. Huddleston Presidential Professor, University of Oklahoma, April 2019
- Research Award, Department of Instructional Leadership and Academic Curriculum, Jeannine Rainbolt College of Education, University of Oklahoma, 2017-2018.
- Citizenship/Leadership Award, Jeannine Rainbolt College of Education, University of Oklahoma, 2016-2017
- Citizenship/Leadership Award, Department of Instructional Leadership and Academic Curriculum, Jeannine Rainbolt College of Education, University of Oklahoma, 2016-2017
- Citizenship/Leadership Award, Department of Instructional Leadership and Academic Curriculum, Jeannine Rainbolt College of Education, University of Oklahoma, 2015-2016.
- Patricia L. Hardré Graduate Mentoring Award from the Graduate Student Council of the University of Oklahoma, March 2014

### **Major Professional Affiliations**