Example of a Well-Designed Course in: ELEMENTARY EDUCATION

1. Specific Context

- **The subject matter**: Reading Education
- **The title of the course**: Psychology of Reading
- **Typical class size**: 22
- **Level of the course**: Undergraduate/Graduate
- **Mode of delivery**: Totally Online
- **Type of institution**: Four Year University

2. General Description of the Course

This course is designed to provide participants an historical and philosophical perspective on current issues regarding reading instruction. Through the study of learning theories correlated to the process of reading, participants will learn practical applications that emphasize language development, including the cognitive, linguistic, perceptual, and sensory aspects as they relate to reading growth and development.

3. Big Purpose of the Course

Education-E's. The purpose of this class is to develop participants who have lifelong skills in using research, theory and strategic tools in the area of reading instruction. Through these efforts they will establish themselves as professional educators; experts in the classroom and as team members. They will use their skills with efficacy and efficiency to design effective instruction for struggling readings of all ages. They will lead other educators to evaluate their own learning efforts and ultimately create an environment and community for continuous learning that other professionals might emulate.

4. Important Situational Factors/Special Pedagogical Challenge

1. Specific Context
The course is used to fulfill program requirements or as an elective for pre-service teachers, in-service teachers or graduate students. It is an asynchronous reading course. There is a course number limitation of 20 students. It has been a part of the Reading Concentration and School of Ed offering for several semesters but needs some updating as far as external links and activities.

2. Expectations of External Groups
The expectation for teachers, both pre and in - service, by outside groups is that those taking the course have a clear understanding about the process of changing theory and philosophy of reading to practical applications for increasing the literacy of America's children. Furthermore, there is an expectation that

teachers should have the ability to diagnose barriers to reading achievement by individual students and be able to design effective interventions based on the knowledge of these theories and philosophies.

3. Nature of the Subject
The course is more theoretical in nature, but calls upon the course participant to apply those theories to classroom instruction and do critical analysis of lesson design.

4. Characteristics of the Learners
The learners are varied in age - some are traditional age college students, others are in the military and taking courses using their GI bill funds or spouses of American military personnel. Many are full time teachers that are in graduate level course work. Several students work full time and are parents with small children. Still other students are not traditional age but using Job Ready funds to go back to school after job loss due to outsourcing of jobs in the US. The learners represent a wide variety of student experience and life-styles; very different perspectives.

5. Characteristic of the Teacher
Career educator of 20 years. Very empathetic to those students that work and go to school (did the same thing). Have an artistic background (music) and tend to seek creative means for students to express learning. Also, tend to be less concerned about administrative issues and look for the dialogue and growth in thinking of students.

6. <u>SPECIAL PEDAGOGICAL CHALLENGE:</u> Providing interesting and varied ways for students to respond to complex and challenging material. This should not be mundane reading, reflective writing responses.
   Response: The instructor will embed within the introductory activity and course overview a sample of those activities. Using the course blog, the instructor will challenge students to reflect on a learning style inventory and how it might be impacted by an online framework. An open dialogue via the blog or Facebook group may encourage dialogue for this purpose.

Other Thoughts

#	Factor	Current Information	Information Needed	Impact on Course Design	Response
1.	Content Expectation/ purpose of the course	Upper division course - used as an elective or part of a concentration. May also be taken as graduate credit for MA in	Previous syllabus as taught by others in the unit.	Setting the contextual manner in which the course is received. Levels of understanding and challenge	Write the assignments for the course in differentiated – tiered instruction format – adjust

		Reading/continuing education		differ based on student experience in the classroom	as needed throughout the course
2.	Course format	Fully online	Former course outline/ modules/ framework for presentation through blackboard	The need to design a structure that is consistent and easily followed by students. Complicated means of following or finding connected readings, assignments, and assessments can prove frustrating to students, especially if they are not disposed to the discipline of online coursework.	Set the course in modules with each module following a familiar "six point" lesson format. Using blackboard tools and discussion board to enhance and connect ideas members of the class. Keep an open blog where students can share in a more reflective manner.
3.	Challenge/ creativity level of the course	Course description as found in university catalog. Previous personal experience creating online course work.	Student learning style and level of experience with online courses	Student groups /size of class may stymie some activities and application tasks. The course must be challenging for content acquisition but also creative enough to not cause boredom of students. Activities must be written to engage groups other than by discussion board comments on the	Create a document explaining course format, types of activities and other housekeeping related issues that may cause frustration. Provide an explanation of instructor "teaching style" and how each activity may be used in K-12 setting.

				work of peers.	
4.	Incorporating instructional tips for instructional design that are used in the course	Students are pre-service or in-service k-12 level teachers. They are constantly looking for ways to be more efficient and effective in their own instructional designs.	NA	This component adds a broader level of learning for pre-service and in-service teachers.	Set a "textbox" for transfer of ideas and ask for student reflection for the k-12 setting

5. 3-Column Table

Use this table below to provide information about these three aspects of your course design.

Learning Goals:	Assessment Activities:	Learning Activities:
Foundational Knowledge 1a.Learners will identify the major philosophers of reading education and the theories associated with that philosopher. 1b.Learners will explain the major components of reading and identify specific best practices for each component.	Quiz Presentation by students using a rubric as the assessment tool With a rubric as a the assessment tool, students will share the concept map and explain the components of reading and appropriate best practices for teaching each	Discussions Development of multi-media presentations for the purpose of delineating philosophies and determine applications in today's classrooms Design a Concept Map
Application 2a. Learners will develop skills for critical analysis that will enable them to make appropriate decisions regarding the teaching of reading and literacy development. 2b. Learners will increase their personal skill for reading complex material and responding in a thoughtful, meaningful manner. 2c. Learners will make effective instructional decisions by linking	Present analysis and redesign of a chosen lesson plan. Critical Thinking Rubric and Instructional design rubric will used as the assessment tool Self- assessment Students will write and share unit designs using a rubric as guide for	Use pre-written online lesson plans - analyze and rewrite. Provide a brief description of the changes and the rationale behind decisions Read self selected material, write reflective essays about choices, aha's and oh-me's Writing units for specific learning goals using common core standards fro k-12 language arts. Analyze the "declarative" knowledge requirements

theory, philosophy and research. 2.d Learners will determine the best possible method of instruction for particular learning outcomes, given a set of circumstances and the individuality of student learning needs. 2.e Learners will employ the idea of "backward design" - for curriculum mapping to make decisions for designing effective learning experiences for their own students.	assessment Teacher observation Checklist/teacher observation. Teacher review and feedback	for the SCOS and the "procedural knowledge" requirements for the SCOS learning outcomes identified for a given lesson, then do research "evidence based best practices" for effective for teaching that particular goal. Online learner groups will develop a concept map of common goals, strands and concepts Introduced, Expanded and Maintained per grade level grades 12-K using a given standard course of study (SCOS) and align the theories/philosophies purported at a given grade level.
<u>Integration</u> 3a. Learners will use the concepts acquired regarding reading and apply to cross-curricular instructional plans i.e. - social studies and biography, science and expository reading assignments etc. 3b. Learners will use strategies identified for learning vocabulary across curricular lines - reading for science, technical vocabulary for math etc.	Present Units for assessment using the Instructional Design Rubric	Design unit plans using a pre-determined format for cross curricular integration. Seek and share with peers effective teaching strategies for vocabulary development. Learners will present a video of themselves teaching the strategy and post data and a self reflection from that experience regarding effectiveness.

Human Dimension	Teacher observation Present via online writing /sharing activities using the Instructional Design Rubric as the guide	Use a blog format to discuss the literature and using such tools as "google. docs" collaboratively develop a lesson focusing on one element of reading instruction.
4a. Learners will discuss a pre-determined piece of children's literature within their online groups and design a plan for using that literature to teach an element of reading.		
4b. Learners will expand their repertoire of personal reading material and analyze why they choose particular styles, authors, genre etc.	Write and present the essay with the Critical thinking rubric as tool	Choose three books to read that are different from normal choice/genre and write an essay (following guidelines provided)
4c.Learners will plan for the learning needs of diverse students	Design instructional plans for scaffolding and differentiation using Instructional Design Rubric as the assessment tool	Write explicitly for differentiation/scaffolding experiences for struggling learners, students with special needs within the framework of the provided unit/lesson plan format
Caring 5. Learners will express a new or greater understanding of the reading process and a renewed interest in teaching reading to young or struggling readers.	Teacher observation Information/data derived from the self assessment survey	Complete a self assessment survey Write in a reflective online blog.
How to Keep On Learning 6. Learners will increase their personal meta-cognitive skills and apply insights to their work within	Teacher observation/email with student	Write a synopsis about personal learning style and how that is used to increase creative instructional design - how that is seen in personal work as a professional k-12 educator.

the course.		

When considering the concepts, ideas, and applications I would like for participants to take with them from this course, I could identify several aspects of learning I would like to see them apply. It is desirable for participants to learn at multiple levels and in a variety of ways. To demonstrate they have acquired basic **Foundational Knowledge** the learners will identify the major philosophers of reading education and the theories associated with that philosopher and will explain the major components of reading and identify specific best practices for each component. As they begin to **Apply** these theories the learners will (1) develop skills for critical analysis that will enable them to make appropriate decisions regarding the teaching of reading and literacy development; (2) increase their personal skill for reading complex material and responding in a thoughtful, meaningful manner, (3) make effective instructional decisions by linking theory, philosophy and research; (3) determine the best possible method of instruction for particular learning outcomes, given a set of circumstances and the individuality of student learning needs; (4) employ the idea of "backward design" - for curriculum mapping to make decisions for designing effective learning experiences for their own students. It is also desirable that participants will **integrate** the knowledge they have acquired throughout the entire spectrum of curriculum for children at the Pre-Kindergarten – 12th grade level. The participants will practice and use the concepts acquired regarding reading and apply to cross-curricular instructional plans i.e. - social studies and biography, science and expository reading assignments etc. They will also use the strategies identified for learning vocabulary across curricular lines - reading for science, technical vocabulary for math etc.

Further learning occurs in the area of the **Human Dimension as** participants discuss children's literature within their online groups and design a plan which addresses the learning needs of diverse students and uses that literature to teach an element of reading. They will expand their repertoire of personal reading material and analyze why they choose particular styles, authors, genre etc. The processes used in the course will encourage the participants to engage in professional learning communities through quality discourse and collaborative instructional design. They will demonstrate a **value and care** for learning by the expression of a new or greater understanding of the reading process and a renewed interest in teaching reading to young or struggling readers. The participants will show a desire **to continue their learning** and will increase their personal meta-cognitive skills and apply insights to their work within the course.

6. Weekly Schedule

Week	Topic	Group Learning	Individual Learning
1	**Introductions DAY 1 and 2**	Participants will introduce themselves to their classmates via the introductory thread in the Discussion Board. They will find two others that have a similar hobby, background or activity they enjoy and "talk" with each other about it.	Participants will take the pre-class survey about prior knowledge of leading theories in reading education. Students will create a reflective blog. All reflections will be written to the blog.
	Housekeeping Day 2 and 3	Participants will choose one classmate as a partner and together do the "scavenger hunt" under Documents. They will post their findings under the Thread "Scavenger Hunt". The first pair to correctly complete all sections of the scavenger hunt will "win" a prize from the instructor.	1. Participants will read the syllabus and explore the course. 2. Each participant will send three things that they feel make a successful and engaging class via an email to the instructor. 3. The instructor will compile all – like/similar and present via Survey on Blackboard for a vote. This will develop the "Rules of Engagement" for the course.
	The Conceptual Framework based on National Professional Teacher Standards	Each participant will view the pictograph analogies of two other classmates and connect with their own – creating a strong definition of each element. • Knowledgeable and Reflective • Technologically Competent • Caring and Ethical Responsibility • Working with Families and Communities • Research and Leadership • Respect for Diversity and Individual Worth • Communication	Participants will design pictograph analogies using the seven elements of the SOE conceptual framework.

2	**What is a theory/model?**	"Discuss" via online 'facebook group' their understanding of the differences and identify a specific theory or model that has been a particular help to them in making a decision or following a plan, etc.... Inform the instructor of choice for problem based research project. Topics from which to choose: • Vocabulary and Reading • Meta-cognition and Reading • Intrinsic versus Extrinsic Motivation • Vygotsky's Zone of Proximal Development • Memory-Short term and Long Term and Reading • Effects of Reading Aloud to Young Children • Phonemic Awareness and its Relationship to Word Analysis • Think Alouds in Comprehension • Language Experience Approach to Teaching Beginning Reading • Importance of Prior Knowledge in Reading Comprehension	Participants will read the first chapter in the text discussing theory and models. Participants will explore topics for research proposal and choose one to design a research project. Specifics are outlined in the Assignment section of the course menu. Students will examine the Library Orientation Document provided in the Documents section of the course menu.
3	**Early Roots – Theories and Models Applicable to Reading (400 BC- 1899)**	Practice the following with a child, write a one page reflection regarding effectiveness and determine which element of reading is targeted. 1. Mental Discipline: Repeated Reading 2. Associationism: Activating Prior Knowledge, Schema Building Activities 3. Unfoldment Theory: Design an Literacy Center 4. Structuralism: small groups, fingers as	Students will read text and explore contemporary practices that are reflective of these theories. Place reflection on Blog

		pointers etc.	
4	**Behaviorism / motivation**	Create a compare/contrast graphic organizer with the main theories and ideas in this chapter. Write a behavioral objective – determine conditioning type and motivation theorist Place ideas in a brochure advertising your philosophy for the classroom using those ideas. Post your brochure and graphic organizer in the discussion board for peer response.	Students will read text chapter and assigned articles on behaviorism, student motivation and classroom management.
5	**Constructivism 1920's - Present**	Write a "dialogue" between a group of theorists – you are at the local Starbucks and hear them discussing their philosophical ideas about teaching and learning …. Insert your own comments and thoughts as your "tell " what you heard.	Read the chapter text. Do a web-search for specific persons that promulgate the ideas of constructivism
6	**Theories of Literacy Development 1930's - Present**	Create a PowerPoint presentation that assimilates the ideas of both early and contemporary components of the ideas in this unit. Provide some specific classroom applications.	Read the chapter text. Find three articles by the leading contemporary theorists.
7	**Social Learning Perspectives (1960's – Present)**	1. Take the quiz regarding models and theories discussed to this point. 2. Work with the Class on the Google Docs "Morning Message" 3. Post a reflection on the morning message activity. 4. Complete your assigned part under the Literature Circle thread in the Discussion Board 5. Post a reflection regarding the literature circle activity –	1. Read the chapter in the text on social learning perspectives. 2. Read the children's story – under documents.

8	**Information / Cognitive Processing Perspectives (1950-1970's)**	Send an eye-jot email to your instructor explaining the initial thoughts about the Information Processing Model – use visuals (posters, pictures etc.) to help you explain.	Read the text regarding the beginning understanding of IPT – do a web search to find more information. Create a citation page and post on the Digital Dropbox
9	**Information / Cognitive Processing Perspectives (1980's)**	Send an eye-jot email to your instructor demonstrating the two theories explained in this chapter. You may include others in your demonstration – just make sure you introduce them before starting your demonstration.	Read the text regarding the continuation of the IPT – Do a web search to find other information on the *interactive compensatory model* and the *Verbal Efficiency Theory*
10	**Information / Cognitive Processing Perspectives (1989-present)**	Post your colorful – graphic document to the discussion board under *timeline* View the timeline documents of your peers and make comment	Read the final chapter in the text on the IPT – Seek current research information regarding how the brain processes information and how children learn. Create a timeline of the IPCP from the 1950's – present. Include the idea development, major contributors – including the development of technology that has helped us understand how learning occurs
11	**Guided Practice**	Post – once per team – your lesson plan then choose one other team's plan and complete a peer assessment - use the rubric that is in the document section of the course menu.	Write a lesson plan using a specific piece of children's literature and focus on a specific element of reading. Work with a pre-assigned team to design a lesson plan that incorporates the most effective model for each section of the plan.

12	**Placing all the pieces on the table**	Place concept map on discussion board with a narrative explaining ideas for integrating models and theories in a cohesive manner	Participants will create a concept map for unit design.
13	**Putting them all together**	Post your unit plan, using the class template. Make sure to complete the reflective section. Discuss challenges and delights regarding ease or difficulty of combining models.	Participants will write a 10 day unit plan based on previously designed unit. They will use the rubric as a guide
14		Post your matrix to the discussion board. View the work of three or your peers and let them know about at least one idea or strategy your will use in your class.	1. Create a matrix of each model and theory. 2. Include the major proponents /theorist for each. 3. Give an example of an activity that would employ that theory
15	**Research Presentations**	Participants will post their research project presentations (multi-media) in the discussion board section of Blackboard	Participants will complete final work on their research project.
16	**Reflections**	Take the final exam. End your blog with a final reflection using a 3-2-1 format	Post Survey via Blackboard

My teaching strategy

My teaching strategy is what might be called a formative approach... I give an overview of the expectation for a product, provide an exemplar and then teach the process step by step. I ask students to present their work to me in milestones throughout the course, give them feedback and then provide an opportunity to rework the material. As we move through the process I can gauge the skill development of each student and can offer suggestions without students fearing a grade or punitive response with each presentation. The grade is a summative response after the students have had ample opportunity to write, think, rewrite and so on. I ask for students to respond to that throughout the course through reflective blogs and emails. This

helps me determine where I can help by sifting through the fears and frustrations and guide them to become critical thinkers of their own work. There is a lot of dialogue involved in this teaching style, but it is worth the gains in thinking that you find in students.

To make this course work, I will need to set a specific time for office hours (online) and work to build trust with the students. This will come about when I offer my own ideas and ideas for the conversations and stay engaged throughout the course. I 'pop-in' and add my ideas -not as an evaluator – but as a fellow learner. Soon students are less intimidated by the written conversation that must take place in a successful online course. The learning has more depth and the conversations are less shallow.   I will also need to have a list of require technologies and downloads as part of the Course Information… then walk them through an icebreaker that forces the use of each technology tool used in the course, much like a mini scavenger hunt.

7. <u>Evidence of Impact</u> (optional)

The redesigned course has not been taught (April 2011).

8. <u>Most Exciting Aspect of the Re-Designed Course for Me</u> (optional)

I inherited this course and often find that it is more difficult to engage in a course unless I was part of the thinking process to present the information. I really enjoyed the creative aspect of the design. Seeking ways to present this material so students would do more than "read, do a one sentence response on a discussion board and then take a quiz", was fun and challenging for me.

9. <u>My Contact Information</u>

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