"Psychology is a science, and teaching is an art; and sciences never generate arts directly out of themselves. An intermediary inventive mind must make the application by using its originality."

William James from Talks to Teachers, Talks delivered in 1892

INTRODUCTION

What might be the content in a course called reflective teaching? It is a set of teaching methods. (A start) It is our capacity and propensity for critiquing such methods. (Getting further) It is our reflection as we critique the methods, before during, and after we employ them. (That is it!!!) It involves those reflections as part of our larger critique of society. (That is it even more!!!!) Learning to teach, like all significant learning, involves personal transformation. The process is grounded in the essence of who you are and in the essence of your being. This is because your style of teaching should flow from your thoughtfully honed personal philosophy of education. Your style of teaching should not flow from whims. In ED260, you will learn a large number of strategies for teaching and you will develop an artful approach to incorporating those strategies into a lesson. Ultimately, issues discussed in this course will help you examine and create a philosophy of teaching. This creation will lie at the core of your transformation. Given the nature of such transformative learning, you cannot approach this course and the task of learning how to teach with half a mind or half a heart. I promise you that I won't.

TEXTS

1) Learning & Teaching: Research-Based Methods (Fourth Edition) by Donald P. Kauchak and Paul D. Eggen
2) AlphaGraphics Text of Readings [Text readings marked with (A) on course schedule]

ATTENDANCE/ASSIGNMENTS

Since the issues being considered in the course require informed discussion and involvement, you are expected to attend every class with a basic understanding of the assigned reading or with questions to be raised about the reading. If you must be absent

1 For general e-mail correspondence related to the class, please put ED260 in the subject slot.
for some reason, it is best to let me know ahead of time. For each unexcused absence, a 0 will be calculated for 2% points of your total grade. There will be unannounced quizzes throughout the semester. You will be permitted to make up these quizzes if you produce a doctor's excuse or have a valid emergency. It is your responsibility to find out about and secure any materials that may have been distributed or assignments given during missed classes. Missing more than three sessions will be a signal to me of a serious problem that we should discuss.

Absence is not an excuse for missed work. If circumstances arise that keep you from completing an assignment when it is due, you should discuss the situation with me. I have provided my office and home phone number so that you can call me.

It will be your responsibility to talk to class members to find out in detail what you missed. Absence is not an excuse for turning assignments in late. Missed quizzes may be made up if you present a doctor's note or a valid excuse explaining the emergency nature of your absence.

Grades for assignments that are late without prior agreement will be lowered by 5% of the total value of the assignment on the first day and 5% more for every subsequent two days of lateness.

ACADEMIC HONESTY

Many of the assignments for the course are designed to be completed outside of class time. This permits you to discuss them with other class members. In the case of some assignments, you are required to do this. Such discussions do not constitute plagiarism which is the presentation of someone else's work as your own. (This does not mean that you can't express the same point of view as someone else.) For written work to be acceptable, its final form must be the product of your own thought and effort. Anything else is of no value as a measure of your effort and understanding and will receive no recognition.

If a completed assignment is found to be dishonest, a grade of zero will be entered for the assignment, and the office of the Academic Dean will be notified of the action in accordance with the college policy. If you have any questions about the College policy, consult the appropriate pages in the Moravian College Student Handbook. In addition, you need to go through a procedure for being accepted into the teacher education program. It would make it hard for me to support your acceptance into the program and your desire to be a teacher if you were to take such a cynical view of teaching.

ASSIGNMENTS and GRADING:

1. Peer Microteaching Analyses and Log (40% total)
   Analysis 1 (10% )  Analysis 2 and 3 (15%)
2. Microteaching Lesson Plans (10% Total)
   Microteaching I Lesson Plan (2%)
   Microteaching II and III Lesson Plans (4% Each)
3. Talks to Principals (25% Total)
   Talks 1 (10%)
   Talks 2 (Final) (15%)
4. Learning Journal (5%)
5. Writing-to-Learn Activities (10%)
6. Quizzes (5%)
7. Participation in Class Discussion (5%)
COURSE SCHEDULE

HOW DO WE LEARN?
8/30 (Tues.)-How do we learn?/Becoming a learning community

9/1 (Thurs.)-Models of Learning
Lab: What is reflection in teaching?
Assignment: 1) Cognitive Views of Learning by Paul Eggen and Don Kauchak (A)
2) Course Syllabus and Assignments (Handout)
DUE: Class to be used for learning journal.

DIRECT INSTRUCTION AND LESSON PLANNING
9/6 (Tues.)-Direct Forms of Instruction: Hunter's Eight Steps
Assignment: 1) K & E, Ch. 11 (pp. 357-375)
2) K & E, Ch. 4 (pp. 139-144, Start with "Effective Lesson Beginnings")

9/8 (Thurs.)-Planning a Lesson Using Direct Forms of Instruction: Hunter's Eight Steps
Lab: Lesson Plan Workshop
Assignment: 1) K & E, Ch. 3 (PP. 72-77; figure 3.2, p.78; pp. 84-87 "The Linear Rational Model" pp. 98-101; pp. 105-108)
2) Lesson Plan Format (Handout)
3) Wong Format for Behavioral Objectives (Handout)
DUE: Learning Journal (1 Entry)

9/13 (Tues.)-Lecture-Recitation
Assignment: 1) K & E, Ch. 11 (pp. 375-389; Start with section "Lecture Discussions)
2) K & E, Ch. 4 (134-139; Start with section marked "Effective Communication")

9/15 (Thurs.)-Teaching Concepts Directly (and Indirectly)
Lab: Concept Attainment
Assignment: K & E, Ch. 8 (pp. 252-274)
DUE: Learning Journal (1 Entry)
DUE: Rough Draft of Lesson Plan for Microteaching 1

9/20 (Tues.)-Introduction to Constructivism

2 Unannounced quizzes on nightly readings will be given throughout the semester. Anticipate writing-to-learn assignments throughout the semester as well.
3 (A) by an assignment means that the reading can be found in the Alphagraphics text.
Assignment: 1) "The Courage to be Constructivist" by Martin G. Brooks and Jacqueline Grennon Brooks, *Educational Leadership*, 1997, 57 (3) (A)
2) K & E, Ch. 7 (pp.224-229)

9/22 (Thurs.)-Concluding Thoughts on Direct Instruction
Lab: Microteaching 1
DUE: Lesson Plan

**CONSTRUCTIVIST LEARNING/CONSTRUCTIVIST TEACHING**

9/27 (Tues.)-What is Constructivism? Problem-Based Learning: A Model
Assignment: 1) K & E, Ch. 7 (pp. 229-236)
2) "Problem-Based Learning: As Authentic as it Gets" by William Stepiein and Shelagh Gallagher, *Educational Leadership*, 1993, 50 (7) (A)
3) K & E, Ch. 10 (pp. 336-345)

9/29 (Thurs.)-Other Constructivist Models: Inductive Learning and Inquiry
Lab: Triad Meetings
A discussion of the learning journals.
Assignment: 1) "Learning to Think Inductively" from *Models of Teaching, Seventh Edition* by Bruce Joyce, Marsha Weil, Emily Calhoun, 2004, Allyn and Bacon.
2) K & E, Ch. 10 (pp. 346-352)
DUE: Learning Journal (1 Entry)

10/4 (Tues.)-Talks to Principals I

10/6 (Thurs.)-Questioning, A Fundamental Skill for Inquiry and Other Constructivist Pedagogy
Lab: Questions
Assignment: 1) K & E, Ch. 5 (pp. 152-184)
2) "Deciding How to Ask Questions" by Donald Orlich et.al. (Handout)
DUE: Learning Journal (1 Entry)
DUE: Early Draft of Microteaching I Analysis

10/13 (Thurs.)-Constructivism and Student Discourse: Cooperative Learning
Lab: Planning for microteaching II
Assignment: K & E, Ch. 9 (pp. 284-309)
DUE: Analysis for Microteaching I and Log
DUE: Rough Draft of Lesson Plan for Microteaching II

10/18 (Tues.)-Cooperative Learning Ctd. and Group Discussion
Assignment: 1) K & E, Ch. 9 (pp. 309-318)
2)"Refuting Misconceptions about Classroom Discussion" by William W.

Wilens, Social Studies, 95 (1) (A)

10/20 (Thurs.)-Lab: Microteaching II
DUE: Lesson Pan

10/25 (Tues. 9:00-11:30)-Final Thoughts on Discussion and Constructivism
Lab: Triad Meetings/What is an effective discussion? An Inquiry
Assignment: 1))Eggen and Kauchak, pp. 118-123 (Handout)
2)"Group Investigation" from Models of Teaching, Seventh Edition by
Bruce Joyce, Marsha Weil, Emily Calhoun, 2004, Allyn and Bacon
DUE: Summary Entry for Learning Journal
To make up time missed for Yom Kippur on Thursday, October 13, we will have a
shortened lab in addition to class.

10/27 (Thurs.)-Writing, Language, and Constructivism
Lab: Writing Workshop
Assignment: 1)The Power of Voice" by Tom Romano, Educational Leadership,
2004,

62 (2) (A)
2)"The Writing Rubric" by Bruce Sadler and Heidi Andrade,
Educational Leadership, 62 (2) (A)
DUE: Early Draft of Microteaching II Analysis

11/1 (Tues.)-Writing, Language, and Constructivism
Assignment: Chapter on Writing Across the Curriculum in Chosen Text

TEACHING LITERACY: READING ACROSS THE CURRICULUM

11/3 (Thurs.-Reading Across the Curriculum, Basic Theory
Assignment: 1)Cognitive Background on Reading from Chosen Text
2)"The Challenge of Content-Area Reading: A Conversation with Donna
Ogle" by Marcia D'Arcangelo, Educational Leadership, 2002, 60(3)
(A)
3)Materials for Reading Problem
DUE: Analysis for Microteaching II and Log [Accepted on Friday, 11/4 by noon if you
are present in class on 11/3]

11/8 (Tues.)-Preparing to Read Text

4 As part of the reading unit, there will be two or more graded writing-to-learn activities.
Assignment: 1) Prereading from Chosen Text
2) "Seven Literacy Strategies that Work" by Douglas Fisher, Nancy Frey, and Douglas Williams, Educational Leadership, 2002, 60 (3) (A)

11/10 (Thurs.) - Helping Students Read the Text: Constructing a Solution to the Problem
Lab: Solving the Problem
Preparing for Microteaching III
Assignment: 1) During reading strategy from chosen text
2) "Reading, Writing, and Understanding" by Vicki A. Jacobs, Educational Leadership, 2002, 60 (3)(A)
DUE: Lesson plan draft for microteaching III

11/15 (Tues./8:00-11:30) - Lab: Microteaching III
DUE: Lesson Plan

11/17 (Thurs.) - Lab: Triad Sessions

AUTHENTIC ASSESSMENT
11/22 (Tues.) - Authentic Assessment
Assignment: 1) "Creating Tests Worth Taking" by Grant Wiggins Ed Leadership, May, 1992 (A)
2) "Using Rubrics to Promote Thinking and Learning" by Heidi Goodrich Andrade Educational Leadership, 2000, 54 (4) (A)

CLASSROOM MANAGEMENT/FINAL THOUGHTS
11/29 (Tues.) - Classroom Management, Two Models
Assignment: 1) "The Key to Classroom Management" by Robert J. Marzano and Jan S. Marzano, Educational Leadership, 2002, 61(7). (A)
2) "Solving Problems Together" from Beyond Discipline by Alfie Kohn (A)

12/1 (Thurs.) - Developing a Management Plan, Some Concrete Ideas
Lab: Defining the management problem

5 As part of the classroom management unit, there will be two or more graded writing-to-learn activities.
Creating a Management Plan
Assignment: 1)K & E, Ch. 6 (pp. 189-219)
2)"Beginning the Year in an Eighth Grade English Class" (Handout)
DUE: Analysis for Microteaching III and Log [Accepted on Friday, 12/2 by noon if you are present in class on 12/1]

12/6 (Tues.)-Developing a Management Plan: Creating a Learning Atmosphere
Assignment : K & E, Ch.4 (pp. 119-134), Stop with section "Effective Communication"

12/8 (Thurs.)-Final Thoughts
Assignment : The Having of Wonderful Ideas" by Eleanor Duckworth from The Having of Wonderful Ideas" and Other Essays on Teaching and Learning, Teachers College Press: New York, 1987 (A)

LEARNING JOURNAL ASSIGNMENT

Every time you teach you need to be thinking about how people learn. In working to attain that goal, every time you learn something you should reflect on your learning process as well as the implications of that process for how you might teach. In addition, there is a special way to learn within each discipline. Given that you are most likely involved with learning your subject through at least one course this semester, a good place to start considering what it means to learn your discipline is with yourself. The learning journal will help you do this.

Pick a class in your discipline area that you are currently taking. Observe how you go about learning in that class and record your experience. You will focus on different aspects of the learning process, including what conscious strategies you use to gather learning from the class and the approaches your professor uses in helping you to do this. Most importantly, write phenomenologically about your learning experience. Write about the learning process as you experience it during class as well as outside of class. Overall, you will be keeping a record of how the learning process affects you personally. You might want to also describe some of the affective dimensions of the learning process in that class. [The one thing I don't want you to do is use this as a forum to complain about a professor. Try to understand what the professor is doing.]
In the spirit of journal writing, get your thoughts down without worrying about organization, grammar, or spelling. You need to fulfill the following requirements in keeping this journal:

- Identify a class by September 1 and give me a piece of paper with your name and the class title.
- Write at least 4 entries describing the learning process. (Due dates are listed on the course syllabus. They may be delivered as hard copy or via e-mail [merhm02@moravian.edu] by classtime of due date. If you use e-mail, put "ED 260 LJ" into the subject slot for the e-mail.
- Each entry must be at least a page and a half. You need to describe the learning process in a detailed manner. For each entry, you should focus on no more than three aspects of the experience. Entries that do not meet this criteria will be returned for revision.
- Beyond the 4 entries, write a final summary statement where you discuss what you have discovered about how you learn in your content area. In that final statement, you need to also discuss the implications of this experience for how you will teach your content. Before you write this final statement, go back and read your four previous entries. The final statement with all other entries is due on October 25.

Revised: Aug 9, 2005