



EXTENDED CAMPUS

COLLEGE *of* PROFESSIONAL
and CONTINUING STUDIES

ILAC 5003-221: 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 and Format Information:

Dates: December 8 – 13, 2020

Format: Online via Zoom and Canvas, more information below

Last day to enroll or drop without penalty: November 9, 2020

Site Director:

Location: Building 2775, Rooms 10 and 11. Kapaun Air Station on Vogelweh Air Base.

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

Email: apramstein@ou.edu. Phone: DSN 480-6807, Civilian 06371-47-6807.

Professor Contact Information:

Course Professor: Kristy A. Brugar, Ph.D.

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

Telephone Number: (405) 325-1498

Email Address: kristy.a.brugar@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 during week of class.

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. ISBN 9780787996864.
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: November 10-December 7, 2020

Date	Activities and Readings	Assignments
Week 1 November 10-16, 2020	N/A	Review course materials and complete online survey
Week 2 November 17-23, 2020	Knight (Preface, Chapters 1-4)	Reading Response #1 (Canvas>Discussion>Reading Response #1)
Week 3 November 24-30, 2020 (asynchronous)	Knight (Chapters 5-9)	Reading Response #2 (Canvas>Discussion>Reading Response #2) Email (kristy.a.brugar@ou.edu) top three Palmer chapters for Student-Led Seminar (choices: chapters 2, 3, 4, 5, or 6)
Week 4 December 1-7 (asynchronous)	Knight (Chapters 10-15, Conclusions) Read your assigned chapter of Palmer	Reading Response #3 (Canvas>Discussion>Reading Response #3)

During In-Person Class Meetings: December 8-13, 2020

Date	Readings/Activities	Assignments
Class 1 Tuesday December 8 (synchronous)	Introduction and Teaching Philosophy/Creed Read: Palmer, Introduction and Chapter 1 (prior to class)	Draft Pedagogical Creed (in-class writing)

Date	Readings/Activities	Assignments
	Dewey (1902) (in class)	
Class 2 Wednesday December 9 (synchronous)	Inquiry & Questioning Read: Chapter 2 (Palmer, 1997/2007)	Student-Led Seminar, Chapter 2
Class 3 Thursday December 10 (synchronous)	Knowing the Community, Building Skills, & Cooperative Learning Read: Chapter 3 (Palmer, 1997/2007) Freire Interview (1985)	Student-Led Seminar, Chapter 3
Class 4 Friday December 11 (synchronous)	Discussing, Evaluating, & Assessing Read: Chapter 4 (Palmer, 1997/2007)	Student-Led Seminar, Chapter 4
Class 5 Saturday December 12 (AM: synchronous, PM: asynchronous)	Using Simulations and Technology Paradoxes of Teaching, (Lesson Planning) Bring Laptop Read: Chapter 5 (Palmer, 1997/2007) Chapter 6 (Palmer)	Student-Led Seminar, Chapter 5 AND 6
Class 6 Sunday December 13 (AM: synchronous, PM: asynchronous)	Teaching Presentations	Teaching Presentations Reflection (in class)

Following In-Person Class Meetings: December 15, 2020 – January 4, 2021

Date	Assignment
Week 6 December 15-21 (asynchronous)	Read Chapter 7 (Palmer, 1997/2007)
Week 7 December 22-28 (asynchronous)	Exploration into Teaching Project
Week 8 December 29, 2020-January 4, 2021 (asynchronous)	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:

Attendance and Participation (30 points) (I)

Prompt and regular attendance is required. Each student's presence and participation in every class is essential to the success of the class. **Students will receive credit per class session; points will not be awarded to students who are absent or tardy for any part of the session.** Active participation in discussions is expected. Active participation is identified as attending and preparing for class, initiating, sharing and responding to experiences, ideas, and observations about social studies content. **One can only participate if he/she is in attendance; as a result these two items are linked.**

Exploration into Teaching (20 points)

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.

Pedagogical Creed (20 points; draft 5 points and final 15 points)

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 (5 points) 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 (15 points) 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 points X 3 = 30 points)

Student will read, summarize the argument, and critique/react to the argument of readings three prior to face-to-face meetings.

Student-Led Seminar (10 points) (I/G)

In groups of 2, students will lead a 15-20 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 (30 points)

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 (15 points)

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 points)

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

Reflection (10 points)

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.**

Grading:

This is a letter-graded course: A, B, C, D, or F. Total points available for assignments is 140.

Assignment	Due Date	Points
Attendance (online and face-to-face) & Participation	Ongoing	30
Exploration into Teaching	December 28 by 11:59 p.m.	20
Reading Responses (3)	November 23 by 11:59 p.m. November 30 by 11:59 p.m. December 7 by 11:59 p.m.	30
Pedagogical Creed	December 8(draft in class) (5) January 4 by 11:59 p.m. (final) (15)	20
Student-Led Seminar	December 9, 10, 11, OR 12 (in class)	10
Teaching Presentation (lesson plan, presentation, & reflection)	December 13 (in class)	30

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

Kristy A. Brugar, Ph.D.

Education

- 2012 Ph.D., Michigan State University, E. Lansing, MI
- 1996 M.Ed., Secondary Education, The George Washington University, Washington, D.C
- 1994 B.A., History, The University of Michigan, Ann Arbor, MI

Current Positions

- 2018-present Associate Professor, Jeannine Rainbolt College of Education, University of Oklahoma, Norman, OK
- 2014-2018 Assistant Professor, Jeannine Rainbolt College of Education, University of Oklahoma, Norman, OK
- 2012-2014 Assistant Professor, College of Education Wayne State University, Detroit, MI
- 2007-2012 Teaching Assistant & Research Assistant, College of Education, Michigan State University, E. Lansing MI
- 2002-2012 Special Lecturer, Department of Teacher Development and Educational Studies & Department of Professional Development, Oakland University, Rochester, MI

Major Areas of Teaching and Research Interest

- Social Studies Teaching and Learning
- Interdisciplinary Instruction
- Visual Literacy in Social Studies
- Teacher Professional Development

Representative Publications

- Brugar, K.A. & Whitlock, A.M. (2020). Explicit and implicit social studies: Exploring the integration of social studies experiences in two elementary classrooms. *Canadian Social Studies*, 51 (2), 2-21.
- Hill, C. A. & Brugar, K.A. (2020) *Dreamland Burning* (p. 103-114). In V. Malo-Juvera and P. Greathouse (Eds.), **Breaking the taboo with young adult literature**. Lanham: MD: Rowman & Littlefield.
- Brugar, K.A. (2019) Inquiry by the book: Using children's nonfiction as mentor texts for inquiry. *The Social Studies*, 110 (4), 155-160.
- Brugar, K.A. & Whitlock, A.M. (2019) "I like . . . different time periods." Teachers and historical fiction. *Social Studies Research and Practice*, 14(1), 78-97.
- Meyer, C.K., Mahalingappa, L., & Brugar, K.A. (2019) Thinking inside the box: Using graphic novels to support English Language Learners in the social studies classroom (p. 311-325). In L. C. de Oliveira, K. M. Obenchain, R. H. Kenney, & A. W. Oliveira (Eds.), *Approaches to teaching the content areas to English Language Learners in secondary schools*. New York: Springer International.
- Brugar, K.A. (2018). Learning and teaching in a visual world: Elementary teacher candidates use of visual materials. *Curriculum and Teaching Dialogue* 20(1), 1-14.
- Brugar, K.A. (2018) "We don't have students color maps anymore . . ." A survey of social studies teachers use of visual materials. *Journal of Visual Literacy*, DOI: <http://dx.doi.org/10.1080/1051144X.2017.1397380>
- Brugar, K.A. & Roberts, K.L. (2018). Challenges in reading informational texts: Reading the words and the world. *Journal of Social Studies Research*, 42, 49-59. DOI: [10.1016/j.jssr.2017.02.001](https://doi.org/10.1016/j.jssr.2017.02.001)
- Brugar, K. (2016). *30 for 30: An inquiry into sports documentaries to engage in social history*. *The History Teacher*, 49(2), 285-299.
- Brugar, K.A. (2016). Teaching social studies/history to elementary school students through a discipline-specific approach. *Journal of Education* 196(2),
- Whitlock, A, Brugar, K.A., & Halvorsen, A. (2015). Overcoming Problems of Marginalization by Reimagining Elementary Social Studies Programs (p. 167-187). In A. R. Crowe and A.

Cuenca (Eds.) *Rethinking Social Studies Teacher Education for 21st Century Citizenship*. New York: Springer International.

- Roberts, K. L., Brugar, K.A., & Norman, R.N. (2014). Finding Picture Perfect Graphical Devices: An Evaluation Tool. *The Reading Teacher* 68(4), 312-318.
- Roberts, K.L & Brugar, K. (2014). Navigating maps to support comprehension: When textbooks don't have GPS. *The Geography Teacher* 11(4), 149-163.
- Halvorsen, A., Alleman, J., & Brugar, K. (2013). *Integration of literacy and social studies*. In B. M. Taylor and N. K. Duke (Eds.), *Handbook on Effective Literacy Instruction*. New York: Guilford Press.
- Halvorsen, A., Duke, N.K., Brugar, K., Block, M., & Strachan, S. (2012). Narrowing the Achievement Gap in Second-Grade Social Studies and Content Area Literacy: The Promise of a Project-Based Approach. *Theory and Research in Social Education* 40 (3), 198-229.

Presentations

- Roberts, K.L. & Brugar, K.A. (April, 2019). *Process and product: Fourth graders making meaning of social studies texts*. SIG-Research in Reading and Literacy. American Educational Research Association, Toronto, ON, Canada.
- Brugar, K.A., & Roberts, K.L. (December, 2018). *Reading the world: Multimodal access points to critical literacy in social studies*. *Research into Practice session*. College and University Faculty Assembly, Chicago, IL.
- Brugar, K.A. (April, 2017). *Teaching in the visual world: Pre-service elementary teachers use of visual materials in social studies*. Division K: Teaching and Teacher Education. American Educational Research Association, Division C: Learning and Instructions. San Antonio, TX.
- Brugar, K. & Roberts, K. (December, 2016). *Developing pedagogical content knowledge in content-area literacy*. Literacy Research Association Annual Meeting, Nashville, TN.
- Brugar, K. & Roberts, K. (April, 2015). *Reimagining Teacher Education: Forming Communities of Practice Across Content Areas and Contexts*. American Educational Research Association, Learning Division C - Learning and Instructions/Division C - Section 1b: Humanities, Social Sciences, Fine Arts.
- Roberts, K. & Brugar, K. (April, 2015). *A Hierarchy of Teacher Needs: Professional Development Practice Informing Theory*. American Educational Research Association, Division K - Teaching and Teacher Education/Division K - Section 8: Teacher Professional Development: Impact on Teacher Practices and Student Learning
- Roberts, K. & Brugar, K. (December, 2014). *Flourish followed by failure: Professional development as situated practice*. Literacy research Association, Marco Island, FL.
- Brugar, K. & Roberts, K. (November, 2014). *Seeing is believing: Social studies and visual literacy*. College and University Faculty, Assembly Boston, MA.
- Brugar, K. (December, 2013). *Literacy across the curriculum and grade span: A reflective, evidence-based discussion*. Literacy Research Association, Dallas, TX.
- Brugar, K. (April, 2013). *What difference does curricular integration make? An inquiry of fifth-graders' learning of history through the humanities*. American Educational Research Association, San Francisco, CA.
- Brugar, K. (November, 2012). *A tale of two teachers*. College and University Faculty Assembly, Annual Conference, Seattle, WA.
- Duke, N.K., Halvorsen, A., Brugar, K., Block, M.K., & Strachan, S.L. (April, 2012). *Using project-based learning to narrow the achievement gap in second-grade social studies and content area literacy*. American Educational Research Association, Social Studies Research SIG, Vancouver, BC, Canada.

Major Professional Affiliations

- American Educational Research Association
- College and University Faculty Assembly
- National Council for History Education
- National Council for the Social Studies