

**SEED 7266                      Advanced Instructional Strategies for the 21<sup>st</sup> Century Classroom**

Semester Hours:                      3

Semester/Year:                      Spring 2016

Time/Location:                      Saturday January 23, 9am-4pm in Coliseum 2120, and  
online via CourseDen.

Instructor:                              Dr. Robyn Huss

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Office/Hours:                              Coliseum 2046  
Tuesdays 11:00am-3:00pm, Thursdays 11:00am-5:00pm;  
Other days/times may be arranged by appointment, or online via email.

**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.

*Educator Preparation Handbook for Field Experiences*. (2015-16). Carrollton, GA: UWG College of Education. Available at <http://www.westga.edu/ofe/>

Jackson, R. (2009). *Never work harder than your students and other principles of great teaching*. Alexandria, VA: ASCD.

Tk20 Subscription. These are available at the University Bookstore or [http://www.westga.edu/coe/index\\_550.php](http://www.westga.edu/coe/index_550.php). If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see [http://www.westga.edu/coe/index\\_550.php](http://www.westga.edu/coe/index_550.php). For assistance, email [tk20@westga.edu](mailto:tk20@westga.edu).

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

**ONLINE SUPPORT**

Tk20	For assistance, email <a href="mailto:tk20@westga.edu">tk20@westga.edu</a>
Education Wiki	<a href="http://www.educationlabsatuwg.wikispaces.com">www.educationlabsatuwg.wikispaces.com</a>
CourseDen Home Page	<a href="https://westga.view.usg.edu/">https://westga.view.usg.edu/</a>
CourseDen Help & Troubleshooting	<a href="http://uwgonline.westga.edu/">http://uwgonline.westga.edu/</a>
UWG On-Line Learning	<a href="http://uwgonline.westga.edu/">http://uwgonline.westga.edu/</a>
Distance Learning Library Services	<a href="http://westga.edu/~library/depts/offcampus/">http://westga.edu/~library/depts/offcampus/</a>
Ingram Library Services	<a href="http://westga.edu/~library/info/library.shtml">http://westga.edu/~library/info/library.shtml</a>
University Bookstore	<a href="http://www.bookstore.westga.edu">http://www.bookstore.westga.edu</a>

## 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.

## COE VISION AND MISSION

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.

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

The vision and mission of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. National standards [Interstate New Teacher Assessment and Support Consortium (InTASC)] also are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards, as identified below.

## APPROACHES TO INSTRUCTION

This course will use interactive technology, small and large group discussion, Microsoft Office tools, and writing across the curriculum as strategies. Students are expected to read the text and use it as a guide for their coursework and field experience. Students are expected to use CourseDen for discussions.

This course will be delivered approximately 95 % online. This requires the online equivalent of approximately 2850 minutes of instruction and an additional 5700 minutes of supporting activities. Thus, you should plan to devote a weekly average of 3 hours toward instructional time and an additional 6 hours toward independent work on the supporting activities and assignments.

As such, you will be required to complete the following online activities during this course:

<u>Activity</u>	<u>Online Instructional Equivalent</u>
Readings	580 minutes
Audio/video instruction	580 minutes
Collaboration	120 minutes
Discussion posts	360 minutes
Online assignments	1210 minutes

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

## COURSE OBJECTIVES

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, 2002);  
(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)

## **CLASS, DEPARTMENT, AND UNIVERSITY POLICIES**

### **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 *Connection and Student Handbook* and the *Graduate Catalog*.

### **Attendance:**

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

### **Disability:**

All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: [http://www.westga.edu/studentDev/index\\_8884.php](http://www.westga.edu/studentDev/index_8884.php). Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

### **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.

### **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.**

## **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*. (10<sup>th</sup> 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 act 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.
- Enggen, P., & Kauchak, D. (2012). *Strategies and models for teachers: Teaching content and thinking skills* (6th ed.). Boston, MA: Pearson.
- Educator preparation handbook*. (2013-14). Carrollton, GA: UWG College of Education.
- Georgia Department of Education. (2002). *Georgia Performance Standards*. Atlanta, GA.
- 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., & Anctil, 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/TJL1113/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.

## ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

### Evaluation and Grading:

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 are not listed in order; pay attention to due dates!

Grades that influence your final average include but may not be limited to the following:

Field Experience Evaluations by cooperating teacher	50 points
GA Virtual School TOOLS	50 points
GA Virtual School projects	50 points
Discussions	50 points (10 pts x 5)
Reflections	80 points (20 pts x 4)
Video activities	50 points (25 pts x 2)
Microteachings	100 points (50 pts x 2)
Unit Plan	100 points
Strategies for meeting the needs of special populations	220 points (55 pts x 4)
Reflective analysis of teaching strategies	100 points
	<b>850 points TOTAL</b>

### Class 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!

Assignments are not listed in order; pay attention to due dates!

1. **Online Field Experience Evaluations/ Projects**. Refer to CourseDen for due dates. *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.
2. **Unit Plan**. Due on CourseDen. *Course Objectives 1-10*.  
This is the critical assessment for this course. You will develop a unit plan of 5 lessons in the subject area of your certification area, with a focus on active student engagement through flipped instruction.
3. **Microteachings**. Due on CourseDen. *Course Objectives 1, 2, 8, 9*.  
You will create two video-based lessons, and critique those of your classmates.
4. **Discussions**. Refer to CourseDen for the five due dates.  
There will be five discussions on CourseDen that 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 four entries.
5. **Reflections**. Refer to CourseDen for due dates.  
There will be seven reflections on CourseDen that 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 dropbox. 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!

5. **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!

### Tentative Schedule for Spring 2016

This is a general plan for this course. Be aware that this schedule may change as the semester progresses!  
Any/all changes will be announced in class and reflected in the weekly assignment postings on CourseDen.

Dates	Course Topics	Readings and Viewings	Homework (usually due the following Sunday by midnight)
<b>Week 1</b> Jan 11-15	Intro to course, syllabus, etc.; Review of GaVS TOOLS	Familiarize yourself with the online course in CourseDen	--
<b>Week 2</b> Jan 18-22 <b>Mandatory in-class meeting on January 23</b>	The Flipped Classroom How to make a positive first impression; 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	Introductory video shared via YouTube; Discussion 1
<b>Week 3</b> Jan 25-29	Creating videos from PowerPoint or other presentation formats.	<i>Never work Harder than your Students</i> ch 1-2, p. 27-76	Voiceover PPT uploaded and shared via YouTube; Reflection 1; Discussion 2
<b>Week 4</b> Feb 1-5	Creating student-centered lessons designed for active learning	<i>Never work Harder than your Students</i> ch 3-4, p. 77-124	Discussion 3
<b>Week 5</b> Feb 8-12	Creating videos with Screencast-o-Matic or other picture-in-picture formats.	<i>Never work Harder than your Students</i> ch 5-6, p. 125-69	Screencast-o-Matic video with PIP uploaded and shared via YouTube; Reflection 2; Discussion 4

<b>Week 6</b> Feb 15-19	Transformative Teaching	<i>Never work Harder than your Students</i> ch 7-8, p. 170-205;	Microteach 1: Instr video of your choice upload/share via YouTube; Reflection 3; Discussion 5
<b>Week 7</b> Feb 22-26	Independent work on unit plans	--	Critiques of Microteach 1
<b>Week 8</b> Feb 29 - Mar 4	Differentiation overview	--	Microteach 2: Instructional video of your choice uploaded and shared via YouTube; Reflection 4
<b>Week 9</b> Mar 7-11	Strategies for meeting the needs of lesbian, gay, bisexual, transgender, and questioning (LGBTQ) students	Readings on CourseDen	Due <b>Wednesday</b> 3-9: Read/respond to my article <u>and</u> Post your article Due <b>Friday</b> 3-11: Respond to five class articles <u>and</u> posts about your article Due <b>Sunday</b> 3-13: Reflective Analysis
-- Mar 14-18	No class: spring break	--	--
<b>Week 10</b> Mar 21-25	Strategies for meeting the needs of English language learners	Readings on CourseDen	Due <b>Wednesday</b> 3-25: Read/respond to my article <u>and</u> Post your article Due <b>Friday</b> 3-28: Respond to five class articles <u>and</u> posts about your article Due <b>Sunday</b> 3-29: Reflective Analysis
<b>Week 11</b> Mar 28 - Apr 1	Strategies for meeting the needs of gifted populations	Readings on CourseDen	Due <b>Wednesday</b> 3-25: Read/respond to my article <u>and</u> Post your article Due <b>Friday</b> 3-28: Respond to five class articles <u>and</u> posts about your article Due <b>Sunday</b> 3-29: Reflective Analysis
<b>Week 12</b> Apr 4-8	Strategies for meeting the needs of homeless and highly mobile populations	Readings on CourseDen	Due <b>Wednesday</b> 4-1: Read/respond to my article <u>and</u> Post your article Due <b>Friday</b> 4-4: Respond to five class articles <u>and</u> posts about your article Due <b>Sunday</b> 4-5: Reflective Analysis
<b>Week 13</b> Apr 11-15	Independent work on unit plans		Unit plans designed for a “flipped classroom” due online
<b>Week 14</b> Apr 18-22	Unit plan critiques		Critiques of unit plans due online
<b>Week 15</b> Apr 25-29	Independent work on unit plans Online Teaching Presentations	--	Final unit plans designed for a “flipped classroom” due online