

**ECSE 7566: Advanced Instructional Strategies for the 21st Century Classroom**

3 credit hours  
Spring 2019

**Course Information**

Class Meeting Time/Location	Online via CourseDen	Online Hours	Thursdays 9-11 am and 3-5 pm
Instructor	Dr. Robyn Huss	Telephone	Direct: 678-839-6187 Dept: 678-839-6559
Office Location	Ed Annex room 104	Preferred email	rhuss@westga.edu
Office Hours	Tuesdays and Wednesdays 1-4 pm or by appointment.	Google+ username	rhuss@westga.edu

**Support for Courses**

CourseDen D2L Home Page <a href="https://westga.view.usg.edu/">https://westga.view.usg.edu/</a>	Student Services <a href="http://uwgonline.westga.edu/online-student-guide.php">http://uwgonline.westga.edu/online-student-guide.php</a>
D2L UWG Online Help (M-F:8 AM – 5 PM) <a href="http://uwgonline.westga.edu/students.php">http://uwgonline.westga.edu/students.php</a> Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu	Center for Academic Success <a href="http://www.westga.edu/cas/">http://www.westga.edu/cas/</a> 678-839-6280
24/7/365 D2L Help Center Call 1-855-772-0423 or search: <a href="https://d2lhelp.view.usg.edu/">https://d2lhelp.view.usg.edu/</a>	Distance Learning Library Services <a href="https://www.westga.edu/library/distance-learning-library-services.php">https://www.westga.edu/library/distance-learning-library-services.php</a>
University Bookstore <a href="http://www.bookstore.westga.edu/">http://www.bookstore.westga.edu/</a>	Ingram Library Services <a href="http://www.westga.edu/library/">http://www.westga.edu/library/</a>

**COE Vision**

The College of Education at the University of West Georgia will be recognized for Leading a New World of Learning, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

**COE Mission**

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful, professional careers in diverse settings within three dynamic areas of

focus: Teaching, Leadership, and Wellness. With programs that range from undergraduate through doctoral study, the College of Education is committed to excellence in pedagogy, professional service, engaged partnerships, and applied research.

The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National and state standards are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

## **Class, Department, and University Policies**

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the Common Language for Course Syllabi documentation at <http://www.westga.edu/UWGSyllabusPolicies/>. Additions and updates are made as institution, state, and federal standards change, so please review it each semester. In addition to the above information the following policies apply to this course.

Campus Carry Policy: As of July 1, 2017 per House Bill 280, concealed carry is permissible at public universities in Georgia. There are several restrictions to this law, which are explained at <http://www.usg.edu/hb280>. Answers to specific questions can be found under the "Additional Information" tab.

In addition to the above information, the following policies apply to this course:

### **Attendance**

Attendance is required, either in person or online, for all class meetings.

### **Academic Honesty**

All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Student Handbook and the Graduate Catalog.

### **Extra Credit**

There is no extra credit option in this course.

### **Late Work**

Late work will not be accepted unless permission has been granted in advance for extenuating circumstances. Work may be, in some cases, accepted late for half-credit. All late work, whether late by a minute or a month, should be submitted in the assignment submission folder designated for late work; include the name of the assignment, the original due date, and any other pertinent information in the comments section when you upload your work. Assignments will be graded if and when time permits.

## Professional Conduct

Students are expected to act as the professionals they are by this point in their careers. Attendance and promptness are at the top of that list. Confidentiality is also important. Discussions in class and online are to be respected as confidential and should not be discussed outside of class, except with the professor or University Supervisors.

## Email Policy

University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information. Do not use the e-mail function within CourseDen. ALL communication should transpire via the official UWG e-mail.

## Network Etiquette

Communication in an online environment takes special consideration. Consider including a list of tips as described below.

- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

## Expected Response Times

If you ask direct questions via email, I will do my best to respond to you within 24 hours; my response times may be longer on the weekend. You can expect to receive assignment feedback within a week; feedback response time for larger projects may be longer, especially near the end of the semester.

## Additional Support Information

### Center for Academic Success:

The Center for Academic Success (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops through the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280 or via email at [cas@westga.edu](mailto:cas@westga.edu).

## UWG Cares:

If you or someone you know is in a distressing situation, support is available at <http://www.westga.edu/UWGCares/>. The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

## Student Services:

Click on the [Student Services](#) link for a listing of all services available to students at UWG.

## Course Information

### Course Description

This course is designed for continued professional growth of teachers as they investigate and evaluate best practices in the teaching of English, social studies, science, math, business, or other fields, with a focus on developing instructional strategies and curriculum that maximize the potential of 21st Century technologies to meet the needs of all learners. This course includes a field experience component that focuses on the use of online teaching platforms for instruction.

### Required Texts and Resources

Bergman, J., & Sams, A. (2012). *Flip your classroom: Reach every student in every class every day*. Alexandria, VA: ASCD and ISTE. Available electronically in CourseDen and on reserve at Ingram Library.

*Educator Preparation Handbook for Field Experiences*. (2018-19). Carrollton, GA: UWG College of Education. Available at <https://www.westga.edu/academics/education/ofe-student-resources.php>

Jackson, R. (2009). *Never work harder than your students and other principles of great teaching*. Alexandria, VA: ASCD. Available electronically in CourseDen and on reserve at Ingram Library.

Webcam, digital camera, smartphone, or other device capable of recording video and sound.

### Optional Texts and Instructional Resources and References:

Arnold, H. (2001). *Succeeding in the secondary classroom: Strategies for middle and high school teachers*. Thousand Oaks, CA: Corwin Press.

Bergman, J., & Sams, A. (2012). *Flip your classroom: Reach every student in every class every day*. Alexandria, VA: ASCD and ISTE.

Berry, B. (2011). *Teaching 2030: What we must do for our students and our public schools... now and in the future*. New York, NY: Teachers College Press.

Bowen, J. A. (2012). *Teaching naked: How moving technology out of your college classroom will improve student learning*. San Francisco, CA: Jossey-Bass.

Carjuzaa, J & Kellough, R. D. (2013). *Teaching in the middle and secondary schools* (10th ed.). Boston, MA: Pearson.

- Cooper, J. M., Ed. (2014). *Classroom teaching skills* (10th ed.). Belmont, CA: Wadsworth Cengage.
- Cruikshank, D. R., Jenkins, D. B., & Metcalf, K.K. (2012). *The art of teaching* (6th ed). Boston, MA: McGraw Hill.
- Dean, C. B., Hubbell, E. R., Pitler, H., & Stone, B. (2012). *Classroom instruction that works: Research-based strategies for increasing student achievement* (2nd ed). Alexandria, VA: ASCD.
- Dick, W., Carey, L., & Carey, J. O. (2004). *Systematic design of instruction* (3rd ed.). Boston, MA: Allyn & Bacon.
- Dillon, J., & Maguire, M. (Eds). (2007). *Becoming a teacher: Issues in secondary teaching* (3rd ed.). New York, NY: McGraw-Hill.
- Eggen, P., & Kauchak, D. (2012). *Strategies and models for teachers: Teaching content and thinking skills* (6th ed.). Boston, MA: Pearson.
- Educator preparation handbook*. (2018-19). Carrollton, GA: UWG College of Education.
- Georgia Department of Education. (2015). *Georgia Performance Standards*. Atlanta, GA. Available at [www.georgiastandards.org](http://www.georgiastandards.org)
- Jackson, R. (2009). *Never work harder than your students and other principles of great teaching*. Alexandria, VA: ASCD.
- Kellough, R. D., & Kellough, N. G. (2007). *Secondary school teaching: A guide to methods and resources* (3rd ed.). Upper Saddle River, NJ: Pearson.
- Ornstein, A., Pajak, E. F., & Ornstein, S. B. (2007). *Contemporary issues in curriculum* (4th ed.). Boston, MA: Pearson.
- Parkay, F. W., Hass, G., & Ancil, E. J. (Eds.) (2005). *Curriculum planning: A contemporary approach* (8th ed.). Boston, MA: Allyn & Bacon.
- Raths, D. "9 Tips for a better flipped classroom." *T.H.E. Journal* 40(11). Public Sector Media Group. 12-18. Available at <http://online.qmags.com/TJL11113/default.aspx?pg=12&mode=1#pg12&mode1>
- Teaching Open Online Learning*. (n.d.). Atlanta, GA: Georgia Virtual Learning – Georgia Department of Education. Available at <https://www.openteachertraining.org/>
- Tyler, R. (1949). *Basic principles of curriculum and instruction*. Chicago: University of Chicago Press.
- Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Upper Saddle River, NJ: Pearson.

## Approaches to Instruction

This course will be delivered 100% online.  
Students are expected to use CourseDen for information and communications.

## Course Objectives and Learning Outcomes

Students will:

1. use national or state standards and state or local curriculum guides in making curricular decisions and evaluating curriculum;  
(Georgia Department of Education, 2015);  
(Decision Makers, Knowledgeable; INTASC 1, 2, 4, 5, 6, 7, 8, 9);

2. investigate and discuss current learning theories, issues, practices, and resources to develop or extend strategies and techniques considered most effective for the teaching and learning of secondary school content;  
(Cangelosi, 1996; Cooper, 2014; Kellough & Kellough, 2007; Posamentier & Stepelman, 1995);  
(Culturally Sensitive, Empathetic; INTASC 1, 3, 5, 6, 7, 8, 10);
3. analyze multicultural implications, diverse needs of students, and pedagogical issues for purposes of curriculum planning;  
(Banks & Banks, 1989; Kellough & Kellough, 2007);  
(Adaptive, Culturally Sensitive, Empathetic, Proactive; INTASC 1, 3, 5, 6, 7, 8, 9, 10) ;
4. adapt lessons, concepts, and routines to fit the needs of all learners regardless of physical, emotional, or mental handicaps;  
(Rutherford & Ahlgen, 1990; Scope, Sequence & Coordination of Secondary School Science, 1992);  
(Adaptive; Empathetic);
5. adapt lessons, concepts, and routines to fit the needs of all learners regardless of cultural background or language needs;  
(Rutherford & Ahlgren, 1990; Scope, Sequence & Coordination of Secondary School Science, 1992);  
(Adaptive, Culturally Sensitive);
6. develop a repertoire of skills and strategies for teaching problem-solving, social interactions, and critical thinking;  
(Cangelosi, 1996; Cooper, 2014; Marzano, 1991);  
(Knowledgeable, Reflective; NBPTS 2);
7. examine best practices for teaching remedial students and problem students, for managing group work, and for challenging students intellectually;  
(Cooper, 2014; Cruickshank, Jenkins, & Metcalf, 2012; Urquhart & McIver, 2005);  
(Adaptive; NBPTS 1);
8. use various strategies to demonstrate flexibility in helping students learn from advanced technology to one-on-one teaching;  
(Cooper, 2014; Cruickshank, Jenkins, & Metcalf, 2012; Urquhart & McIver, 2005);  
(Adaptive, Knowledgeable; NBPTS 2);
9. prepare classroom presentations using technology and online applications, and be prepared to discuss the impact of technology on curriculum;  
(Cooper, 2014; Cruickshank, Jenkins, & Metcalf, 2012; Hyerle, 1996; Land & Turner, 1997; Urquhart & McIver, 2005);  
(Adaptive; Knowledgeable ; Lifelong Learners; NBPTS 1-5; NCSS 1-5);
10. use knowledge of assessment and assessment techniques to monitor students' academic, social, and physical progress on a recurring basis to be more aware of and sensitive to students' needs;  
(Cooper, 2014; Cruickshank, Jenkins, & Metcalf, 2012; Urquhart & McIver, 2005);  
(Adaptive, Knowledgeable; Empathetic; NBPTS 3).

## Assignments and Evaluation Procedures

Grading for this course is based on total points assigned. Your average will be determined by dividing the total of points you earned for the assignments by the total points possible. Assignments will be graded based on accuracy, completeness, and consistency with deadlines, as well as the guidelines distributed and/or discussed in class. Failure to meet deadlines/guidelines for the assignments will result in a grade reduction.

Note: Assignments may be altered, added, or eliminated, based on the instructor's discretion and the needs of the class. Grades that influence your final average include (but may not be limited to) the following:

Introductory video	20 points
Strategies for meeting the needs of special populations	280 points (70 pts x 4)
Discussions	50 points (10 pts x 5)
Instructional videos	90 points (50 pts x 3)
Instructional video Reflections	60 points (20 pts x 3)
GA Virtual School TOOLS discussions	50 points
GA Virtual School projects and Online Module Creation	110 points
Reflective analysis of teaching strategies	40 points
	700 points TOTAL

Course Grade

A = 90 - 100 % of points

B = 80 - 89 % of points

C = 70 - 79 % of points

F = 0 - 69 % of points

## Assignments

Always refer to CourseDen for additional assignment details and due dates!

**Online Field Experience Evaluations/ Projects.** Course Objectives 1-10.

Through a field experience partnership with Georgia Virtual School, you will be assigned to a cooperating teacher in your content area and have access to his/her online course. To prepare for this experience, you will work on modules designed for best practices in online teaching, develop online course content, and present during synchronous online course meetings.

**Online Module.** Course Objectives 1-10.

This is the critical assessment for this course. You will develop a unit plan in the subject area of your certification area, with a focus on active student engagement through flipped instruction.

**Microteachings.** Course Objectives 1, 2, 8, 9.

You will create two video-based lessons, and critique those of your classmates.

**Discussions.**

The five discussions on CourseDen will coincide with assigned readings and/or class activities. Further instructions, including topics to discuss, will be posted on CourseDen. For each of the discussions, you should make a minimum of five entries.

**Reflections.**

The four reflections on CourseDen will coincide with assigned readings and/or class activities. Further instructions, including topics, will be posted on CourseDen. For each of the five reflections, you should write a narrative essay in response to the topic, and upload your MSWord document to the submission folder. Although these are personal responses, this is not a casual composition like your online postings – part of your evaluation will be of your writing skills, so prove to me that you can write an essay!

***Readings and Commentaries: Strategies for meeting the needs of special populations.*** Objectives 3-7.

In the Discussions, I will have posted an article that demonstrates best practices for teaching the special population.

- Read my article and
- post a commentary as a reply, either to my original post or to a post of one of your classmates. This is intended to be a discussion, so keep the conversation going!

Find an article that you feel is important for addressing the population from a teaching perspective. You may not select an article that has already been posted in the discussion, so pay attention to those who have posted ahead of you!

- “Compose” a new discussion topic with the title of your article as the title of your discussion. In your discussion,
- attach either a PDF of or a hyperlink to the full-text article and
- include the following information with a short paragraph for each:
  - brief summary of the article (what is the main point for the population?),
  - explanation of how the information presented in the article does/could affect or apply to your classroom, and
  - explanation of how the article is significant to the field of education.

Review the articles posted by your classmates. Select five to read in detail and

- post a commentary as a reply, either to the original post or to a post of one of your classmates, then
- respond to each of your classmates who commented on the article you posted. This is intended to be a discussion, so keep the conversation going!

### Course Outline

Below is a general plan for this course; be aware that this schedule may change as the semester progresses. Any/all changes will be reflected in the weekly assignment postings on CourseDen.

<b>Dates</b>	<b>Course Topics</b>	<b>Readings &amp; Viewings</b>	<b>Homework (usually due the following Monday by midnight)</b>
<b>Week 1</b> Jan 7-11	Intro to course, syllabus, etc.; How to make a positive first impression	Familiarize yourself with the online course in CourseDen	Introductory video shared via YouTube
<b>Week 2</b> Jan 14-18	Strategies for meeting the needs of English language learners	Readings on CourseDen	Due Wednesday 1-16: Read/respond to my article and Post your article Due Saturday 1-19: Respond to five class articles and posts about your article Due Monday 1-21: Reflective Analysis
<b>Week 3</b> Jan 21-25	Strategies for meeting the needs of gifted populations	Readings on CourseDen	Due Wednesday 1-23: Read/respond to my article and Post your article Due Saturday 1-26: Respond to five class articles and posts about your article Due Monday 1-28: Reflective Analysis



<b>Week 4</b> Jan 28 - Feb 1	Strategies for meeting the needs of lesbian, gay, bisexual, transgender, and questioning (LGBTQ) students	Readings on CourseDen	Due Wednesday 1-30: Read/respond to my article and Post your article Due Saturday 2-2: Respond to five class articles and posts about your article Due Monday 2-4: Reflective Analysis
<b>Week 5</b> Feb 4-8	Strategies for meeting the needs of homeless and highly mobile populations	Readings on CourseDen	Due Wednesday 2-6: Read/respond to my article and Post your article Due Saturday 2-9: Respond to five class articles and posts about your article Due Monday 2-11: Reflective Analysis
<b>Week 6</b> Feb 11-15	Review of GAVS TOOLS	Information on CourseDen and at GA Virtual School	TOOLS discussions
<b>Week 7</b> Feb 18-22	The Flipped Classroom; Integrating technology to create a hybrid and/or "flipped" course.	Read <i>Flip Your Classroom</i> , p. vii-50 and p. 95-112; "9 Tips" on CourseDen	Discussion 1
<b>Week 8</b> Feb 25 - Mar 1	<b>Online GAVS welcome/orientation session: Mon February 25 at 6:00pm</b> Creating videos from PowerPoint or other presentation formats.	--	Voiceover PPT uploaded and shared via YouTube; Reflection 1
<b>Week 9</b> Mar 4-8	Teaching for academic success	Read <i>Never work Harder than your Students</i> ch 1-2, p. 27-76	Discussion 2; Monitor/note GAVS course activity
<b>Week 10</b> Mar 11-15	Creating videos with Screencast-o-Matic or other picture-in-picture formats.	Read <i>Never work Harder than your Students</i> ch 3-4, p. 77-124	Discussion 3; Monitor/note GAVS course activity
-- Mar 18-22	spring break	--	Screencast-o-Matic video with PIP uploaded and shared via YouTube; Reflection 2; Monitor/note GAVS course activity
<b>Week 11</b> Mar 25-29	Creating student-centered lessons designed for active learning	Read <i>Never work Harder than your Students</i> ch 5-6, p. 125-69	Discussion 4; Monitor/note GAVS course activity
<b>Week 12</b> Apr 1-5	Differentiation overview	--	Instructional video of your choice uploaded and shared via YouTube; Reflection 3; Monitor/note GAVS course activity
<b>Week 13</b> Apr 8-12	Independent work on online modules	Read <i>Never work Harder than your Students</i> ch 7-8, p. 170-205	Discussion 5; Monitor/note GAVS course activity
<b>Week 14</b> Apr 15-19	Independent work on online modules	--	GAVS critiques emailed to Mr. Miller and copy Dr. Huss by Apr 22
<b>Week 15</b> Apr 22-26	Independent work on online modules	--	Final online modules designed for a "flipped classroom" completed in the CourseDen sandbox by Apr 29
<b>Week 16</b> Apr 29 - May 3	<b>Online Teaching Presentations either April 30, May 1, 2, or 3 beginning at 6:00pm</b>	--	Reflection 4