



**CIED 5360 – Advanced Techniques and Methods of Instruction
Spring 2018**

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

College of Education, Department of Curriculum and Instruction

Instructor:

Karla Eidson, Ph.D.

Teacher Education Center Room 228

P.O. Box 2119/SHSU

Huntsville, Texas 77341

936-294-4066

Kwe002@shsu.edu

Office hours are Mondays and Wednesdays 1-4pm

Class Format: Online(Blackboard)

Course Description: The focus of this course is exploring advanced methods and techniques of instruction that develop 21st 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.

Textbooks: There is no required textbook for this course, but the APA Manual, 6th Edition is highly recommended.

Course Objectives: The following objectives will be met during this course:

- 1) The candidate will be able to plan, design and implement instruction which addresses the needs of all learners
- 2) The candidate implements pre-assessment, formative assessment, and summative assessment in order to determine mastery of objectives
- 3) The candidate is able to use the TEKS to plan coherent instruction

A matrix that aligns course objectives, activities, assessments, and standards can be viewed at this [link](#).

IDEA Objectives: The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

Essential: 1) Learning to apply course material (to improve thinking, problem solving, and decisions)

Important: 1) Gaining factual knowledge (terminology, classifications, methods, trends)
2) Learning fundamental principles, generalizations, or theories
3) Learning how to find and use resources for answering questions and

Course/Instructor Requirements:

- 1) Late assignment policy: Late work on modules will result in a 20% reduction in points PER DAY. Late work in Online Discussions will not be accepted at all after 24 hours past the due date.
- 2) If you are seeking certification only (Post Bac students), you are required to do 10 hours of field experience in this course. In Blackboard, there is a separate folder labeled “field experience” that contains the information for this requirement.

Course Outline

Assignments

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 I : Critical Thinking – Assignment Due

1. Click on the module in Blackboard and view the powerpoints and all material in the session module.
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 the Data, Analyze or Assess that Data, and Plan you’re your own classroom) (DAP) –There is 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 II: Critical Thinking Through Creativity in the Classroom– Problem Solving-

1. Watch the videos posted.
2. Write a reflection paper using the DAP format you learned in Session 1 but this time 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 or if you are already teaching, recount what you have seen – 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 too 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.
*NOTE – I am giving you a lot of leeway here in terms of what kind of format you turn in your PBL outline. You can use one that you have viewed in this session, or create your own or use one you found in your own research on the topic. I will be looking for evidence that you have a firm grasp of the PBL main concepts through viewing this outline, not specifically on what your topic is.

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 on Blackboard.

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.

Grades: Each session is worth 100 points equally. This means that you do not need to fret if you receive a lower grade on Sessions 1 or 2, as there are several more modules worth just as many points that are substantially easier to get higher grades on coming up later in the course.

600-550 = A

549-500 = B

499--449 = C

Schedule

Products	Due Date	Points
Session I : Critical Thinking Reflection Paper	Thursday, Feb 2, 2018 by 11:59pm	100
Session II: Critical Thinking Through Creativity in the Classroom– Problem Solving- Reflection Paper	Thursday Feb 15, 2018 by by 11:59pm	100
Session III: Project Based Learning Outline	Thursday March 1, 2018 by 11:59pm	100
Session IV: Providing Useful Feedback	Graded discussion board thread –due Thursday, March 22, 2018 by 11:59pm	100
Session V: Bloom's Taxonomy Lesson Plan	Thursday, April 5, 2018 by by 11:59pm	100
Session VI: Making accommodations	Thursday, April 26, 2018 by 11:59pm	100
Total Points for Course		600

Student Guidelines

University Policies

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Disabled Student Policy #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
- 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.

Attendance: Time requirement: This is an intensive, online course that requires a minimum of 10-15 hours of preparation time a week.

Course Expectations

- 1) 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](#).
- 2) Academic Dishonesty policy: Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. x Student Syllabus Guidelines with link (www.shsu.edu/syllabus)

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.
- Moore, K. (2008). *Effective Instructional Strategies: From Theory to Practice*. Sage Publications, London.
- Price, K. and Nelson, K. (2007). *Planning Effective Instruction: Diversity Responsive Methods and*

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Wilén, W. , Hutchison, J. and Ishler, M. (2008). *Dynamics of Effective Secondary Teaching, sixth edition*. Pearson: Boston.



College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.