

Course: EDUC 790 - Models of Teaching and Learning -INTERNET

Section: 781

Credits: 3

Description: Simply put "models" deals with constructing optimal learning environments. Models is a broad categorical term that may provide frameworks, patterns, or examples for any number of educational components -- curricula, instructional techniques, instructional groupings, classroom management plans, the development of support materials, presentation methods, etc.. Relationally, ED 726 is a course that focuses on understanding the varied aspects of instructional environments and being able to master these and use them to enhance instructional variety and quality. Content and processes in this also deal with developing instructional repertoires, understanding curricular foci, gaining clearer perspectives as to what works with different types of learners, and the reasons why some methods work and others do not.

Traditionally, models of teaching are represented by a broad array of teaching systems, each containing a distinctive philosophical basis and related pedagogical methodologies. Most models can be generally fitted into one of four distinct families:

- 1) social
- 2) information-processing
- 3) personal
- 4) behavioral systems

Models falling into these categories have strong histories of use. Usually, they have been both refined and tested in the field. In this course participants will explore selected teaching models that are representative of all four divisions and curricular orientations behind these models.

Personalization: One of the nice things about e-courses is that they can be easily altered to fit individual backgrounds and needs. If you have taken my version of ED 721, have considerable knowledge of curriculum history and design, or are employed as a curriculum director with an advanced degree already, we can personalize the assignments and projects so that they are tailored to more advanced levels or personalized explorations.

Specifically, during this course we will examine some of the following issues concerning the development and implementation of different types of teaching models:

- o Our existing personal knowledge, expertise, attitudes, preferred curricular orientations, beliefs and perceptions concerning the nature of teaching and learning.
- o Some of the different orientations that have and do impact on models of teaching and learning.
- o Representative models from the four common orientations to learning, teaching, and writing curriculum.
- o The processes in developing personal teaching models.
- o And any relevant professional or personal concerns, needs or interests of

participating students as these may impact the implementation, development, or practice of teaching models.

- o Lastly, during this period of time, I encourage you to examine yourself in the following contexts _ as a learner; as a teacher; as a writer of instructional plans, as a curricular developer, and as a member of a profession and world that is rapidly changing.

The major goals for this course are that:

1. Students will examine and become familiar with a variety of models -- again, this can differ according to personal selection and need.
2. Students will be able to recognize the components that create effective teaching models.
3. Students will be able to critically analyze models and methods of teaching.
4. Students will be able to identify models and categorize them into the appropriate categories.
5. Personal Mastery Level students will be able to construct usable and effective personal models of teaching and bring these into the curriculum.

This course has been designed to meet the following WTS:

1. The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
2. The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social and personal development.
4. The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage childrens development of critical thinking, problem solving, and performance skills.
7. The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community and curriculum goals.

Textbook:	TBA
Instructors:	Leslie Wilson
Location:	INTERNET
Dates and Times:	TBA
Limit:	10
Estimated Tuition:	3 credits: WI Graduate \$950.34

Tuition reflects off-campus rate plus \$60 INTERNET fee