



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, Location and Hours:

Dates: August 13 – 18, 2019

Location: Stuttgart, Germany. See site director for classroom location.

Hours: Tuesday - Friday 6:00-9:30 pm; Saturday and Sunday 8:30 a.m.-4:30 p.m.

Last day to enroll or drop without penalty: July 15, 2019

Site Director:

Email: apstuttgart@ou.edu. DSN: 431-3304 or CIV 07031-15-2580.

Professor Contact Information:

Course Professor: Crag A. Hill, Ph.D.

Mailing Address: Jeannine Rainbolt College of Education
University of Oklahoma
Norman, Ok 73019

Telephone Number: (405) 325-1498

Email Address: crag.a.hill@ou.edu

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>. There is no longer a physical bookstore, the store will remain, but textbooks will not be stocked. 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. For more information or questions about textbooks, feel free to contact apsyllabi@ou.edu. Text prices are available online

1. Knight, J. (2013). *High-impact instruction: A framework for great teaching*. Thousand Oaks, CA: Corwin. ISBN 9781412981774
2. Palmer, P. (1997/2007). *Courage to teach: Exploring the inner landscape of a teacher's life*. San Francisco: Jossey-Bass.
3. Materials posted on the OU Canvas: Access Canvas at <https://learn.ou.edu/transition/> ; enter your OU NetID and password and select course to access material. Please contact your local Site Director if you require assistance.

Highly Suggested:

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN 9781433805615.

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:

Prior to In-Person Class Meetings: July 15 - August 11, 2019

Date	Activities and Readings	Assignments
Week 1 July 15- July 21	Read: Knight, Preface, Chapters 1-4 Dewey, "My Pedagogic Creed"	Review course materials and complete online discussion board posts. Introductions (Canvas>Discussion>Introduction). Reading Response #1 (Canvas>Discussion>Reading Response #1).
Week 2 July 22- July 28	Knight, Chapters 5-9	Reading Response #2 (Canvas>Discussion>Reading Response #2). Email (crag.a.hill@ou.edu) top three Palmer chapters for Student-Led Seminar (choices: chapters 2, 3, 4, 5, OR 6)
Week 3 July 29- August 4	Knight, Chapters 10-15, Conclusions	Reading Response #3 (Canvas>Discussion>Reading Response #3)
Week 4 August 5- August 11	Read your assigned chapter of Palmer (choices: chapters 2, 3, 4, 5, OR 6), Palmer Chapter 1	Reading Response #4 (Canvas>Discussion>Reading Response #4)

During In-Person Class Meetings: August 13-18, 2019

Date	Readings/Activities	Assignments
Class 1 Tuesday August 13	Introductions Discussion of instructional planning: Knight Preface, Chapters 1-4 Dewey, "My Pedagogic Creed"	Draft Pedagogical Creed (in-class writing) Knight Preface, Chapters 1-4
Class 2 Wednesday August 14	<i>Inquiry & Questioning</i> Discussion of instruction: Knight Chapters 5-9 Chapter 2 Palmer	Modeling instructional strategies from Knight Chapters 5-9 Student-Led Seminar, Palmer Chapter 2
Class 3 Thursday August 15	<i>Knowing the Community, Building Skills, & Cooperative Learning</i> Discussion of community building: Knight, Chapters 10-15, Conclusions Chapter 3 Palmer Freire Interview (1985)	Modeling community building strategies from Knight Chapters 10-15, Conclusions Student-Led Seminar, Chapter 3
Class 4 Friday August 16	<i>Discussing, Evaluating, & Assessing</i> Discuss: Chapter 4 Palmer	Student-Led Seminar, Chapter 4
Class 5 Saturday August 17	<i>Using Simulations and Technology</i> <i>Paradoxes of Teaching, (Lesson Planning)</i> BRING LAPTOP Discuss: Chapter 5 and 6 Palmer	Student-Led Seminar, Palmer Chapter 5 AND 6
Class 6 Sunday August 18	<i>Teaching Presentations</i>	Teaching Presentations Reflection (in class)

Following In-Person Class Meetings: August 19, 2019 – September 8, 2019

Date	Assignment
Week 6: August 19-25	Exploration into Teaching Project (check in)
Week 7: August 26-September 1	Exploration into Teaching Project (con't)
Week 8: September 2-September 8	Pedagogical Creed

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.

Assignments, Grading and Due Dates:

Exploration into Teaching (25 %) Due September 1

Select one of the following three projects to complete:

- 1. Examine the instruction of your own (or someone else's) classroom.** Describe the instruction in your classroom (or the classroom of another teacher). Address the following topics: Planning instruction, teaching framework, types of questions during lessons, frequently used teaching

strategies (e.g., strategies for introducing new knowledge, strategies for helping students practice and deepen their understanding of new knowledge), authenticity, classroom community and culture, role of learners, support for critical thinking. As part of your description, tell why you have chosen to do what you do and what you hope to accomplish. Critically evaluate each aspect using the checklists from the Knight book. Reflect upon whether you are actually accomplishing your purposes. Identify strengths and areas that could be stronger and how to strengthen them.

2. **Interview three teachers about their instruction.** Identify three teachers that you consider exemplary in your content area or preferred age level. Interview them about their planning process, teaching framework, teaching strategies, classroom structures, beliefs about teaching 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.
3. **Review research on teaching strategies/activities/classroom routines and structures in your content area.** Choose a content area that you are teaching/plan to teach. Find at least 10 research articles about teaching strategies/activities/classroom routines and structures. For each article, summarize the following: theory of teaching and learning underlying the strategy/activity/routine, the intended outcome, how a teacher would enact the strategy/activity/routine, and its effectiveness in supporting learning/the intended outcome. Draw conclusions about similarities and differences across strategies/activities/routines.

B) Pedagogical Creed (25 %) Due September 6

Using Dewey's Pedagogical Creed (<http://dewey.pragmatism.org/creed.htm>) as a guide, students will write a philosophy statement or creed about their beliefs about social studies teaching and learning. This will be written in two iterations. The first draft will be written at the beginning of the semester to establish students' initial ideas and feelings about social studies teaching and learning. The second draft will be written at the end of the semester and reflect students' ideas and feelings about social studies teaching and learning based on course experiences. In addition, students will write a reflection to accompany this second iteration in which students will identify and explain the changes from the first to second draft using evidence from the course.

Reading Responses (10 %)

Student will read, summarize the argument, and critique/react to the argument of readings prior to face-to-face meetings. These will be posted on Canvas. **Due July 21, July 28, August 4, and August 9.**

Student-Led Seminar (20 %) (I/G)

In groups of 2, students will lead a 30-40 minute discussion on a chapter in *the Courage to Teach* (Palmer, 1997/2007). **there are three steps in this process.** Students will 1) Summarize your assigned/selected chapter. 2) Submit a summary (individually) and at least, 3 guiding questions for the discussion (group) to me (kristy.a.brugar@ou.edu). 3) Facilitate discussion. A few examples of discussion include but are not limited to - debate, fishbowl, jigsaw, round robin, Socratic seminar, think-pair-share, value lines.

Teaching Presentation (20%)

Throughout the course, students will read about, experience, design, and implement learning experiences using various pedagogical approaches. There are three parts to this larger assignment.

Lesson Plan (10%)

You must prepare (in class and out of class) a **lesson plan** using one or more of the strategies explored in class and content of your choice. The lesson plan must include an objective and key ideas – templates will be provided

Class Presentations (5%)

For this presentation, you will **enact part or all of your lesson to a group of your peers and receive feedback.**

Reflection (%5)

After all presentations have been completed, you will write a **reflection**. Use your own feelings, notes, reaction, course readings and peer feedback to reflect on the variety of teaching strategies in terms of your identity and integrity (Palmer, 1995) as a teacher. **Limit five pages.**

Assignment	Due Date
Exploration into Teaching	September 1 by 11:59pm
Reading Responses (4)	July 21 by 11:59pm July 28 by 11:59pm August 4 by 11:59pm August 9 by 11:59pm
Pedagogical Creed	August 13 (draft in class) September 6 by 11:59pm (final)
Student-Led Seminar	Date varies
Teaching Presentation (lesson plan, presentation, & reflection)	Date varies

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.

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

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 me 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 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

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 mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

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 Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

INSTRUCTOR VITA

Crag Hill, Ph.D.

Education

- 2008 Ph.D. Curriculum & Instruction, University of Idaho
- 2001 M.A. Curriculum & Instruction, University of Idaho
- 1990 B.A. English, San Francisco State University

Current Positions

- Associate Professor, English Education
- Department of Instructional Leadership and Curriculum
- University of Oklahoma

Frequently Taught Advanced Programs Courses

EDEN 5940 Field Studies in Education: Literature for Young Adults
EDSC 5523-220 The Science of Learning Theories

Major Areas of Teaching and Research Interest

- Critical theory and young adult literature
- Critical theory and comics
- Mentoring early career teachers
- Visual literacy, and poetry

Representative Publications and Presentations

- Hill, C. and Victor Malo-Juvera (2018). *Critical Approaches to Teaching the High School Novel: Reinterpreting Canonical Literature*. New York: Routledge.
- Hill, C. (Ed.). (2016). *Teaching Comics Through Multiple Lenses: Critical Perspectives*. New York: Routledge.
- Hill, C. (Ed.). (2014). *The Critical Merits of Young Adult Literature: Coming of Age*. New York: Routledge.
- Hill, C. and Karina Clemmons. (Forthcoming 2015). "Stimulating Healthy Dialogue and
- Hill, C. (2014). "Coming of Age: Young Adult Literature and Scholarship" in *The Critical Merits of Young Adult Literature: Coming of Age*. Crag Hill (Ed), 1-24. New York: Routledge.
- Darragh, J. and Crag Hill. (2014). "'The Worst Form of Violence': Unpacking Portrayals of Poverty in Young Adult Novels," in *The Critical Merits of Young Adult Literature: Coming of Age*. Crag Hill (Ed), 73-91. New York: Routledge.
- Hill, C. (2012). "Dystopian Novels: What Imagined Futures Tell Young Readers About the Present and Future." *Teaching Young Adult Literature Today: Insights, Consideration and Perspectives for the Classroom Teacher and Educational Researcher*. Judith Hayn and Jeffrey Kaplan (Eds), 99-115. Lanham, MD: Rowan and Littlefield.

Major Professional Affiliations

- National Council of Teachers of English, 1991-Present
- International Reading Association, 2000-Present