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Prerequisites:

Graduate Standing

Course Description:

Examination of instructional models that foster reasoning, reorganizing, remembering, and relating skills.

Rationale:

Teachers must have a varied repertoire of instructional strategies if they are to help students approach content in the different ways needed to fully understand the diversity and complexity of ideas. This course is designed to help teachers learn when and how to use selected models of teaching to increase both instructional effectiveness and the learning of their students.

Course Objectives

The student will:

1. Identify the specific phases, strengths, and weaknesses of each instructional model.
2. Evaluate sample lessons that utilize the instructional models.
3. Describe the theoretical basis for each instructional model.
4. Identify ways in which instructional models can enhance the learning of diverse students.
5. Demonstrate a working knowledge of the instructional models by developing lesson plans for these models.
6. Implement lesson plans using selected instructional models in a classroom and evaluate the success of the implementation.
7. Utilize technology to communicate knowledge, ideas, and information about the instructional models with other class members.
8. Demonstrate an ability to work independently, display self-motivation and persistence in the online learning experience
9. Abide by timelines and seldom procrastinate realizing that neglecting to turn in work on schedule may result in a delay for other class members as well as the student.
10. Demonstrate good reading and writing skills, which are essential for acquiring most of the course information.
11. Become an active and professional member of the online learning community.

Instructional Models:

Concepts will be introduced using a variety of teaching approaches including online learning experiences and distance learning.

Special Needs Accommodation:

In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Required Textbooks:

1. Lasley, T., Matczynski, T., & Rowley, J. (2002). *Instructional models: Strategies for teaching in a diverse society*. Belmont, CA: Wadsworth/Thomson Learning.

Communication:

Required: Students **MUST** have access to Blackboard to participate in this course. The majority of the course content, communication with the instructor and other class members, and the ability to complete and submit course requirements will be conducted via Blackboard. Students must utilize the WKU email account provided by the university to receive communication from the instructor.

Evaluation and Grade Assignment:

- Projects, assignments, quizzes, discussion boards, and any online requirement must be completed and uploaded no later than 8:00 AM on the date due. There will be a 10% grade reduction for each day the assignment is late.
- After three days, late assignments will not be accepted.
- If you do not agree with a grade on an assignment, you may schedule an appointment to discuss the grade with the instructor. You have the responsibility to prove why the grade should be changed; however, the instructor reserves the right to mark any oversights. Grades for papers returned to students will not be changed after three days.
- Problems with due dates and exams must be discussed with the instructor prior to the due date.
- Plagiarism will not be accepted and will be given a grade of 0, and the student may face further disciplinary action according to university policy. **Student work will be checked using plagiarism detection software.**

Electronic Portfolio and Critical Performances

If you are not registered on the electronic portfolio website, you must do so to upload the critical performance. The web address for the electronic portfolio system is: <http://edtech2.wku.edu/portfolio/>

The assignment must be typed in Microsoft Word or Word Perfect to be uploaded. Microsoft Works will **not** upload to the university's electronic portfolio.

An X will be assigned as a final grade until the upload is completed. Once the assignment upload is completed by students receiving the X, the student is then required to complete an official Change of Grade form. This form can be obtained from the Department of Curriculum and Instruction. The student will complete the Change of Grade form and then submit it to the Instructor who will sign it and forward it to the Department Head for final approval. At that point the form will be sent to the Office of Registrar. To avoid this complicated and time consuming process, take care of your Critical Performance upload promptly and efficiently!

Grade Reporting:

Students will be required to check Blackboard for posting of grades throughout the term. Student inquiries regarding grades must be addressed through a requested meeting with the instructor. No discussions of point deductions (i.e., grades) will take place via e-mail. However, students are encouraged to report any computational errors or posting errors in graded work to the instructor immediately.

Assignment Submission:

- ◆ All assignments must be completed using a word processor. APA guidelines will be used for all assignments. All work submitted by students must follow the assignment guidelines or it will not be accepted. Points will be deducted for spelling, typographic, and grammatical errors.
- ◆ The student should keep a copy of all assignments. In the event that an assignment is misplaced, lost, or the instructor is unable to open the document when uploaded to Blackboard, the burden of proof that the assignment was completed rests with the student.
- ◆ All assignments will be submitted online via Blackboard.
- ◆ Any student found cheating or copying from another student's work, or found to have plagiarized from other material (or using any materials for an assignment not completed by that student) will receive a grade of 0 for the assignment in question, and may face further disciplinary action according to university policy. **Student work will be checked using plagiarism detection software.**
- ◆ A grade of "X" (incomplete) is given only when a relatively small amount of work is not completed because of illness or other reason satisfactory to the professor.

Evaluation and Grade Assignment:

Grading in EDU 544 is based on a point system. It is possible to earn a maximum of 400 points. The total point accumulation determines the final grade.

Tentative Grading Scale	
Grade	Points

A	370-400
B	334-369
C	286-333
D	238-285
F	237 or below

Tentative Point Values	
May be adapted by the instructor as needed	
Student Homepage	10 points
Getting to Know You Introductory Discussion Board	10 points
Online Live Chats Or Instructional Model Summary	2 chat participations at 20 points each = 40 points
Discussion Board	3 entries at 25 points each =75 points
Chapter Quizzes	3 quizzes at 10 points each = 30 points
Technology Assignment: Online Learning Game	40 points
Lesson Plan Assignment	75 points
Lesson Plan Reflection	50 points
Final Exam	50 points
Professionalism	20 points
Total Points	400 points

Assignment Synopses

Through directions and scoring guides posted on Blackboard, the instructor will make more information about assignments available. All assignments are subject to revision at instructor's discretion.

1. Textbook and Powerpoints

The student is expected to read selected text material and chapter powerpoints to complete course assignments. Topics are listed on the course schedule and course calendar. See professionalism points for further guidelines.

2. Homepage and "Getting to Know You" Discussion Board

The student will complete a Blackboard student homepage, which will include a digital image. The student will submit an entry on the "Getting to Know You" Discussion Board. More directions for these assignments can be found in Course Documents.

3. Online Discussion Board:

An important part of this online course is the participation in the discussion boards. The prompts are posted on Blackboard in the Discussion Board section. The professional guidelines for participation in a discussion board are posted in Course Documents. Students are expected to be a part of the online learning community and to exhibit the highest level of professionalism in this arena of learning. Due dates are posted on the course calendar. .

4. Educational Live Online Chat Session OR Instructional Model Summary

There are two dates on the course schedule for the online chat. You may choose one of the following options for this assignment:

(a) Participate in the two online chats listed on the schedule.

(b) Participate in one online chat (you may choose the date). To fulfill requirements for the remaining online chat participation, you may submit an Instructional Model Summary for grading. Further directions can be found in the Assignment folder in Course Documents.

5. Technology Assignment: Online Learning Game

The student will develop an online learning game for the grade level of choice. The game will reflect one of the instructional models. More information can be found in the assignment folder in Course Documents.

6. Quizzes:

The student will complete quizzes on selected chapters. The quiz can be accessed from the Assignment section of Blackboard and the grades can be checked via Blackboard gradebook. Students are to work independently on the quizzes. Correct answers cannot be accessed until all students have completed the quiz. Due dates are posted on the course calendar.

7. Lesson Plan Sequence:

The student will demonstrate a working knowledge of the instructional models of teaching by developing a lesson plan sequence that follow the Kentucky Teacher Intern Program (KTIP) format. This lesson is to be implemented with students. Since this is the summer session and access to a classroom is limited, we will have to be creative in our thinking about opportunities for implementation. More on this along with the prompt, lesson plan template, and scoring guide in the Course Documents section of Blackboard. Due date is included in the course calendar.

8. Lesson Plan Reflection:

The student will implement one lesson plan (described above) in a classroom setting (or pseudo classroom). The student will provide an artifact (photograph, student work, video tape, or other) that verifies the implementation of the lesson. A reflection of the lesson is to be submitted on the Assignment section of Blackboard and will include the examination of student work along with a self-evaluation of teacher performance. Prompt and scoring guide are posted in Blackboard in the Course Documents section. Due date is included in the course calendar. Student may upload the artifacts and student work samples in the Assignment section of Blackboard OR mail them to the instructor at the following address:

*Dr. Lisa Murley
146 Deer Meadow Ave.
Bowling Green, KY 42103*

If mailed, the artifacts and/or student work samples must reach the instructor on or before the due date.

Postmarked on the due date or after will result in point deduction. If you mail your lesson plans or artifacts, please do NOT require Dr. Murley to sign for them at the post office. A priority mailing will require a signature, so please do not use this type of mailing. Note that you are mailing to my home address, and although I will be keeping some office hours throughout our course I am requesting that you use my home address for your mailing.

9. Final Exam:

The student will complete a final examination. The instructor will provide a study guide that will be posted on Blackboard in the Course Documents section. Final exam date is included on the Course Calendar.

10. Professionalism/Attendance/Participation:

Twenty points may be earned for professionalism and attendance. The amount of professionalism/ participation points earned will depend upon the following standards being met:

Due dates will be observed. Posting assignments late or not at all will result in a loss of professionalism points as well as a loss of points for the specific assignment. The student is to post only original work and is expected to work independently on discussion boards and quizzes during the online course. Failure to abide by these guidelines could result in dismissal from the course or other penalties as per university policy. Respect for the view of each member of the learning community and the use of professional standards when communicating with the instructor or other class members is expected and will be adhered to throughout participation in this online course. The student will make every effort to be a contributing member of the EDU 544 online learning community in order to experience optimal educational and professional growth. See Course Documents for a listing of the online professional guidelines and scoring guide.

EDU 544 Cybercafé

The EDU 544 Cybercafé is a discussion board forum created for online conversations between the instructor and student or among students. You may begin a thread in the forum focusing on the educational topic of your choice, you may ask the instructor a question about the course or an assignment, or you may use this as a place to post creative or interesting news that may be of interest to others. This is the type of discussion that may occur at the beginning or end of a face-to-face class meeting. There are no points associated with this discussion board; however, professionalism is expected just as in other discussion boards or course assignments. If you wish the instructor to respond to a question, please send an email requesting the instructor to check the cafe' DB for the question.

EDU 544 Concentration of Kentucky Teacher Standards for Preparation & Certification

Standard 1:

Demonstrates Knowledge of Content

The teacher demonstrates content knowledge within own discipline(s) and in application(s) to other disciplines.

Standard 2:**Designs/Plans Instruction**

The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Standard 4:**Implements/Manages Instruction**

The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Standard 5:**Assesses and Communicates Learning Results**

The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Standard 6:**Demonstrates Implementation of Technology**

The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research

Standard 7:**Reflects/Evaluates Teaching/Learning**

The teacher reflects on and evaluates teaching/learning.

