

GENERAL METHODS IN THE SECONDARY SCHOOL (ONLINE)

SCED 3312: CRN (20065)

FALL 2022

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Office Hours: By appointment (Bb Collaborate Ultra)



COURSE DESCRIPTION

The focus of the course is on preparing teacher education candidates to teach in the middle and high schools. This course discusses the selection, organization, planning, and use of materials and instructional methods that are common to all subject areas in the secondary school. The focus of the course is on preparing teacher education candidates to teach in the middle and high schools. General Instructional Methods is designed to provide students with an opportunity to study, become knowledgeable about, and develop skills in instructional methods while applying and practicing these methods in a collaborative and constructive setting.

Major topics include: characteristics of effective teaching, student diversity, planning for instruction, classroom management, assessment of student learning, classroom discussion, professional development, and creating effective lessons using a variety of approaches and technologies necessary for effective teaching. Emphasis is on planning and methodology to meet individual student needs including student of special populations.

COURSE GOALS AND OBJECTIVES

We will address factors that support meaningful growth and progress on an inner journey towards personal transformation. Our classroom community will develop a process that will allow us to explore “who we are, what assumptions we hold as true, how and what we teach, how we organize ourselves, and what barriers prevent us from creating authentic learning environments” (Crowell, Caine & Caine, 1998).

STUDENT LEARNING OUTCOMES

At the end of this course, students will be able to:

1	Understand how children learn; and uses this knowledge to plan, organize, and implement instruction to meet curriculum goals.	T-TESS Standard II T-TESS Domain I & II PPR
2	Draw on learning theories to create lesson plans that address student needs.	PPR
3	Learn the use Inquiry-based Instruction (biographical inquiry), Project Based-Learning,	T-TESS Domain II instruction

	Differentiation of Instruction, and Cooperative Learning.	
4	Unpacking State standards for specific content areas and developing practical and engaging use of TEKS	TEKS
5	Build your capacity to teach in ways that leverage students' diverse strengths and support all students to engage in authentic learning work by the competencies to teach the TEKS. Understand the significance of TEKS in determining instructional goals and objectives.	TEKS T-TESS Domains
6	Build your capacity to design instruction and assessment to promote student learning and address student diversity and differences.	T-TESS TEKS PPR
7	Learn strategies for creating an organize and productive learning environment and establish a classroom climate that foster learning and equity.	T-TESS Domain I & II PPR
8	Understand assessment and the use of variety of formal and informal assessment techniques to guide instruction and support student progress.	T-TESS all Domains TEKS Connections Online resources Final reflection

REQUIRED MATERIALS

You will need regular access to a computer, stable and consistent internet, Blackboard, and your UTEP email account.

No course textbooks are required. However, there will be weekly readings and resources required as part of your assigned tasks. All resources are posted in Blackboard.

COURSE ASSIGNMENTS AND GRADING

The schedule of assignments and classroom discussions may also change over the course of the semester. These modifications will be based on the specific needs of all the students in the course, but not to exceed difficulty or the due dates of the originally proposed assignment. Any changes to the syllabus will be announced in class and through Blackboard. Every student is responsible for these changes whether or not she/he check course Blackboard announcements.

All assignments are due in Blackboard on Sunday evenings each week by midnight, MST.

More information about each one is available on Blackboard, under the module for the week it is due. Please keep your assignments organized. It will serve to work on your final reflection/self-evaluation of your thinking as it evolves over the semester.

Letter Grade	A	B	C	D	F
Point total	100-90	89-80	79-70	69-60	59-0

- 20 Points: Blackboard discussions
- 15 Points: Quizzes
- 20 Points: Reflections
- 20 Points: Planning
- 15 Points: Final Reflection/ Self-evaluation
- 10 Points Required **10** hours field observation

Assignment details can be found in Blackboard.**

Field Observation Hours Required: Students will complete a minimum of 10 hours of field observations during this course. At least 5 hours of observations must be conducted in classrooms in your intended area of certification. Observations and the subsequent reflection are expected to inform your teaching philosophy and support you in making connections between theory and practice when planning curriculum to maximize student learning.

Course Requirements: • You will submit a comprehensive reflection based on your observations will be submitted on or before the last day of class both in Blackboard and uploaded to the Educator Preparation Online Portal. Please refer to Blackboard for specific details about the completion of this reflection.

In the reflection you will be asked to reflect on the following topics based on your 10 hours of field observations. • Learning Environment (MAT 3.1, 3.2, 3.3) • Differentiation (MAT 1.2, 1.3, 1.4, 2.4) • Collaboration (MAT 1.4, 2.3, 2.4, 3.1, 3.3) • Use of Questioning (MAT 1.4, 2.3, 2.4, 2.5) • Assessment (MAT 1.1, 1.2, 2.1, 2.4, 2.5) •

You will need to complete an observation log in the Educator Preparation Online Portal to receive credit for completing your field observations for this course.

Assignment submission specifications: APA format, 12-point font, Times New Roman, Double Spaced, 2-4 pages, save as .docx.

Alternative means of submitting work in case of technical issues

I strongly suggest that you submit your work with plenty of time to spare in the event that you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work (answers to discussion points, reflections, and activities) in a separate Word document as a back-up. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the

course website, please contact the UTEP Help Desk. You can email me your back-up document as a last resort.

ATTENDANCE POLICY

This is an online course; virtual attendance is required. Attendance is determined by class participation online. Participation is determined by completion of the following activities:

- Reading/Viewing all course materials to ensure understanding of assignment requirements
- Participating in engaging discussion with your peers on the Discussion Boards
- Completing all Activities (written reflections, quizzes, etc.)
- Completing all Major Assignments

TECHNOLOGY REQUIREMENTS

Content is delivered via the Internet through the Blackboard learning management system (LMS). Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Mozilla Firefox and Google Chrome are the most supported browsers for Blackboard; other browsers may cause complications with the LMS. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have or have access to a computer/laptop, a webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Skype, and Windows Media Player. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you encounter technical difficulties beyond your scope of troubleshooting, please contact the [Help Desk](#) as they are trained specifically in assisting with technological needs of students. However, these are not 24h services. So, do not wait till the last moment to complete your assignments.

NETIQUETTE

In an online classroom, our primary means of communication is written. The written language has many advantages: more opportunity for reasoned thought, more ability to go in-depth, and more time to think through an issue before posting a comment. However, written communication also has certain disadvantages, such a lack of the face-to-face signaling that occurs through body language, intonation, pausing, facial expressions, and gestures. As a result, please be aware of the possibility of miscommunication and compose your comments in a positive, supportive, and constructive manner and consider the following:

- Remember that your posts are public. All class participants will be reading any postings.

- Respect and courtesy must always be provided to classmates and to instructor. Make a point to be kind and respectful in your comments—even if you disagree with someone. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else’s message, address the ideas, not the person and stay on-topic. Post only what anyone would comfortably state in a F2F situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space. If students wish to do so, they have the ethical obligation to first request the permission of the writer(s).
- Submit files the right way. If you do not follow instructions, you’re taking the risk that your instructor won’t be able to find or open your assignment. Save yourself and your instructor a headache and read their instructions carefully before submitting.

LATE WORK POLICY

No late work is accepted. If you have an unexpected emergency, please contact Dr. Barrios before the assignment due date to discuss.

UTEP Teacher Education Department Policy on Course Absences

The UTEP Teacher Education Department considers missing two weeks of class excessive. The student may be dropped for lack of attendance. If you miss two weeks of class, contact your instructor immediately. I reserve the right to drop students, and do not assume that I would have/did drop you, it is your responsibility to check if you have been dropped or not. If you cannot complete this course for whatever reason, please contact me. If you do not, you are at risk of receiving an “F” for the course.

INSTRUCTIONAL PHILOSOPHY

My role in this class is as facilitator and not as a sole knowledge provider. Participating actively in all that we do together is vital, not only for your own learning but also for the learning of others. Active participation means both *sharing* your thoughts, questions, and ideas and *listening* to others’ thinking, figuring out how it is sensible from their perspective, connecting it to your own and still other others’ thinking, and considering how to build on it to advance the collective learning of the class. These skills are critical not only for your work in this class, but for your work as a teacher who hears and builds on students’ ideas.

Be creative and invent new ways of approaching content and do not be afraid of mistakes.

Academic Dishonesty

Academic Dishonesty is an assault upon the basic integrity and meaning of a university. Cheating, plagiarism, and collusion in dishonest activities are serious acts which erode the

university's educational and research roles and cheapen the learning experience not only for the perpetrators, but also for the entire community. It is expected that UTEP students will understand and subscribe to the ideal of academic integrity and that they will be willing to bear individual responsibility for their work. Materials (written or otherwise) submitted to fulfill academic requirements must represent a student's own efforts. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. *All assignments with plagiarized material will be given a grade of 0 AND automatically have 10% deducted from their grade. If you use ideas or written text from other people you must cite them.* Violations will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

ACCOMMODATIONS POLICY

It is my goal for you to be supported to flourish and grow in this course. If there are special circumstances that may affect your course participation (e.g., linguistic background, religious practices, family situation, neurological differences, immigration status), please let me know so that we may work together to develop strategies to meet both your needs and the requirements of the course. I will do everything I can to support you.

You may also find this university resources valuable: [UTEP Center for Accommodations and Support Services](#).

STUDENT RESOURCES

UTEP provides a variety of student services and support:

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [History Tutoring Center \(HTC\)](#): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- [Military Student Success Center](#): UTEP welcomes military-affiliated students to its degree programs, and the Military Student Success Center and its dedicated staff (many of whom are veterans and students themselves) are here to help personnel in any branch of service to reach their educational goals.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Course Schedule

DATE	TOPICS	READINGS & RESOURCES	DUE ASSIGNMENTS
Week 1 08/22- 08/28	Syllabus & Course Overview Expectations and Format Course Tools and Resources	Syllabus Netiquette for online course	Complete tasks in your Week 1 folder Due: Discussion #1
Week 2 08/29- 09/04	How do we learn? What does it mean to learn?	Video: Learning how to learn_Barbara Oakley https://www.youtube.com/watch?v=O96fE1E-rf8 Reading: The Three Elements of Great Teaching https://www.funderstanding.com/educators/the-three-elements-of-great-teaching/	Complete tasks in your Week 2 folder Due: Reflection Task #1
Week 3 09/06- 09/11	Knowledge of Students: Learning Styles Bloom's Taxonomy	Reading: 9 Questions to Tackle in Demonstrating Knowledge of your Students https://www.teacher.org/daily/demonstrating-knowledge-your-students/ Video: Learning Styles & Multiple Intelligences: Theory Integration https://www.youtube.com/watch?v=FVg9n0l0Gf0 Reading: Lombardi, Chapter 8 https://granite.pressbooks.pub/teachingdiverselearners/chapter/blooms-taxonomy-2/	Complete tasks in your Week 3 folder Due: Quiz #1

<p>Week 4 09/12- 09/18</p>	<p>Learning Theories:</p> <p>Behaviorism</p> <p>Cognitivism</p>	<p>Reading: Skinner's Radical Behaviorism https://www.funderstanding.com/educators/skinners-radical-behaviorism/</p> <p>Reading: Behaviorism https://www.funderstanding.com/theory/behaviorism/</p> <p>Reading: William, Chapter 2, Section 2.4 https://opentextbc.ca/teachinginadigitalage/chapter/3-3-cognitivism/</p>	<p>Complete tasks in your Week 4 folder</p> <p>Due: Planning Task #1</p>
<p>Week 5 09/19- 09/25</p>	<p>Constructivism</p> <p>Cognitive Considerations for Designing Instruction</p> <p>Applied Vygotskian Scaffolding</p>	<p>Reading: The Teacher's Role in Establishing a Constructivist Sociomoral Atmosphere https://www.scholastic.com/teachers/articles/teaching-content/teachers-role-establishing-constructivist-sociomoral-atmosphere/</p> <p>Reading: Lev Vygotsky and Social Cognition https://www.funderstanding.com/educators/lev-vygotsky-and-social-cognition/</p> <p>Reading: 6 Scaffolding Strategies to Use with your Students https://www.edutopia.org/blog/scaffolding-lessons-six-strategies-rebecca-alber</p>	<p>Complete tasks in your Week 5 folder</p> <p>Due: Discussion #2</p>
<p>Week 6 09/26- 10/02</p>	<p>Active Learning Instructional approaches:</p> <p>Differentiation of instruction</p> <p>Inquiry-based instruction (biographical inquiry)</p>	<p>Reading: What is Differentiated Instruction? https://www.scholastic.com/teachers/articles/teaching-content/what-differentiated-instruction/</p>	<p>Complete tasks in your Week 6 folder</p> <p>Due: Reflection Task #2</p> <p>Be sure you have received placement for your observation hours*</p>

		<p>Infographic: What Is (and Is Not) Differentiated Instruction?</p> <p>Reading: Akmal, T. T., & Ayre-Svingen, B. (2002). Integrated biographical inquiry: A student-centered approach to learning. <i>The Social Studies</i>, 93(6), 272-276.</p>	
<p>Week 7 10/03- 10/9</p>	<p>Active Learning Instructional approaches: Cooperative learning</p> <p>Jigsaw teaching strategy</p>	<p>Reading: Johnson, D. W., & Johnson, R. T. (2011). Cooperative learning. <i>The encyclopedia of peace psychology</i>. (pp 2-5)</p> <p>Reading: Johnson, R. T., & Johnson, D. W. (2008). Active learning: Cooperation in the classroom. <i>The annual report of educational psychology in Japan</i>, 47, 29-30.</p> <p>Video: Jigsaw https://www.youtube.com/watch?v=KzJpVE-fQeE</p>	<p>Complete tasks in your Week 7 folder</p> <p>Due: Planning Task #2</p>
<p>Week 8 10/10- 10/16</p>	<p>TPACK</p>	<p>Reading: Kurt, S. "TPACK: Technological Pedagogical Content Knowledge Framework," in <i>Educational Technology</i>, May 12, 2018. https://educationaltechnology.net/technological-pedagogical-content-knowledge-tpack-framework/</p> <p>Reading: Kurt, S. "Educational Technology: An Overview," in <i>Educational Technology</i>, November 18, 2015.</p>	<p>Complete tasks in your Week 8 folder</p> <p>Due: Quiz #2</p>

		https://educationaltechnology.net/educational-technology-an-overview/	
Week 9 10/17- 10/23	Teaching Diverse Students: Cultural Awareness ELLs and Language acquisition theory	Reading: Diversity Toolkit: Cultural Competence for Educators http://www.nea.org/tools/30402.htm Reading: Preparing for Cultural Diversity: Resources for Teachers https://www.edutopia.org/blog/preparing-cultural-diversity-resources-teachers Reading: Wright, Chapter 3, Language Learning and Teaching	Complete tasks in your Week 9 folder Due: DB #3
Week 10 10/24- 10/30	Teaching diverse students: Intensive needs Socio-emotional learning	Reading: Intensive Intervention http://airhsdlearning.airws.org/ncii/final/story_html5.html Video: Social and Emotional Learning https://casel.org/what-is-sel/	Complete tasks in your Week 10 folder Due: Optional check in with instructor
Week 11 10/31- 11/06	Classroom Management: Classroom Climate Error Friendly Culture Growth and Fix Mindsets Teacher effective communication	Reading: Barr, J. J. (2016). Developing a Positive Classroom Climate. IDEA Paper# 61. <i>IDEA Center, Inc.</i> Reading: Carol Dweck: A summary of Growth and Fixed Mindsets https://fs.blog/2015/03/carol-dweck-mindset/	Complete tasks in your Week 11 folder Due: Reflection Task #3

<p>Week 12 11/07- 11/13</p>	<p>Project-Based Learning</p>	<p>Reading: Larmer, J. (2018). Project-based learning in social studies. <i>Social Education</i>, 82(1), 20-23.</p> <p>Video: Staying on Task During Project-Based Learning https://www.youtube.com/watch?v=KYc6goFgTgl&feature=youtu.be</p>	<p>Complete tasks in your Week 12 folder</p> <p>Due: DB #4</p>
<p>Week 13 11/14- 11/20</p>	<p>Assessment: a) Formal</p> <p>Diagnostic Assessment Formative Assessment Benchmark Assessment Summative Assessment</p> <p>Assessment: a) Informal</p> <p>b) Self-assessment</p>	<p>Reading: Different types of assessment and what you need to know about them https://edulastic.com/blog/types-of-assessment/</p> <p>Student assessment https://tea.texas.gov/student-assessment</p> <p>Reading: Formal Vs Informal Assessments https://www.scholastic.com/teachers/articles/teaching-content/formal-vs-informal-assessments/</p> <p>Other Resources: Student Assessment https://tea.texas.gov/student-assessment</p> <p>STAAR Interim assessments https://tea.texas.gov/student-assessment/testing/taar/taar-interim-assessments</p>	<p>Complete tasks in your Week 13 folder</p> <p>Start working on Planning Task #3</p> <p>Finalize field observations</p>
<p>Week 14 11/21- 11/27</p>	<p>Elements of Curriculum/ Lesson Planning</p>	<p>Reading: Elements of a Good Lesson Plan</p> <p>Reading: On Learning Goals and Learning Objectives</p>	<p>Complete tasks in your Week 14 folder</p> <p>Due: Planning Task #3</p>

	<p>The role of TEKS in determining instructional goals and objectives.</p> <p>Learning goals and Learning objectives.</p>	<p>https://bokcenter.harvard.edu/learning-goals-and-learning-objectives#:~:text=The%20distinction%20between%20%22learning%20goals,to%20decide%20whether%20your%20goals</p> <p>Texas Essential Knowledge and Skills http://www.tea.state.tx.us/teks/#grade</p>	
<p>Week 15 11/28- 12/04</p>	<p>Lesson Cycle and the T-TESS domains and dimensions</p> <p>Gagne’s Nine Steps</p> <p>5E Model</p>	<p>Reading: Gagne’s Nine Events of Instruction https://thepeakperformancecenter.com/business/learning/business-training/gagnes-nine-events-instruction/</p> <p>Reading: The 5E Instructional Model https://nasaclips.arc.nasa.gov/teachertoolbox/the5e</p> <p>T-TESS Teacher https://www.teachfortexas.org/ResourceFiles/Guides/T-TESS_Teacher_Handbook.pdf</p> <p>TExES_PPR_preparation manual https://www.utep.edu/liberalarts/english/Files/images/texas-test/160_ppr_ec_12_prep_manual.pdf</p>	<p>Complete tasks in your Week 15 folder</p> <p>Due: Reflection Task #4</p>
<p>Week 16 12/08</p>	<p>Due: Final Reflection and Observation Hours/Log</p> <p>Note- late or emailed final assignments will not be accepted. Details posted in Blackboard.</p>		