Course Title:
Models of Instruction

Course Number:
ILAC 5003-220

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:  April 22-27, 2014  
Location:  Classes held at Building 2784, Room 301, Kapaun Air Station on Vogelweh Air Base.  
Hours:  Tue-Fri 6:00-9:30 pm; Sat-Sun 8:30 a.m.-4:30 p.m.  
Last day to enroll or drop without penalty:  March 24, 2014

Site Director:
Janee LeFrere. Phone: DSN 480-6807, Civilian 06371-47-6807; Fax: 06371-479839; E-mail: apramstein@ou.edu

Professor Contact Information:

Course Professor:  Vickie E. Lake  
Mailing Address:  4502 E 41st Street  
Schusterman Center  
Tulsa, OK 74135-2553  
Telephone Number: (918) 660-3984  
Fax Number: (918) 660.3988  
E-mail Address: vlake@ou.edu  
Professor availability:  The professor will be available via e-mail 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 Follett Bookstore located at 1185 Asp Avenue; Norman, OK. Orders can be placed online at www.oklahoma.bkstr.com. Faxed orders may be placed 24 hours a day at (405) 325-7770. Representatives are available by phone at (405) 325-3511 or (800) 522-0772 (toll-free) or E-mail at 0831mgr@fheg.follett.com from 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; and 10 a.m. to 4 p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). (Text prices are available online.)


2. Additional course materials and readings can be found on the course D2L site at: http://learn.ou.edu. Enter your OU NetID (4+4) and password, and select course to access material. Please contact your local Site Director if you require assistance.

Highly Suggested:

Note: Follett is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett.

Course Objectives:
1. To critically explore, question, and discuss issue 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: March 24-April 21, 2014

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<tr>
<th>Week</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Week 1 March 24-28</td>
<td>Order text. Submit the “Introduction” Essay for the program if you have not done so already via email to <a href="mailto:vlake@ou.edu">vlake@ou.edu</a>.</td>
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<tr>
<td>Week 2 March 31 – April 4</td>
<td><strong>Before you begin reading any of the texts,</strong> write a 3-5 page paper (double-spaced, 12 point type) that answers these questions (see B. 1): What does it mean to teach? What does it mean to learn? What is the relationship of teaching to learning? What factors influence learning and teaching in classrooms? <strong>It is very important that you do this paper before you read the book or any materials for the course.</strong> Upload paper to D2L Dropbox by midnight, Sunday, April 6.</td>
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<tr>
<td>Week 3 April 7 - 11</td>
<td>Review text and familiarize yourself with the course and materials on the D2L site. Begin <em>Profile of self as a learner and a teacher</em> (see Week 4). Read &amp; Reflect 1 (see A. 2). Knight, chapter 1: Personal Bests. Upload paper to D2L Dropbox by midnight, Sunday, April 13.</td>
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Week 4  
April 14 - 18

Profile of self as a learner and a teacher (see B. 2): Write a 5-7 page (double-spaced, 12 point type) 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, ways you help the students in your class(es) (or other informal learning situation) learn. Upload paper to D2L Dropbox by midnight, Friday, April 18.

Read and Reflect 2 (see A. 2). Knight, Part III (no reflection for Part III required-only for chapters), Chapters 10, 11, & 12. Upload reflections to D2L Dropbox by midnight, Sunday, April 20.

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<th>Week</th>
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| Week 4  
April 14 - 18 | Profile of self as a learner and a teacher (see B. 2): Write a 5-7 page (double-spaced, 12 point type) 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, ways you help the students in your class(es) (or other informal learning situation) learn. Upload paper to D2L Dropbox by midnight, Friday, April 18. Read and Reflect 2 (see A. 2). Knight, Part III (no reflection for Part III required-only for chapters), Chapters 10, 11, & 12. Upload reflections to D2L Dropbox by midnight, Sunday, April 20. |

### During in-person class meetings: April 22-27, 2014

<table>
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<tr>
<th>Day</th>
<th>Readings/Activities</th>
<th>Assignment Due Date</th>
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| Tuesday 4/22 | • Introduction, questions, and discussion of assignments for the course  
• **Read**: Knight, Part I: Planning, Chapters 3 & 8  
• Cooperative Structures & Learning  
• Community Builder (CB) – Lake  
• APA 6th Edition – Introduction or Review  
• Closing reflection | • Reflection 3: Chapters 3 & 8 (A.2)  
• Review APA manual  
• &/or information on D2L  
• CB for Wed: TBA |
| Wednesday 4/23 | • Community Builder (CB):  
• **Read**: Knight, Chapters 2 & 4  
• Planning Continued: Questions & Learning Maps  
• Closing reflection | • Reflection 4: Chapters 2 & 4  
• CB for Thurs: TBA |
| Thursday 4/24 | • Community Builder (CB):  
• **Read**: Knight, Part II: Instruction, Chapters 5 & 6  
• Questions, questions, and more questions  
• Closing reflection | • Reflection 5: Chapters 5 & 6  
• CB for Fri: TBA |
| Friday 4/25 | • Community Builder (CB):  
• **Read**: Knight, Chapter 9 & 13  
• Making learning *real* and Creating class norms  
• Create rubrics for projects in section D  
• Closing reflection | • Reflection 6: Chapters 9 & 13  
• CB for Sat-am: TBA  
• CB for Sat-pm: TBA |
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<tr>
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<tr>
<td>Saturday</td>
<td>Morning</td>
<td>• Reflection 7: Chapters 7 &amp; 14&lt;br&gt;• CB for Sun-am: TBA&lt;br&gt;• CB for Sun-pm: TBA</td>
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<td>4/26</td>
<td>• Community Builder (CB):&lt;br&gt;• <strong>Read: Knight, Chapter 7 &amp; 14</strong>&lt;br&gt;• Using stories to teach and the power of positive intent&lt;br&gt;• Review rubrics for projects in section D, modify as needed</td>
<td>Bring two additional copies of your model lesson plan&lt;br&gt;</td>
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<td>Afternoon</td>
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<td>• Community Builder (CB):&lt;br&gt;• Pairs or Peer groups to review and provide feedback to lesson plans and model teaching assignment&lt;br&gt;• Review materials to bring for model lesson assignment – make sure everyone has a recording device&lt;br&gt;• Closing reflection</td>
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<td>Sunday</td>
<td>Morning</td>
<td>• Reflection 8: Chapters 15&lt;br&gt;• Materials for model lesson&lt;br&gt;• Something to video record your lesson&lt;br&gt;• Ear buds, headphones to listen privately to your recording</td>
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<tr>
<td>4/27</td>
<td>• Community Builder (CB):&lt;br&gt;• <strong>Read: Knight, Chapter 15</strong>&lt;br&gt;• Providing feedback and remembering positive intent&lt;br&gt;• Model lessons – Bring all necessary materials for your lesson</td>
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<td></td>
<td>Afternoon</td>
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<tr>
<td></td>
<td>• Community Builder (CB):&lt;br&gt;• Model lessons – Bring all necessary materials for your lesson&lt;br&gt;• Video review of model lesson and initial thoughts of lesson&lt;br&gt;• Closing reflection&lt;br&gt;• Review of final assignments &amp; due dates</td>
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**Following in-person class meetings: April 28-May 16, 2014**

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<tr>
<th>Week</th>
<th>Assignment</th>
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<tr>
<td>Week 6</td>
<td>Complete Part 3 of Theory of Teaching (see B.3) and submit it via D2L Dropbox no later than midnight, May 4, 2014.</td>
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<tr>
<td>Weeks 7 &amp; 8</td>
<td>Complete your 20-point assignment, use rubric as a further guide. Submit it via D2L Dropbox no later than midnight, May 16, 2014.</td>
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**Note:** If you choose to read the course articles and chapters posted on D2L 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:**

**Professional participation, including online & in class discussions, and other reflections (30 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. (10 points)

2. **Online and in class reflections.** Write a 1 paragraph response to each chapter of the assigned readings including what you believe to be the most salient points the author made and/or what you found challenging. Conclude your readings response with a question based on the readings for your classmates. These questions will be used throughout the class sessions. Additionally, I will ask you to reflect on the class discussions and your learning at the end of each class period and turn that reflection into me. **(21 points)**

**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:** write a 3-5 page paper that answers these questions: What does it mean to teach? What does it mean to learn? What is the relationship of teaching to 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 3/30. (5 points)**

2. **Part 2: Profile of self as a learner and a teacher:** Write a 5-7 page (double-spaced, 12 point type) 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, ways you help the students in your class(es) (or other informal learning situation) learn. **Due 4/18. (10 points)**

3. **Part 3:** **Theory of teaching:** Revisit your beginning thoughts and critically reflect on what you wrote at the beginning of the semester. 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 of teaching to learning? What factors influence learning and teaching in classrooms?). As part of your response, discuss critically any changes in your views from the beginning, 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 5/4. (15 points)**

**Peer modeling of five teaching strategies/activities.**

Choose two teaching strategies from Planning, two from Instruction, & one or two from Community Building to model with your peers in an approximately 20-minute lesson on Sunday morning. You can teach us anything, as long as it includes the min. of five teaching strategies. If possible, bring a video recording device (iPad, phone, other video recorder) so we can video your teaching. You will use the video to critically reflect on the following: How engaged were your peers in your lesson/activity? How do you know? What were your strengths teaching the lesson? How did you build/maintain community? What would you do differently if you did this again? Turn in your lesson plan with the three strategies clearly identified as well as your reflection. **(20 points)**
20 point projects: Exploration of teaching and teaching strategies

Choose a 20-point project to complete. Papers should be written in APA 6th edition format with no errors in grammar and mechanics. All papers should include a bibliography of references used in your analysis. (APA resources on D2L). We will create rubrics for each set of projects.

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, support for critical thinking, specific teaching strategies, authenticity, classroom community and culture, role of learners. 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 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.

**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 make 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 Honesty

Honesty is a fundamental precept in all academic activities and … [you] have a special obligation to observe the highest standards of honesty. Academic misconduct in any form is inimical to the purposes and functions of the University and is therefore unacceptable and is rigorously proscribed. Academic misconduct includes:

- cheating (using unauthorized materials, information, or study aids in any academic exercise), plagiarism, falsification of records, unauthorized possession of examinations, intimidation, and any and all other actions that may improperly affect the evaluation of a student’s academic performance or achievement; assisting others in any such act; or attempting to engage in such acts.

All acts of academic misconduct will be reported and adjudicated as prescribed by the student code of the University of Oklahoma. All students should review the Student’s Guide to Academic Integrity

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.

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.

Copyright

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

Vickie Eileen Lake

Education

- 1999 Doctor of Philosophy, The University of Texas at Austin. Major: Curriculum and Instruction. Specialization: Early Childhood Education.
- 1989 Master of Education, George Peabody College for Teachers at Vanderbilt University. Major: Elementary Education

Current Positions

- 2011-Present Assistant & Associate Professor, Department of Instructional Leadership Academic Curriculum, Early Childhood Education Program, University of Oklahoma. Research Fellow: Early Childhood Education Institute. AP Europe Program Coordinator
- 1999 – 2011 Assistant & Associate Professor, School of Teacher Education, Florida State University
- 1996 – 1999 Teaching Assistant, The University of Texas at Austin, Classroom Organization and Management; Student Teaching Seminar
- 1996 – 1999 Student Teacher Supervisor, The University of Texas at Austin, Department of Curriculum and Instruction
- 1998 – 1999 Assistant to the Department of Defense Education Activity Early Childhood Curriculum Coordinator, Arlington, VA
- 1994 – 1996 Early Childhood Curriculum Coordinator, Hessen District - Department of Defense Dependent Schools (DoDDS), Rhein Main, Germany
- 1994 – 1996 Staff Developer, Hessen District - DoDDS, Rhein Main, Germany

Major Areas of Teaching and Research Interest

- Moral education
- Effective preservice and inservice teacher education
- Service-learning
- Mathematics and science integration for preservice teacher education

Representative Publications and Presentations


Refereed Articles (2007-2014)

Representative Honors and Awards Received

- Sabbatical: Contextual Mathematics Problem Solving with Yupiit Eskimos, Akiachak, AK, January – May, 2010
- Education Professor of the Year, Kappa Delta Pi, Florida State University, 2007
- University Teaching Award in Recognition of Excellence in Teaching, Florida State University, 2005
- White Paper: Before and After-School Care: An Effective Anti-Violence Strategy. Funded, $1000
- First Year Professor Award, Florida State University, 2000