

Augusta State University
College of Education
Department of Teacher Development
EDTD 6364 – Integrated Curriculum and Models of Teaching
Spring 2007

Hours: 3 semester hours
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COURSE DESCRIPTION:

This course focuses on specific contemporary thinking skills model programs and creative problem solving. Emphasis is placed on helping teachers adapt strategies, choose materials, and design units that integrate subject areas across a non-textbook, student-centered curriculum. The course is designed to help develop teaching/learning strategies and to integrate curriculum in the classroom.

TEXT:

Gunter, M., Estes, T., and Schwab, J. (2003) Instruction: A models approach. (5th ed.). Boston, MA: Allyn Bacon.

RESOURCE TEXTS:

Beane, J. (1997) Curriculum integration: Designing the core of democratic education. Columbus, OH: National Middle School Association.

Eggen, P., and Kauchak, D. (2006). Strategies and models for teachers: Teaching content and thinking skills.

Publication Manual of the American Psychological Association. (2001). 5th Ed. Washington, DC. American Psychological Association

National Board Standards Addressed:

- I. Teachers are committed to students and their learning**
 - Uses multiple resources including technology instruction in 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
- Demonstrates flexibility in all phases of instruction seeking the students' points of view in order to understand students' present conceptions/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/interactive learning by mediating the environment for the students with discussion, role play, simulations, games, and student conducted research

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

- Focuses upon life-long learning and reflection upon improved practice
- Bases practice on inquiry and research
- Evaluates impact on student learning to guide further instructional decisions

CONCEPTUAL FRAMEWORK PRINCIPLES ADDRESSED:

Learning Outcomes:

The student will:

1. Understand the central concepts, tools of inquiry, and structures of the disciplines and be able to create learning experiences that make these aspects of subject matter meaningful for learners
4. Understand and use a variety of instructional strategies to encourage the learner's development of critical and creative thinking, problem solving, and performance skills
7. Plan instruction based upon knowledge of subject matter, the learners, the community and current (curriculum) goals
8. Be reflective practitioners who continually evaluate the effects of her/his choices and actions on others (students, parents, other professionals in the learning community) and actively seek the opportunity to grow professionally

COURSE OUTCOMES:

Throughout the course the student will demonstrate ability to:

1. Recognize curriculum models and approaches to integration or thematic teaching
2. Determine creative styles to address resistance to curricular changes and reasons for such resistance
3. Use creative problem solving in personal and/or professional situations to encourage curriculum reform

4. Identify resources and tools that are productive in integrating curriculum
5. Construct instructional units for integrating subject matter in the classroom
6. Identify and categorize model programs and educational materials that emphasize integrative curriculum

SPECIFIC COURSE OBJECTIVES:

The student will:

1. Design appropriately challenging instructional activities which infuse integrative approaches to the basic curriculum
2. Demonstrate successful application of the creative problem solving process in formulating a solution to the professional challenge of curricular reform
3. Critique selected national programs which encourage participants to reform and integrate curriculum
4. Examine a variety of curriculum model programs to determine their appropriateness for use within the classroom
5. Identify roles of the teacher and curriculum leaders in reform

COURSE OUTLINE AND TOPICS:

The course outline is designed to provide topics essential for students to attain the intended course outcomes and objectives.

- I. Curriculum Integration: Definition, Myths and Realities
- II. The Research Literature and Findings for Debate
- III. Blocks and Barriers to Change
- IV. Programs and Approaches That Work
- V. The Integrated Lesson and Problem Based Learning
- VI. Effects of Integrative Curriculum
- VII. Implementation of Curricular Reform

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 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 five-point deduction for each class day the assignment is late.

CLASS DATES AND TEXT READINGS: (Gunter, Estes and Schwab)

Week One:

- Introductions
- Course syllabus review
- Video
- APA style and expectations of written assignments
- Chapter One: Educational Goals and Standards
 - How Learning Happens
 - The Needs of Learners
 - The Needs of Society
- Reading assignment: Chapter 2: Organizing Content
- Handouts—Plans for instruction

Week Two

- Group discussion of Chapter 1 & 2 and handouts, if available
 - Content
 - Instructional Planning
 - Developing Lesson Plans
- Reading assignment: Chapter 3: Instructional Objectives, Assessment, and Instruction
- Handouts—State and/or National Objectives: On Line information

Week Three

- Group discussion of Chapter 3 and handouts
 - Purpose of Instructional Objectives
 - Formats for Instructional Objectives
 - Students will know... (instructional objectives)
 - Students will understand... (instructional objectives)
 - Students will be able to... (instructional objectives)
- Instructional Alignment
- Assessing Instructional Objectives
 - Formative Assessments
 - Summative Assessments
- Reading assignment: Chapter 4: The Direct Instruction Model: Teaching Basic Skills, Facts, and Knowledge
- Handouts—Lesson Plan template

- Locate two articles dealing with Direct Instruction Model and compare with information from text Chapter Four.

Week Four

- **Reflection Paper Due**
- Group discussion of Reflection paper assignment, Chapter 4 and handouts, if any
- Reading assignment: Chapter 5: The Concept Attainment Model: Defining Concepts Inductively
- Handouts—if any
- Locate two articles dealing with Concept Attainment Model and compare with information from Chapter Five

Week Five

- **Reflection Paper Due**
- Group discussion of Reflection paper assignment, Chapter 5 and handouts
- Reading assignment: Chapter 6: The Concept Development Model; Analyzing the Relationships between Parts of a Concept
- Handouts—if any
- Locate two articles dealing with The Concept Development Model and compare with information from Chapter Six

Week Six

- **Reflection Paper Due**
- Group discussion of Reflection paper assignment, Chapter 6 and handouts
- Reading assignment: Chapter 7: Problem-Centered Inquiry Model: Teaching Problem Solving through Discovery and Questioning
- Handouts—if any
- Locate one article each dealing with The Suchman Inquiry Model; The WebQuest Model of Inquiry; and Problem-Based Learning and compare with information from Chapter Seven

Week Seven

- **Reflection Paper Due**
- Group discussion of Reflection paper assignment, Chapter 7 and handouts
- Reading assignment: Chapter 8: The Synectics Model: Developing Creative Thinking and Problem Solving
- Locate two articles dealing with The Synectics Model and compare with information from Chapter Eight

Week Eight

- **Reflection Paper Due**
- Group discussion of Reflection paper assignment, Chapter 8 model
- Reading assignment: Chapter 9: The Cause-and-Effect Model: Influencing Events by Analyzing Causality

- Locate two articles dealing with The Cause-and-Effect Model and compare with information from Chapter Nine

Week Nine

- **Reflection Paper Due**
- Group discussion of reflection paper assignment and Chapter 10
- Reading assignment: Chapter 11: The Vocabulary Acquisition Model: Learning the Spellings and Meanings of Words
- Locate two articles dealing with Vocabulary Acquisition Model and compare with information from Chapter Eleven

Week Ten

- **Reflection Paper Due**
- Group discussion of reflection paper assignment and Chapter 11
- Reading assignment: Chapter 12: The Resolution of Conflict Model: Reaching Solutions through Shared Perspectives
- Locate two articles dealing with Conflict Resolution and compare with information from Chapter Twelve

Week Eleven

- **Reflection Paper Due**
- Group discussion of reflection paper assignment and Chapter 12
- Reading assignment: Chapter 13: The Eggen and Kauchak's Integrative Model: Generalizing from Data
- Locate two articles dealing with Eggen and Kauchak's Integrative Model and compare with information from Chapter Thirteen

Week Twelve

- **NO CLASS—SPRING BREAK**

Week Thirteen

- **Reflection Paper Due**
- Group discussion of reflection paper assignment and Chapter 13
- Reading assignment: Chapter 14: Cooperative Learning Models: Improving Student Achievement Using Small Groups
- Locate one article each, dealing with the different models of Cooperative learning. Including the text, compare and contrast the five models of Cooperative learning
- Develop an Instructional Model of teaching that piqued your interest

Week Fourteen

- **Reflection Paper Due**
- Group discussion of reflection paper assignment, Chapter 14 and Instructional Models of choice
- Develop an Integrated Curriculum/Instructional Design

Week Fifteen

- **Instructional Model Due**
- **Begin Presentations of Integrated Curriculum/Instruction Design**

Week Sixteen

- **Continue Presentations of Integrated Curriculum/Instruction Design**

Week Seventeen (if scheduled)

- **Conclude Presentations of Integrated Curriculum/Instruction Design (if necessary.)**

COURSE ASSESSMENT AND REQUIREMENTS

1. **Curriculum Research:** Read two academic journal articles related to each curriculum integration studied. For each paper, explain your response to the issues and what you have learned from the articles and corresponding chapter. Use appropriate APA citations. (Maximum three pages per article—40% of course grade)
2. **Instructional Model:** Examine the research bases which support and/or challenge an instructional model presented in your text. Synthesize findings and represent understanding in a position paper. (Maximum five pages—30% of course grade)
3. **Integrated Curriculum/Instruction Design:** Develop an integrated curriculum design/unit for use with students in the classroom. The focus will be on embedding standards, instructional models and application of real world connections. (30% of grade, including presentation)

COURSE POINT/GRADE DISTRIBUTION:

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