

**MIDDLE EAST TECHNICAL UNIVERSITY  
FACULTY OF EDUCATION**

**EDS 544  
Theories of Instruction  
Fall 2012**

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<b>Course website:</b> <a href="http://ocw.metu.edu.tr/enrol/index.php?id=192">http://ocw.metu.edu.tr/enrol/index.php?id=192</a> <b>Course Social Bookmark Website:</b> <a href="http://groups.diigo.com/group/metu-eds-544">http://groups.diigo.com/group/metu-eds-544</a>	

*“Connect, Collaborate, Participate, Share, Learn”*

### **Course Description**

The Theories of Instruction course is for graduate students who are interested in the study of the emergence and the present status of instructional theories. The overall goal of this particular course is to equip course participants with the knowledge of instructional theories comparing and discussing the relationships among learning theories, and their practical applications. The development of the knowledge on instructional theories will be fostered by a) learning by design activities, and b) opportunities to critique and evaluate applications of the theories.

### **Course Goals**

- Articulate, clearly, the theoretical basis for instructional theories.
- Understand and explain the difference between the theories of instruction and the impact on learning.
- Choose and effectively use appropriate instructional theories and strategies to meet the learning needs of students.
- Plan, teach, and critique lessons that incorporate different theories of instruction and appropriate instructional strategies.
- Formulate and defend, both in a narrative and visual format their own theory of instruction (teaching and learning) paying particular attention to the diverse abilities, needs and interests of all students.
- Understand the goals of various teaching approaches and/or ways of thinking about instruction that are used to meet the diverse abilities, needs and interests of all students.
- Match and adapt models of instruction for specific needs, subject areas, and learning profiles of students.

- Assist others in analyzing and evaluating the performance of teachers through sharing, observation, and cooperative problem-solving.
- Reflect on and evaluate their own performance to gain insight, to improve and develop their instructional skills to more skillfully adapt, extend and integrate those instructional practices that meet the diverse learning needs of all students.
- Understand and clearly articulate personal philosophy of teaching and learning.

### Course Technologies

We will actively use educational technologies throughout this course to enrich our learning experiences. It is also expected from you to integrate educational technologies into your presentations and lessons in meaningful forms. Please make sure to enroll in the following two platforms during the first week and familiarize yourself with their features.

1. **Moodle:** Moodle will be used as a course management platform supported by METU OpenCourseWare. You are expected to participate fully to the course activities on Moodle such as discussion forums, assignment submission, and accessing to the course calendar, timeline, and materials.
2. **Diigo:** Diigo will be used as a social bookmarking platform where you will share the news related to the theories of instruction and learning.

### Course Assignments

ASSIGNMENTS	<u>Due on or before:</u>
<p><b>1. EdTheory News</b> Share news that you relate to the theories of instruction and learning to <u>Diigo</u> before each class. You can find the news on research articles, newspapers, blog posts, online forums, tweets, the Ministry of Education web site etc. After the class, comment at least two of your peers' posts on Diigo.</p>	<p><u>&lt;Each week before the class</u></p>
<p><b>2. Preparation, Attendance and Participation</b></p> <ul style="list-style-type: none"> <li>• <b>Prepare</b> for class by completing assigned readings and other homework. For each assigned reading from the <b>Reading List</b>, use the <b>Reading Reflection form</b> to: <ul style="list-style-type: none"> <li>○ <i>record</i> a quote or two from the text that was particularly compelling and explain why you chose it -its relevance to your personal and/or professional development.</li> <li>○ <i>reflect</i> on the readings and record what you find personally and/or professionally significant.</li> <li>○ <i>write</i> one or two probing questions to help guide our class discussion</li> <li>○ <i>reflect</i> on significant insights and ongoing questions after the class discussion</li> </ul> </li> <li>• <b>Attend</b> all class meetings, arriving on time, and staying the entire session</li> <li>• <b>Participate</b> actively in class activities and discussions (including the</li> </ul>	<p><u>&lt;Each week before the class</u></p>

<p>online discussions).</p> <p>&gt;Reading Reflection form</p>	
<p><b>3. Group Teaching/Learning Lesson (#2)</b>  Working in a small group, design and teach a 30-minute teaching/learning activity that enhances the class’s understandings of a specific instructional approach and the learning theories that underlie it. Each group member is expected to read at least two outside reference/source that contributes key concepts to the group’s activity.</p> <ul style="list-style-type: none"> <li>• Create a concise document (ex:ppt) that summarizes the approach and post it on Moodle after your presentation.</li> <li>• Complete a Reflective Analysis of your teaching performance, debrief with your peers, and reflect on your collaborative experience as well as instructional effectiveness.</li> <li>• Your lesson will be evaluated by your peers using the <b>Evaluation Form</b>. Please also use this form as a guide to construct your presentation and lesson.</li> <li>• <b>Group Teaching/Learning Lesson Reports (#2)</b> Reports of each presentation will be posted on Moodle the week before the presentation.</li> </ul> <p>Groups will be configured on <u>October 2nd</u> and will be given some class time to work on this activity.</p> <p>&gt; Lesson report guideline  &gt; Evaluation Form</p>	<p><u>Twice during the semester</u></p>
<p><b>4. Observation reports and a comparison report</b>  Observe two different classroom teachers, preferably at different levels and in different subject areas. The purpose of each observation is to explore how different aspects of various instructional theories are implemented in real classroom settings. Hence, each observation report will include the learning principles, instructional methods, interaction pattern, atmosphere, technology, and assessment techniques present in the classroom and how each of these components of instruction is related to various instructional theories. Then a section on the comparison (similarities and differences) of these two classrooms will be included.</p> <p>&gt; Observation Report Outline and Rubric</p>	
<p><b>5. Term paper</b></p> <ol style="list-style-type: none"> <li>1. Develop two lesson plans on the same topic to achieve the same objectives where each lesson plan is based on one of the instructional theories studied in the course. Exemplify how the same topic can be taught by two different approaches.</li> <li>2. Compare two lessons in terms of the applications of the theories of instruction and learning. Cite at least three (3) sources from course</li> </ol>	<p><u>Jan 8</u></p>

readings and/or your own professional resources.	
> Term Paper Lesson Plan Outline and Rubric	
<b>6. “Personal Pedagogy” statement</b> This essential assignment allows you to thoughtfully trace your learning and development of knowledge on the theories of learning and teaching as well as their application. As part of this assignment, you will develop, clarify and/or refine (over the course of this semester) your theory of teaching and learning. The questions will be provided to guide you foster your inquiries. Each week, time will be given to work on this in class.  > Personal Pedagogy Guide	<u>Dec 25</u>

### **Attendance and Participation**

This is a graduate course directed toward students who are prepared and invested. We will work hard to build a learning community that taps into each student’s level of knowledge, expertise, and interest. Therefore, attendance and intense participation is crucial for the success of everyone involved. Course participants are expected to attend the course in a timely manner and for the full time period of the class.

Late assignments cannot be accepted without penalty. 20% per day late will be docked from late assignment submissions. Extensions without penalty will only be provided in the medical circumstances in case a medical note is provided within one week of the absence. Medical notes will not be accepted after the course has concluded.

### **Grading**

<b>Deliverable</b>	<b>Grade Points</b>
EdTheory News	<b>5</b>
Preparation, Attendance and Participation (Reading Reflection)	<b>10</b>
Group Teaching/Learning Lesson (#2) and Lesson Reports (#2)	<b>30</b>
Observation reports and a comparison report	<b>20</b>
Term paper lesson plan and comparison report	<b>30</b>
“Personal Pedagogy” statement	<b>5</b>
<i>Total</i>	<b>100</b>

### **Grade Equivalents for Grade Points**

90-100	AA	65-69	DC
85-89	BA	60-64	DD
80-84	BB	50-59	FD
75-79	CB	0-49	FF
70-74	CC	*	NA

### **Resources/Course Readings**

Throughout the semester we will be reading several resources and textbooks on the theories of instruction and learning. Please check the reading list for details.

### **Academic Dishonesty**

This course will follow the policies on academic dishonesty as adopted by the university. Academic dishonesty includes submitting as one's own work prepared by others, assisting another student in academic dishonesty, and plagiarism among other behaviors specified in the university policy.

You are expected to turn in original work (your own or that of your team) for every part of every deliverable in this course. Please add the full reference of any sources (text, image or audio) if any. For appropriate citation format use APA 6th edition (eg. <http://owl.english.purdue.edu/owl/resource/560/01/>). Any instances of plagiarism means zero point for related assignment. To make sure that you avoid plagiarism, pass a test which was offered by Indiana University at [https://www.indiana.edu/~istd/plagiarism\\_test.html](https://www.indiana.edu/~istd/plagiarism_test.html). Also check METU's plagiarism page at <http://www.fbe.metu.edu.tr/plagiarism>

\*This syllabus is subject to change. Changes, if any, will be announced in class. Students will be held responsible for all the changes.

\*\*PLEASE put EDS-544 and your LAST name in the SUBJECT of ALL email correspondence!