

EDUC 351
Instructional Design and Assessment
Summer 2017
London, England

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College of Education Mission & Conceptual Framework
Theme: *Transformative 21st century educators*

Mission: The University of Mary Washington's College of Education is committed to guiding all candidates through a transformative experience by which they become skilled, reflective and responsive practitioners well-prepared to meet 21st century challenges.

The College of Education of the University of Mary Washington prepares educators for the 21st century who are knowledgeable, skilled, collaborative, reflective, and sensitive to diverse learner needs. In upholding the mission of the University, the College of Education is dedicated to providing educational programs to the Commonwealth of Virginia and beyond. To accomplish this, we:

- Are grounded in a strong liberal arts curriculum.
- Emphasize school-based experiences through which candidates solidify their understanding of the nature of the learner and effective teaching and motivational practices.
- Build a diverse community of practice involving strong partnerships among candidates, faculty, local teachers, and administrators.
- Enhance teacher aptitudes for research and critical decision-making and ensure knowledge of learning theories and research-based pedagogy.
- Challenge educators to respond to the changing nature of learning in the 21st century through an emphasis on multi-literacies.

Conceptual Framework: The College of Education faculty at the University of Mary Washington continually strive to contribute to and disseminate the most up to date knowledge and skills in the field of education. The six components of the framework are emphasized by the faculty in implementing coursework, programs, and research. They are strands which are interwoven throughout our programs.



Course Description: Relates the theories of development, learning and brain research to planning and instruction in the secondary classroom. Assessment is stressed. Field experience required. Prerequisite: EDUC 203 or 204.

Relationship of Course to Conceptual Framework/Program Design: This course will give students a solid foundation in essential teacher knowledge, including lesson planning,

Course/Student Goals:

1. To discuss, analyze, and investigate the details of many theories of development and learning, including Constructivism, models of instruction, and differentiation.
2. To understand student differences and learning needs and plan instruction and assessment accordingly.
3. To create a lesson and mini unit for secondary students using models of instruction and aligned objectives, assessment, and activities.
4. To link the theory of this course with practice in the practicum and reflect on the effects and impact of that practice.

Required Books:

**Dean, C. B., Hubbell, E. R., Pitler, H., & Stone, B. J. (2012). Classroom instruction that works:

Research-based strategies for increasing student achievement (2nd Ed.). Alexandria, VA: ASCD.

Estes, T. H., Mintz, S. L., & Gunter, M. A. (2011). *Instruction: A models approach* (6th Ed.).

Boston: Pearson.

McMillan, J. H. (2011). *Classroom assessment: Principles and practice for effective standards based instruction* (5th Ed.). Boston: Pearson.

**Tomlinson, C.A. & McTighe, J. (2006). Integrating differentiated instruction and understanding by design: Connecting content and kids. Alexandria, VA: ASCD.

**these texts should be available digitally through the UMW library website.

Required Course Materials: materials for notetaking

Technology Expectations:

All papers should be typed and follow standard APA formatting guidelines (1" margins, 12-point Times New Roman or similar font, and double spaced text with no extra spaces between paragraphs; subheadings are encouraged for longer papers).

Students should have or locate regular access to a reliable and internet-connected computer, printer, microphone, and video camera (one inside of your computer will work fine).

Students will conduct internet research and use Canvas for discussions, group work, and quizzes regularly. All assignments will be submitted and returned electronically with the exception of those completed during class meetings.

Students will need to set up accounts and familiarize themselves with the following websites/applications (we will talk more about these in class as well):

- Canvas
- ASCD Smartbrief (<http://www.ascd.org/ProfileRegistration.aspx?signup=smartbrief> (Sign up for the daily digest of education news; we may discuss these topics and they may also provide ideas for class discussions and future projects)
- Twitter (please tweet your username to me—JanineSDavis—by the second week of class and use #351Davis for sharing tweets with the whole class; we will use Twitter for questions, information sharing, and for building your professional and research networks. If you have concerns about privacy, please let me know.)
- Pinterest
- Prezi
- Slideshare
- umwblogs or UMW Domains
- Vimeo or YouTube

Course Outline:

(Information on this syllabus is subject to change; the instructor will post any updates on Canvas as soon as possible)

Course Calendar

Arrival date: June 24 (settle in, learn the area, research and develop local education-related excursions based on interest and need)

Date	Topic	Readings	Assignment	Local link/excursion
6/26/2017	Introduction to the course, explanation of the syllabus and course requirements, constructivism	Instruction, Chapters 1, 2, and 6 Tomlinson & McTighe— Chapters 1-2	Blog	-British Museum -Borough Market -Guest speaker: UK and other European educational systems
6/28	Objectives, Direct Instruction, Concept Attainment/Development,	<i>Instruction</i> , Chapters 3-4 Tomlinson &	Blog Paper 1	-Stonehenge -Guest lecture: special schools

	SOLs and international equivalents	McTighe— Chapters Three and Four		(and visit)
7/3	Big ideas, continued: drawing on the past Lesson presentation and analysis	<i>Classroom Instruction that Works (CITW)</i> — Introduction and Chapter 1 <i>Instruction</i> , Chapter 5 (and remaining weeks in this text)	Blog Cooperative Group Lessons	-Visit a place of historical/cultural significance that links to your content (museum, Globe Theatre, library, etc.) -Recommended, but additional cost: play in West End
7/5	Formative assessment and differentiation	Chapter 7 <i>Assessment</i> text readings	Blog Paper 2 Quiz 1	-Westminster Abbey and Big Ben
7/10	Technology WebQuests Museum-based education	Chapter 9	Blog Paper 3	-Science Museum -Victoria and Albert Museum
7/12	Problem-Based Inquiry Models Summative assessment jigsaw	Chapter 10-12 <i>Assessment</i> text readings	Blog Paper 4	-Tate Modern -St. James' Park
7/17	Integrative model Unit presentations	Chapter 13	Blog Mini Unit	-Tower of London
7/19	Metaphors and graphic representations		Blog Quiz 2	-London Eye (as metaphor)
7/21	Synectics Debrief	Chapters 14-16	Blog Final Project Due	-You choose!

9 course meetings, 45 credit hours total=5 hours per class meeting

Departure: July 22

Class Policies and Procedures: Late work will incur a penalty of 5% per day late. Students are expected to conduct themselves with professionalism at all times. Students must ask early and often if they have any questions throughout the semester about the processes or products of the course.

Course Assignments:

(More detailed assignment sheets and rubrics will be distributed in class and/or posted on Canvas.)

1. Class Participation

100 points

Students will contribute to activities in course meetings and excursions to include do nows, discussion, peer review, contributions to our class Twitter feed, and similar activities. See guidelines as listed below. There are 9 class meetings; each meeting will have 11 total possible points.

2. One-Page Papers

200 points (50 each)

These four one-page papers will address various prompts during the course of the semester. The focus is not on summarizing, but on thinking deeply about the key objectives of the course and reflecting on your reading and your understanding of our discussions about theory and how it aligns with your practice. Brief citations or quotes from the readings are acceptable, but should occupy less than 5% of the total page.

3. Cooperative Learning Group Mini Lesson

100 points

You will sign up for a class for which you will lead a small lesson and group discussion based on one of the cooperative learning models in Chapter 13 of the Instruction text. You will work with a small group to read the appropriate chapter to become an expert on the model, select appropriate content, construct a lesson plan (make copies for each member of the class) with model steps clearly labeled, and teach the lesson. You should include a visual; this may include a Power Point, Prezi, graphic organizer, etc.

4. Mini Unit and Presentation

200 points

You will construct a mini unit of three lessons (at least 30 minutes each) that may or may not be taught in your placement; however, **at least one** of the lessons should be taught in the placement. The lessons should be linked by a common topic and based in the SOLs. This unit will utilize constructivist principles and showcase at least three models of instruction. I will expect alignment of objectives, assessments, and detailed outline of activities. Any materials used (Power Points, video clip links, Web Quests, handouts, etc.) must be included. **NOTE: These must be ORIGINAL LESSONS. You may not copy lessons from the Internet.** You will present a three- to four-minute summary of your units in class with a one-page visual handout that outlines your lesson topics and the methods, activities, and assessments you used in each lesson.

5. Quizzes

50 points (25 each)

Quizzes will address the big ideas and major content in the material addressed at two points in the semester. Content from the readings that may not have made it into class discussions will appear on the quizzes; any questions about concepts you encounter should be brought to class and/or Twitter.

6. Final Project

200 points

You will select one project from a list of options or propose your own. Work will be presented in our final meeting, and you will complete a review of others' work in writing.

7. Travel Journal/Blog

150 points

Any effective teaching requires reflection, both in-action and on-action. You will maintain a blog reflect on your experiences during the summer. Prompts will be developed and shared in class and will focus on the links we can recognize, form, develop, and strengthen between ourselves and our teacher-scholar colleagues abroad.

Total Points: 1000

Evaluation Criteria:

Because an essential quality of effective teachers is the ability to communicate clearly and cogently in speech and writing, the expectation of this course is that students will present work that is representative of high professional standards. *All written work is to be free from grammatical error, with clear, precise language, and well-organized thoughts.*

You are expected to attend ALL classes. If you are to be absent due to unforeseen circumstances (illness, death in the family, etc.) please contact me as quickly as possible. Your contribution is critical in that we build off of each other's knowledge and experiences. More than 1 absence or 2 tardies will lower your final grade.

Rubrics:

Often I will provide you will an outline/rubric of what is expected. Please pay careful attention and include all components in your written work.

Grading Scale:

A	96-100
A-	90-95
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	60-64
F	59 and below

Guidelines for class participation:

It is imperative that all students carefully read the assigned materials and complete the necessary assignments so that we can engage in critical and challenging classroom discussions. It is my expectation that all students will be fully prepared for class.

Each class meeting, your participation grade will be based on whether you are:

4- Exceptionally attentive, well prepared, present and on time; contribute exceptionally perceptive comments and thoughtful questions in class that show you completed the reading

assignments; active on Twitter by commenting on readings or sharing topics relevant to the course during the week

3-2– Attentive and well prepared; contribute thoughtful questions or comments based on the reading; occasionally (at least once a week) contribute to Twitter

1—Frequently unprepared, distracted, disruptive, and/or uncommunicative; tardy; no activity on Twitter

0 – Absent (if you have an emergency, you may contact me as soon as possible to make up some of the participation points.)