

CENTRAL MICHIGAN UNIVERSITY
COLLEGE OF EDUCATION, HEALTH AND HUMAN SERVICES
TEACHING AND LEARNING FROM THEORY TO PRACTICE

Designer	number	title	credit hrs
ELS/SED	508	Teaching and Learning, from Theory to Practice	3

COURSE DESCRIPTION: This course will focus on the teaching and learning from theory to practice.

PREREQUISITES:

COURSE GOALS:

1. To increase students' knowledge and understanding of various teaching behaviors that increases the probability of learning.
To increase students' knowledge of cognitive and behavioral learning.
To increase students' knowledge of models for teachings.
To increase students' knowledge of having students involved in the design and development of meaningful and useable curriculum.
To increase students' knowledge of Bloom's Taxonomy.
To increase students' knowledge of theories of intelligence.
To apply student achievement data in lesson plan design.

LEARNING OBJECTIVES:

Upon successful completion of the course, the student should be able to:
Explain the current paradigm of the art and science of teaching, including the identification of cause and effect relationships in teaching and learning;
Describe and explain several of the major models of teaching, including advance organizers, concept attainment, inquiry, cognitive growth, mastery learning, direct instruction, and non-directive teaching;
Describe and explain instructional approaches to teaching thinking, including problem solving, decision making, and conceptualizing;
Explain and apply theories of intelligence, learning, and instruction which have been explored during the course;
Formulate and defend his/her own theory of instruction.

REQUIRED READING:

- Models of Teaching M. Weil, E. Calhoun, B. Joyce. Allyn and Bacon, 6th ed., August 18, 1999
2. Handbook of Gifted Education N. Colangelo and G. Davis. Allyn and Bacon, 2nd ed., August 16, 1996

SPECIFIC REQUIREMENTS:

All required readings	20%
Active participation in in-class activities	25%
Written mid-term assignment	25%

Comprehensive final exam	20%
Development of a personal theory of instruction (for an <u>A</u> grade only)	10%
TOTAL	100%

EVALUATION:

- A Grade - graduate level performance on 1-2-3-4-5
 - B Grade - graduate level performance on 1-2-3-4
 - C Grade - below graduate level performance on 1-2-3-4
- The minimum requirement for a passing grade is completion of 1-2-3-4

COURSE OUTLINE:

DATE HOURS	GENERAL TOPICS	ASSIGNMENT	CREDIT
First Class <i>Wednesday</i> 1-17-01 Last Class 4-25-01	Against Dogmatism: A Foundation for Alternative Models of Teaching Art and Science of Teaching Theories of Learning Behavior Theory Cognitive Theory Theories of Instruction Learning and Memory	Weil, Calhoun & Joyce Chapter 25, plus pages 433-435	2
1/24	Making Decisions Using Student Achievement Data Cognition: Developmental Stages Cognitive Structure, Schema Theory, Expressive Learning and Metacognition Piaget: Developing Intellect	Participate in a Dialogue Session with an Administrator using a Student Data Profile Spreadsheet Nicholas Colangelo, Gary A. Davis Pages 11, 18 and 19 Weil, Calhoun & Joyce Chapter 14	2
1/31	Cognition: Differentiating, Distancing, Designing, Transfer Theory, Simple Wholes, Thinking, Frames, Taxonomies Bloom: Cognitive Domain	Nicholas Colangelo, Gary A. Davis Chapter 2	2
2/7	Teaching Thinking: Model Approaches Beyer: Direct Instruction of Thinking Skills Perkins: Knowledge As Design DeBono: Lateral Thinking	Handouts	2
2/14	Theories of Intelligence Jensen: Intelligence As Power Gardner: Seven Distinct Intelligences Personalities, Equity Sternberg: Triarchic Theory of Intelligence	Nicholas Colangelo, Gary A. Davis Chapters 4 & 5 <i>Peer Observation using TESA</i>	3 (2+1)
2/21	Cognitive Mapping Concept Mapping Visual Organizers Thinking Matrix	Handouts	2
2/28	Teaching Thinking: Problem Solving Sternberg: Real-World Problems Schon: The Reflective Practitioner Wallas: Creative Problem Solving	Nicholas Colangelo, Gary A. Davis Chapter 24	2

3/7	Direct Instruction: Theory of Causal Relationships Rosenshine: Direct Instruction Hunter: Mastery Teaching (ITIP) Bloom: Mastery Learning	Weil, Calhoun & Joyce Chapter 20 plus Pages 323-324 <i>Concept Map Teaching & Learning</i>	6 (2 + 4)
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DATE HOURS	GENERAL TOPICS	ASSIGNMENT	CREDIT
3/14	Models of Teaching: Concept Development Taba: Inductive Teaching	Weil, Calhoun & Joyce Chapter 8	2
3/21	Models of Teaching: Concept Attainment Bruner: Theory of Concepts Ausubel: Advance Organizers	Weil, Calhoun & Joyce Chapters 9 & 13	2
3/28	Models of Teaching: The Writing Process Writing to Learn Elements of The Writing Process (Pre-writing, Drafting, Revising, Editing, Publishing)	mid-term Due	2
4/11	Models of Teaching: Cooperative Learning And Learning Styles Johnson & Johnson: Cooperative Learning Slavin: Cooperative Learning Dunn: Learning Styles	Nicholas Colangelo, Gary A. Davis Chapter 20 <i>Practice a model + reflection</i>	4 (2+2)
4/18	Models of Teaching: Selected Models Suchman: Inquiry Teaching Gordon: Synectics	Weil, Calhoun & Joyce Chapter 10 & 12	2
4/25	Comprehensive Final Exam	<i>Peer Evaluation of teacher using concept map</i>	3 (2+1)

GENERAL METHODOLOGY:

The format of this course will include opportunities to learn and apply the course objectives through small group discussions, journal entries, presentations by other participants, reading, video tapes (self video of student teaching practices), viewing programs with other participants, peer observations, live forums, and engaging in classroom lectures and discussion.

SYLLABUS PREPARED BY: Larry Audet
Superintendent, Owosso Public Schools

DATE: 12/14/00