

**Augusta State University  
College of Education  
Teacher Education  
Summer 2006**

**EDTD 6363—Social Interactive Based Models of Teaching**

Hours: 3 Semester Hours

Prerequisites: Admission to Graduate program and completion of EDTD 6161

Assistant Professor: Dr. William Root

Room 381—University Hall

(706) 667-4503

**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.

**COURSE TEXT**

Library reference sources and internet reference sources as required by the instructor with be the text usage for this course.

**SEMESTER CALENDAR**

**Week One**

July 10<sup>th</sup>

- Introductions
- Course syllabus review
- 1<sup>st</sup> assignment: Cooperative Learning
  - Locate and develop synopses of one written article from library and one article from internet. Make copies for all students in class
  - Present prepared synopses to the class
  - Journal reaction to own articles and presentation

July 11<sup>th</sup>

- Article Presentations
- Discussion of articles and application to standards based curriculum and instruction
  - Evaluate how Cooperative Learning teaches for diverse understanding
- Journal reaction to learning approach

July 12<sup>th</sup>

- 2<sup>nd</sup> assignment: Group Projects
  - Locate and develop synopses of one written article from library and one article from internet. Make copies for all students in class
  - Present prepared synopses to the class
  - Journal reaction to own articles and presentation

July 13<sup>th</sup>

- Article Presentations
- Discussion of articles and application to standards based curriculum and instruction
  - Evaluate how Group Projects teaches for diverse understanding
- Journal reaction to learning

July 14<sup>th</sup>

- 3<sup>rd</sup> assignment: Dialogic Learning
  - Locate and develop synopses of one written article from library and one article from internet. Make copies for all students in class
  - Present prepared synopses to the class
  - Journal reaction to own articles and presentation

## **Week Two**

July 17<sup>th</sup>

- Article Presentations
- Discussion of articles and application to standards based curriculum and instruction
  - Evaluate how Dialogic Learning teaches for diverse understanding
- Journal reaction to learning approach

July 18<sup>th</sup>

- 4<sup>th</sup> assignment: Verbal Interactions (role playing, debates, guided discussion)
  - Locate and develop synopses of one written article from library and one article from internet. Make copies for all students in class
  - Present prepared synopses to the class
  - Journal reaction to won articles and presentation

July 19<sup>th</sup>

- Article Presentations
- Discussion of articles and application to standards based curriculum and instruction
  - Evaluate how Verbal Interactions teaches for diverse understanding
- Journal reaction to learning approach

July 20<sup>th</sup>

- 5<sup>th</sup> assignment: Conflict Resolution
  - Locate and develop synopses of one written article from library and one article from internet. Make copies for all students in class
  - Present prepared synopses to the class
  - Journal reaction to own articles and presentation

July 21<sup>st</sup>

- Article Presentations

- Discussion of articles and application to standards based curriculum and instruction
  - Evaluate how Conflict Resolution teaches for diverse understanding
- Journal reaction to learning approach
- Final wrap-ups

All work turned in will be available to be picked up the week of July 24<sup>th</sup>. If you are unable to pick the work up then, it will be available again after August 14<sup>th</sup>.

## **CONCEPTUAL FRAMEWORK PRINCIPLES ADDRESSED**

### **Learning Outcomes**

Students will:

1. Focus on real world connections and applications of content learning.
2. Explore student assessment or performance in situations that closely match the standards and challenges of the world outside the classroom.
3. Explore the flexibility in all phases of instruction seeking the students' points of view in order to understand students' present conceptions and misconceptions for use in subsequent lessons.
4. Act as a facilitator of learning—questioning, guided discovery, problem-based inquiry to understand content
5. Engage students in active and interactive learning by mediating the environment for the students with discussion, role play, simulations, games, and student conducted research.

### **SPECIFIC COURSE OBJECTIVES**

Throughout the course students will demonstrate ability to:

- 1 Use multiple resources, including technology instruction and guided learning.
- 2 Value student questions.
- 3 Rely on primary data sources and manipulative materials for curricular activities.
- 4 Use a variety of assessment procedures, techniques, and instruments.
- 5 Focus on meeting individual needs of learners.
- 6 Focus on meeting student developmental needs.

### **COURSE OUTLINE**

The course outline is designed to provide topics essential for students to attain the intended course outcomes and objectives. Specific time lines, research 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. One absence will be allowed. Thereafter, each subsequent absence will result in the lowering of the final score by one

letter grade. After the equivalent of one and one half weeks of absences from a class, regardless of course, the student is 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 will result in a five point deduction for each class day the assignment is late.

### **ASSESSMENT**

Performance based standards for each assignment and activity will be determined and explained prior to each assignment. Students will work toward successful attainment of all standards. Assignments which do not meet all standards will be graded returned with specific improvements to be made, and built in intervention. The assessments are designed to require use of higher level thinking skills and to provide authentic opportunities for students to demonstrate learning. Assessment of the course objectives may include but is not limited to methods such as: simulation, debate, research, micro-teaching, reflective teaching, lesson or unit assessment development, analysis of interviews and observations, self and peer evaluation.

The course assessment must include evidence of student learning, reflection and self assessment in relation to the following:

- Developing and implementing strategies for effective communication, collaboration, and assessment of a teaching team.
- Development of multiple assessments of an integrated unit of instruction, which addresses specific content area objectives and makes connections to those assessments.
- Identification of how the assessments address student diversity, adolescent needs and how individual and special needs are addressed.

### **ASSIGNMENTS**

Each topic students will research articles from books and or referred periodicals, if available, from the library, and from the internet. The purpose of the research is two-fold: First, students will study what is available on each topic with reference to best practices available. Second, students will explore whether information available is research-based.

1. **Cooperative Learning** **50 points**  
Using the library and internet as resources, the student will develop a synopsis of each article, three to four paragraphs in length. The synopsis will include an introduction, overview of article, and conclusion.
2. **Group Projects** **50 points**  
See assignment requirements from Cooperative Learning
3. **Dialogic Learning** **50 points**  
See assignment requirements from above
4. **Verbal Interactions** **50 points**  
See assignment requirements from above

5. **Conflict Resolution** **50 points**  
See assignment requirements from above
6. **Each class presentation, discussion and journal** **50 points**

**EDTD 6363: Course Point/Grade Distribution:**

<b>A</b>	<b>450 – 500</b>
<b>B</b>	<b>400 – 449</b>
<b>C</b>	<b>350 – 399</b>
<b>D</b>	<b>300 – 349</b>
<b>E</b>	<b>299 and below</b>