

**CIED 5360 – Advanced Techniques and Methods of Instruction  
Fall 2017**

*CIED 5360 is a required course for the Masters Degree in Curriculum & Instruction*

**College of Education  
Department of Curriculum & Instruction**

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**Office hours:** **Mondays and Wednesdays, Thursdays**

**Location of class:** Online(Blackboard)

**Course Description:** The focus of this course is exploring advanced methods and techniques of instruction that develop 21<sup>st</sup> century skills such as critical thinking, problem solving, communication, digital citizenship, and collaboration. Study is made of contemporary teaching techniques, strategies and materials. Participants will explore topics in Critical Thinking, Problem Solving, Project-based Learning, and Differentiating for the Special Populations. Participants will create and share a Project Based Unit of instruction in their discipline area.

**Course Format:** This course will be taught in an online format for discussions and course assignments. Participants will submit their Projects in Blackboard.

## Course Content:

**Detailed Activity Schedule: All Assignments are due by midnight on Thursdays. I will have your grade and feedback posted within one week or less. You will have your points earned before the next assignment is due. Late assignments will not be accepted, so if you need to set up a deadline for yourself that is earlier, then do so. Due to the number of online students taking this course, I cannot make exceptions. Thank you for being responsible.**

Go to your Blackboard course and press “Sessions” from the left hand menu. This will bring up the list of sessions for the course. When you click on the colored title of each session, the folder will appear for each session with the materials you will need for this learning session. Follow the steps below to complete each session.

### Session 1: Critical Thinking

1. Click on the module in Blackboard and view the powerpoint:

Attached Files:  [Critical Thinking in the Classroom.pptx](#) (814.144 KB)

2. View the selected Videos.

3. Research a website, you tube, and/or article on Critical Thinking in the Classroom and write a reflection using the DAP format –(This stands for Describe, Analyze, and Plan (DAP) – if you are not familiar with this, google it and become familiar There is also a file posted on BB with a sample DAP reflection for you to review or learn from.☺). You will need to cite the resource, then tell us what you liked about it and what it means to you as a future educator. (the selected videos could serve as the one that you reflect on, but this is just a few I found that I thought were good, there are many, many more to choose from.

4. Turn in your Reflection (in DAP format) through the “assignments” tab in Blackboard.

**Note: For this as well as all the assignments in the course, I will look for evidence that you have viewed and internalized the videos posted with the information that you choose to reflect on. If you post a reflection that shows no evidence of correlation to the materials presented, then your grade will reflect this.** Reflection papers should be approximately 2 pages, double-spaced, 12 pt. Times New Roman. Use at least 3 citations using APA formatting. In other words, this is not your undergraduate style reflection that is your thoughts, but rather more like a short paper. Consult the university writing center if you feel like you need help with your writing. My general policy is to NOT correct editing, as at this level of study you should be turning in perfect papers format wise. If I encounter more than three errors on the first page of a paper, I give a grade of Zero and

return it back to you. Please re-read your assignments – spell check cannot account for proper use of their/they're and so on, so read over your work, please.

### **Session 2: Critical Thinking Through Creativity in the Classroom– Problem Solving-**

1. Watch the videos posted.
2. Write a reflection paper on the topic of “Incorporating Problem-Solving and Creativity in Your Classroom.” Focus on specific strategies that you will use in your classroom.
3. Turn in through the Assignments link.

### **Session 3: Project Based Learning-**

1. This session is designed to familiarize you with the PBL approach that is quickly becoming a staple of method instruction in many schools. Go the Buck Institute website (follow the session folder outline), watch the video and do some research on your own about what is happening in the world of PBL.
2. Look for any signs of PBL in your field placement – if there is evidence of this method of teaching, capitalize on this for your assignment, if there isn't, then start from scratch and design a PBL project that could be implemented into the classroom in which you are doing your field placement. Use the documents posted to guide your PBL project – there is plenty of direction here.
3. Your assignment for this session is to design an OUTLINE of a PBL project – essentially come up with an idea, tell me why it's a good idea and why it is problem based. The reason this says “outline” is because a true PBL project is a huge undertaking, and way to big of a project to do here in this course where you are learning a lot of advanced methods of instruction. Here is a hint from something I recently did, google “Manor New Tech High School” in Manor, Texas right outside of Austin and see what they are doing at that school – pretty cool, huh?
4. Turn in your PBL project outline through the assignments tab in Blackboard.

**Session 4: Providing Useful Feedback to Students** Ok, by this point in the semester, we are tired, so this is an easy one for you. No big assignment here, just some discussion board questions. You may be wondering why is something as essential as giving feedback to students here in “advanced techniques” of teaching. Well, the answer is, because it is essential, and because there is an art to providing good feedback for students. Good feedback actually elicits higher learning, and can be the basis for good instruction all together.

1. View the videos showing some tools, teacher modeling and ideas about how to provide great feedback to your students.
2. Participate in the online discussion questions regarding feedback.

### **Session 5: Bloom's Taxonomy**

1. I could have given you several articles from my cavern of grad studies myself about Bloom and his taxonomy, but I am choosing to let you learn it from a Seinfeld episode instead. If you watch this, look at the other posted graph that has the actual graphic of the

taxonomy and still can't figure out what this is all about, then please google it and learn. Go to Wikipedia and familiarize yourself, by all means.

2. Your assignment for this session is write a lesson plan using the provided format that will be graded using the rubric also contained in this session folder. Write the lesson plan using the highest levels of Bloom's taxonomy you feel would be appropriate while still following the lesson plan format. You may choose the grade level and subject of your lesson plan, just make sure it is clearly written at the top of the lesson plan you turn in.
3. Turn in your lesson plan in to me through assignments, when you receive feedback and your grade and have made suggested changes to your lesson plan, upload into TK20.

### **Session 6: Making Accommodations to Support Inclusive**

1. Read through the posted materials and watch the accompanying videos in this session.
2. Go to the IRIS center and complete the STAR legacy module with the title provided.

### **Course Requirements:**

- Late assignment policy: Late work on modules will result in a 5 point reduction in points PER DAY. Late work in Online Discussions will not be accepted at all after 24 hours past the due date.
- Time requirement: This is an intensive course that requires a minimum of 10-15 hours of preparation time a week.
- Professionalism policy: Students are preparing to become professionals in their field of study and are expected to follow the guidelines of the Code of Ethics of Professional Educators located on the TEA website.
- Academic Dishonesty policy: Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Student Syllabus Guidelines with link ([www.shsu.edu/syllabus](http://www.shsu.edu/syllabus))

### **NCATE Accreditation**

The National Council for Accreditation of Teacher Education (NCATE), the largest accreditation body in the United States, is officially recognized by the U.S. Department of Education and highly acclaimed as an accrediting body for institutions that prepare educators for professional roles in schools. NCATE's mission is to provide accountability and improvement in educator preparation through a standards-based assessment. NCATE accreditation adds value to your education as a program of high quality in the educational community.

"NCATE standards are based on the belief that all children can and should learn, (NCATE, 2008)." The effectiveness of the College or Unit is measured based on the standards, which are institutional guidelines that ensure knowledge, skills, and professional dispositions educators need to facilitate P-12 learning.

The NCATE website is source for additional information accessed as follows:

<http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>

<http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>

## **The Conceptual Framework and Model**

The COE Conceptual Framework establishes the shared vision of the college in preparing educators to work with P-12 students through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment preparing educators to work with P-12 students. Employing a variety of technologies, candidates learn to plan, implement, assess, and modify instruction to meet the needs of diverse learners.

The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are:

Knowledge Base (CF1)

Technological Learning Environment (CF2)

Communication (CF3)

Assessment (CF4)

Effective Field Experience with Diverse Learners (CF5)

Web link on *Educator Preparation Services* site for **Conceptual Framework**:

[http://www.shsu.edu/~edu\\_edprep/](http://www.shsu.edu/~edu_edprep/)

## **SHSU Dispositions and Diversity Proficiencies**

1. Demonstrates ability to be understanding, respectful and inclusive of diverse populations. (CF 3; CF 5)
2. Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction. (CF1)
3. Demonstrates a commitment to literacy, inquiry, and reflection. (CF 1; CF 4)
4. Practices ethical behavior and intellectual honesty. (CF 3)
5. Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices. (CF 3)
6. Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners. (CF 5)
7. Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners. (CF 3; CF 5)
8. Leads diverse learners to higher level thinking in cognitive, affective and/or psychomotor domains. (CF 5)
9. Uses assessment as a tool to evaluate learning and improve instruction for all learners. (CF 4)
10. Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners. (CF 2)

The Dispositions and Diversity Proficiencies (DDP) are administered and evaluated during the initial and advanced program in prescribed courses. *(Please provide additional information for the candidate if the DDP is administered during your course.)*

## **College of Education Information:**

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

## Matrix

- Course Objectives - stated in measurable performance terms/behavior
- Course Activities/Assignments
- Performance Assessments
- Standards (either list the standards used or provide a link to the standards)
  - Required Program Standards (SPA – i.e., ACEI, NMSA etc.)
  - NCATE Standard 1 (all applicable elements) used when there is not a SPA
  - State Standards/Competencies for certification if applicable
  - Diversity and Disposition Proficiencies
  - Conceptual Framework Alignment
  - ISTE NETS Technology Standards (for technology integrated curriculum)

Topic(s)/Objective(s)	Activities/Assignments (including field-based activities)	Measurement (including performance-based)	Standards Alignment S—SPA Standard Alignment TS—Texas Educator Standards/Competencies DDP—Diversity and Disposition Proficiencies CF—Conceptual Framework Indicator N—NCATE Standard 1 (if there is no SPA) NETS – ISTE NETS Technology Standards
The candidate will be able to plan, design and implement instruction which addresses the needs of all learners	Chapter Readings. Module Discussions. Class Assignments. Best Practices Research	Design for Instruction. Activity List. Course Calendar. Best Practices Paper. Final Exam	TS 1.19k.1.20k.1.21k.1.22k.1.23k.1.24k. CF 1 N-1 DDP-1.2,3.6.7.8.9.10
The candidate implements pre-assessment, formative assessment, and summative assessment in order to determine mastery of objectives	Chapter readings. Module discussions. Class assignments. Best practices research.	Assessment plan. Best practices paper	TS- 1.25k.1.26k.1.30k.1.28s.1.29s.3.12k.3.13k.3.5s.3.12s N-1 CF-4

The candidate is able to use the TEKS to plan coherent instruction	Chapter readings. Module discussions. Class assignments. TEKS research.	Objectives assignment. Learning objectives. TEKS essay. Final exam.	TS. 1.23k N-1 CF-1
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NCATE Unit Standards

<http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>

<http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>

State Standards: <http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp>

Web link on *Educator Preparation Services* site for **Conceptual Framework**:

[http://www.shsu.edu/~edu\\_edprep/](http://www.shsu.edu/~edu_edprep/)

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Products	Due Date	Points
<b>Session I : Critical Thinking Reflection Paper</b>	Assignment Due –Thursday, Aug 31, 2017 by 11:59pm	100
<b>Session II: Critical Thinking Through Creativity in the Classroom– Problem Solving- Reflection Paper</b>	Assignment Due –Thursday, September 14, 2017 by 11:59pm	100
<b>Session III: Project Based Learning Outline-</b>	Assignment Due –Thursday September 28, 2017 by 11:59 pm	100
<b>Session IV: Providing Useful Feedback</b>	Graded discussion board thread – due Thursday, October 12, 2017 by 11:59 pm	50
<b>Session V: Bloom’s Taxonomy Lesson Plan</b> <b>Assignment to be uploaded into TK20 when returned. You will receive a grade of incomplete until you upload your LP into TK20.</b>	Assignment Due –Thursday, October 26 , 2017 by 11:59pm	100
<b>Session VI: I Can Teach – Upload 10 minute highlight video of you teaching your Session V lesson plan to an audience.</b>	Assignment Due November 9, 2017 by 11:59pm	50
<b>Session VII: Making accommodations</b>	Assignment Due –Thursday, November 30. 2017 by 11:59pm	100
<b>Total Points for Course</b>		600

• 600-550 = A

549-500 = B

499--449 = C

### **Assignment Information:**

- **Module Activities-**You will be assigned activities for each module of study throughout the semester. It is very important that you complete each activity and turn it in when it is due.

### **Academic Dishonesty:**

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see: [Dean of Student's Office](#)

### **Student Absences on Religious Holy Days Policy:**

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20....” A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. For a complete listing of the university policy, see:

[http://www.shsu.edu/~vaf\\_www/aps/documents/861001.pdf](http://www.shsu.edu/~vaf_www/aps/documents/861001.pdf)

### **Students with Disabilities Policy:**

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired. SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to



providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Counseling Center. For a complete listing of the university policy, see: <http://www.shsu.edu/~vaf/www/aps/811006.pdf>

**Visitors in the Classroom:**

Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

**Additional Information:**

Please visit <http://www.shsu.edu/syllabus/> for Sam Houston State University syllabus information regarding:

- Academic Dishonesty
- Student Absences on Religious Holy Days Policy
- Students with Disabilities Policy
- Visitors in the Classroom

**Bibliography:**

- Armstrong, T. (2006). *The Best Schools: How Human Development Research Should Inform Educational Practice*. Association for Supervision and Curriculum Development: Alexandria, Virginia.
- Bean, J. (1996). *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom*. Jossey-Bass Publishers: San Francisco.
- Bellanca, J. (2007). *A Guide to Graphic Organizers, second edition*. Corwin Press: Thousand Oaks, California.
- Gardner, J. (editor). (2006). *Assessment and Learning*. Sage Publications: London.
- Kellough, R. and Kellough, N. (2007). *Secondary School Teaching: A Guide to Methods and Resources, third edition*. Pearson: Columbus, Ohio.
- Mayer, R. (2003). *Learning and Instruction*. Merrill, Prentice Hall: New Jersey.
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- Tate, M. (2003). *Worksheets Don't Grow Dendrites: 20 Instructional Strategies that Engage the Brain*. Corwin Press: Thousand Oaks, California.
- Wilén, W. , Hutchison, J. and Ishler, M. (2008). *Dynamics of Effective Secondary Teaching, sixth edition*. Pearson: Boston.

