



EDP 740 Principles of Instruction

Online Spring 2013 001-10931, 7D1-17945

Virtual office hours: Tuesday's 7.00 pm EST

Course Description

EDP 740 is a 100% delivered online doctoral-level course (1) *identifying* your views on teaching, (2) *exploring* teaching options, (3) *applying* teaching models, and (4) *studying and documenting* your teaching. **EDP 740 is required for the doctoral program** in Instructional Design and Technology (IDT) and Educational Psychology (EDP), as well as an elective in many educational doctoral programs, including the University's Teaching Certificate.

Course Focus

This course has you applying teaching models for adult learners in both F2F and online settings. All educational institutions, even public schools, will be facing the issue of delivering instruction online. For PK12 teachers, this course has you applying teaching strategies to professional development settings (both F2F and online) where you teach other teachers.

Course Objectives

Course Learning Products

Personal	1	<i>Identify</i> your views on teaching, students, and your role in your educational setting.	Teaching Lens
Personal Inquiry	2	<i>(a) Summarize your past educational experiences as both student and educator. (b) Discuss the issues you have faced and the approaches you have used (teaching/assessment). (c) Examine how your views on learning, teaching, and students have evolved over time. (d) Solicit feedback from a peer.</i>	Teacher Profile
Apply	3	<i>Apply teaching models to F2F and online learning settings.</i>	Model Applications (5-2 pp)
Apply	4	<i>Teach an activity using a teaching model from the text and demonstrate how the model is used.</i>	Teaching Video
Apply	5	<i>Write a teaching plan identifying an overall teaching approach (models/strategies) in both F2F and online settings.</i>	Teaching Plan

Course Resources

Neal Shambaugh, Ph.D., 504N Allen Hall, Optional office hours and video chats on teaching models (see schedule): Tuesday's 7-8 pm in eCampus chat room. neal.shambaugh@mail.wvu.edu

Required materials

- Either: Joyce, B., Weil, M., & Calhoun, M. (2009). *Models of Teaching* (8th ed.) Boston, MA: Allyn and Bacon. OR eText version (cheaper version): <http://www.coursesmart.com/IR/1115456/9780135041857?hdv=6.8>
- eCampus site: <https://ecampus.wvu.edu> for Syllabus, Learning Product (LP) Guidelines, posting of your work, resources as needed, and link to chat sessions.



How the Course Works

Mondays: Each Monday I will send an email note to your MIX account, which includes (a) what's due that week, (b) what to read from the text on teaching models, and a possible (c) link to a video clip, in which I discuss a set of teaching models in terms of current teaching issues. Try to scan the chapter(s) and watch the video at the end of each Monday.

Tuesdays: From 7-8 pm EST, selected Tuesday's, I provide an optional chat session on eCampus where we can discuss the teaching models from the text and what I discussed in the video. There will be 5 of these.

Monday	(5) Selected Tuesday's
<p>AM: weekly email advisory to your MIX email on what's due this week and major topics.</p> <p>If there's a video this week, you will see a link to view it. And a reminder of the chat scheduled for the next day at 7.00 pm EST to discuss the teaching model family.</p> <p>PM: review the text chapters, video clip.</p>	<p>PM: If you haven't do so, review the text chapters, video clip before...</p> <p>7-8 pm EST OPTIONAL Model Family chat room on eCampus. Wimba (video) or text chat.</p> <p>If you have questions about the models for a particular week, go here to discuss with me and others in the course. This chat room retains a log for those to review if they cannot attend.</p>

These sessions may be helpful to complete the (5) 2-page Model Applications papers, which are each due the next Tuesday, midnight. See the **LP Guidelines** document for details – essentially the 2-pager's help you apply these models to your teaching – currently or in the future. The chat session may be either Wimba or text chat, but will be archived so you can review at a later date.

LEARNING SETTING

It will be necessary for you to identify one or more specific learning settings, one you may have already taught in, teaching now, or plan to teach in the future. Public school, college, professional development, training. DETERMINE THIS ASAP. You will use these learning settings to APPLY the teaching models.

LEARNING PRODUCTS (LPs) - OVERVIEW

There are 5 learning products (LP) for this course, **LP1-5**. These are due by midnight on selected Tuesday's. A document will be sent to you and archived on eCampus labeled **LP Guidelines**, which provide specific details on (a) rationale, (b) procedures, and (c) expectations for each of the 5 learning products. *These task guidelines are in fact a cognitive teaching strategy that supports your learning "by structuring the task, providing clear guidelines, and establishing performance expectations."*

LP1: (1) Teaching Lens document due January 22. This will be a .doc or pdf.

LP2: (1) Teacher Profile document due February 19. doc/pdf or media (PPT).

LP3: (5) Model Applications due throughout the course (see assessment plan and schedule). (5) 2-page documents on a selected model from each of the 5 categories of model filed. Apply the Joyce and Weil framework from the text to your your learning setting, explaining how you will use that model in both F2F (page 1 of your submission) and online settings (page 2 of your submission). Even if you don't teach online, you must think through how you might teach online using a model from the teaching model family. This 2-page summary is due on eCampus the next Tuesday/midnight to usually, a week later. The book chapters, my videos, and the chat session archive can be used to complete these.

LP4: Teaching Video due April 9. Post on eCampus a link to a short video clip of you demonstrating the model. This should be actual teaching or a personal demonstration, either to a F2F audience or online using video to document the online use of the model. See the LP Guidelines.

LP5: Teaching Plan due April 30. Post document on eCampus.



Online Activity

- **Email** communications will be sent to your WVU MIX mail account. You can email me within eCampus OR to my neal.shambaugh@mail.wvu.edu account.
- **All work** should be posted to the eCampus course site by the assigned Tuesday's, midnight.
- **Postings** to eCampus, WVU's Learning Management System (LMS), consist of linking to the site at <https://ecampus.wvu.edu>, and posting your work or comments to the appropriate CONFERENCE link on the site. The work should be posted as an attachment to your posting, much like an email note. If you have a video file, you will need to insert into your posting a LINK to where that video is located (e.g., Vimeo, YouTube, screencast.com).
- **New to eCampus:** <http://online.wvu.edu/students/current/getStarted/wvueCampus.php> **eCampus assistance** (accessing, getting started, security issues): <https://ecampus.wvu.edu/student> From this link, you should select "Configuring your Internet browser and computer." If you don't, you may not be able to post files or enter a chat room.
- **WVU Online welcome and orientation:** <http://online.wvu.edu/students/current/getStarted/index.php>
- **All word processing work** that is posted to the eCampus site should be Microsoft Word .doc format or save and post your work as an .RTF file. **File names** should be short and follow the following format: LastName-taskname.doc. Such as: [roberts-lens.doc](#)

Assessment Plan

Type	LP	Learning Activity	Learning Product	DUE Date	Point Value
Personal	1	<i>Identify your views on teaching, students, and your role in your educational setting.</i>	Teaching Lens (1-2 page doc to eCampus)	Tue, Jan 22	10 pt
Personal Inquiry	2	<i>(a) Summarize your past educational experiences as both student and educator. (b) Discuss the issues you have faced and the approaches you have used (teaching/assessment). (c) Examine how your views on learning, teaching, and students have evolved over time. (d) Solicit feedback from a peer.</i>	Teaching Profile: Post 4-5 page .doc or .pdf	Tue, Feb 19	10 pt
Apply	3	<i>Apply teaching models to your F2F and online learning setting. Applying models from chapters and videos.</i>	Model Applications: (5) 2-page documents to eCampus	V1: Feb 12 V2: Feb 26 V3: Mar 12 V4: Apr 2 V5: Apr 16	30 pt 5 2-page summaries x 6 pt each
Apply	4	<i>Teach an activity using a teaching model and demonstrate how the model is used.</i>	Teaching Video: link to external site (e.g., Vimeo, YouTube)	Tue, Apr 9	30 pt
Synthesis	5	<i>Write a teaching plan identifying an overall teaching approach of teaching model(s) and general purpose strategies in both F2F and online settings.</i>	Teaching Plan (< 10 pp), posted on eCampus	Tue, Apr 30	20 pt

See **LP Guidelines** for specific procedures and expectations for Tasks 1-5

A = 90-100 points B = 89-80 C = 79-70 D = 69-60 F = below 59 points



University Policies

If you teach at the college/university level, almost all institutions will have a set of policies, such as those below:

Social Justice Policy

West Virginia University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color or national origin. Any suggestions as to how to further a positive and open environment in this class will be appreciated and given serious consideration. The College of Human Resources and Education regularly convenes a Cultural Diversity committee to increase awareness of its students to cultural issues.

Disability

If you have a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with Disability Services (304-293-6700).

Academic Integrity Statement

The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, I will enforce rigorous standards of academic integrity in all aspects and assignments of this course. For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please see the Student Conduct Code at <http://studentlife.wvu.edu/studentconductcode.html>

Student Evaluation of Instruction Statement (SEI)

The SEIs, administered at the end of each college course, is a measure of student perceptions of your learning and my teaching. The SEI, while not a comprehensive instrument, is expected of all instructors at WVU, a typical feature of most higher education institutions.

Effective teaching is a primary mission of West Virginia University. Student evaluation of instruction provides the university and the instructor with feedback about your experiences in the course for review and course improvement. Your participation in the evaluation of course instruction is both strongly encouraged and highly valued. Results are strictly confidential, anonymous, and not available to the instructor until after final grades are released by Admissions and Records. Information about how you can complete this evaluation will be provided later.

Course Policies

Syllabus

I reserve the right to make changes to this syllabus as needed. Any changes will be announced in a class MIX email or as an announcement through the course's eCampus site.

Late Work

Work posted after the due date earns 50% of the points for that assignment. Please notify me by e-mail if you cannot post your work on time.



Tentative Course Schedule

WEEK OF	TOPICS	ACTIVITIES	DUE Tue-midnight
1 Jan 14	Syllabus, Schedule, Activities, and Tasks	Intro Video 1: <i>The Course</i>	0-Backgrounds-eCampus 1-15
2 Jan 21	Learner differences Adults as learners. Ch 19,20,01	Intro Video 2: <i>Who are your learners? Why should they show up?</i>	LP1-Teaching Lens – eCampus 1-22
3 Jan 28	Teaching strategies: content-specific, general purpose; Features of teaching models. Teaching in F2F and online settings Ch 2	Intro Video 3: <i>What's a teaching model?</i>	
4 Feb 4	Behavioral family Ch 16-18	Video 1: <i>That ain't direct instruction!</i>	
5 Feb 11			V1 Behavioral model application. 2-12
6 Feb 18	Cognitive family I Ch 9-11	Video 2: <i>That ain't a lecture!</i>	LP2-Teaching Profile – eCampus 2-19
7 Feb 25			V2 Cognitive model 1 application 2-26
8 Mar 4	Cognitive family II Ch 5-8	Video 3: <i>Learning how to learn</i>	
9 Mar 11			V3-Cognitive model 2 application 3-12
10 Mar 18	Social family Ch 12-13	Video 4: <i>Working together AND alone</i>	
Mar 25-29		SPRING BREAK	
11 Apr 1			V4-Social model application 4-2
12 Apr 8	Personal family Ch 14-15	Video 5: <i>Mentoring and coaching</i>	LP4-Teaching Video-eCampus 4-09
13 Apr 15			V5-Personal 4-16
14 Apr 22	Ways to study teaching	Final Video: <i>What works? What doesn't? How do you know?</i>	
15 Apr 29	Mentoring Future teaching	Closure and Your Next Steps eSEI	LP5-Teaching Plan-eCampus – 4-30
May 6-10	Exam Week	No exam	Nothing due