

Augusta State University
College of Education—Department of Teacher Education
EDTD 6362 – Inquiry Models of Teaching
Summer, 2007

Hours: 3 Semester Hours

Prerequisites: Admission to the Teacher Education Program

Assistant Professor: Dr. William Root

University Hall – Room 370

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COURSE DESCRIPTION:

This course focuses on learning approaches that promote cooperative learning, group projects, dialogic learning, verbal interactions (e.g., role playing, debates, guided discussion), and conflict resolution. Emphasis is placed on development of curriculum and authentic assessment practices.

TEXT:

Brooks, J. G., & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J., Piclering, D., & McTighe, J. (1993). *Assessing student outcomes: Performance assessment using the dimensions of the learning model*. Alexandria, VA: Association for Supervision and Curriculum Development.

Torp, L., and Sage, S. (2002). *Problem-based learning for K-16 education*. Alexandria, VA: Association for Supervision and Curriculum Development.

NATIONAL BOARD STANDARDS ADDRESSED:

- I. Teachers are committed to students and their learning**
 - Uses multiple resources, including technology instruction and in guiding learning
 - Values student questions
 - Curricular activities rely on primary data sources and manipulative materials
 - Uses a variety of assessment procedures, techniques and instruments
 - Focuses on meeting individual needs of learners
 - Focuses on meeting student developmental needs.

- II. Teachers know the subjects they teach and how to teach those subjects to students.**
 - Focuses on real world connections and applications of content learning
 - Assesses student achievement or performance in situations that closely match the standards and challenges of the world outside the classroom

- Flexible in all phases of instruction seeking the students' points of view in order to understand students' present conceptions or misconceptions for use in subsequent lessons
- Acts as a facilitator of learning – questioning, guided discovery, problem based inquiry to understand content
- Engages students in active or interactive learning by mediating the environment for the students with discussion, role play, simulations, games, and student conducted research

III. Teachers are responsible for managing and monitoring student learning

- Creates enriches, maintains and alters instructional settings to capture and sustain the interest of their students and to make the most effective use of time
- Engages students and adults to assist their teaching and at enlisting their colleagues' knowledge and expertise to complement their own

IV. Teachers think systematically about their practice and learn from experience

- Life long learning and reflection upon improved practice
- Grounds practice on inquiry and research
- Evaluation on impact on student learning to guide further instructional decisions

SPECIFIC COURSE OBJECTIVES:

Throughout the course students will demonstrate the ability to know:

- How standards-based curriculum and instruction are reflective or suggestive of teaching for understanding and how they support teaching for understanding.
- Why activity based instruction isn't adequate to the task of teaching for understanding.
- How instructional time is affected when teaching for understanding.
- How teaching for understanding can best be assessed, and with what theories and practices of assessment teaching for understanding is compatible.
- What kind and quality of teacher knowledge teaching for understanding requires (subject matter, pedagogical, interpersonal, etc.).
- Why preparing for instruction is more appropriate to teaching for understanding than planning for instruction, and what would change for the student when preparing rather than planning.

COURSE OUTLINE:

The course outline is designed to provide topics essential for students to attain the intended course outcomes and objectives. Specific time lines, reading assignments, and assessment dates are not included so that the instructor can model how these are determined along with students to assure that their learning needs are met and questions are addressed from a student centered and student driven perspective.

CLASS ATTENDANCE:

This is an interactive class, therefore attendance and participation are critical. Attendance will be taken for each class session and students are to maintain regular attendance to attain maximum success in the pursuit of their studies. Thereafter, each absence from class could result in the lowering of the final score by one letter grade. After the equivalent of one absence of three hours from a class, regardless of course, the student will be subject to being withdrawn from the class. All matters related to student absences, including the making up of work missed, are to be arranged between the student and the professor. Failure to turn in an assignment on the due date should result in a 10 point deduction for each class day the assignment is late.

COURSE ASSESSMENT AND REQUIREMENTS:

Course participants will be evaluated according to class participation, reflective essays, demonstrative exercises and group projects. All students should come to class prepared to discuss the assigned topics, form professional opinions and voice them. Assignments, both writing and assessment, will be discussed with further detail in class.

COURSE POINT AND GRADE DISTRIBUTION:

A	90 – 100
B	80 – 89
C	70 – 79
D	60 – 69
E	59 and below