TDEV 410: Utilizing Effective Instructional Techniques  
Spring 2013

Instructor: Delores Rice, Ph.D. – Assistant Professor  
Office Location: Virtual  
Office Hours: Virtual Daily  
Office Phone: 512.900.1913  
Office Fax: 903.866.5507  
University Email Address: delores.rice@tamuc.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

No textbook is required for the course!

Course Description: TDEV 410 provides career and technical education teachers and business/industrial trainers with knowledge and skills for selecting, applying, and evaluating basic instructional techniques and learning principles. Students will demonstrate competencies in presentations utilizing various instructional technologies and techniques.

Student Learning Outcomes:
Learning outcomes are what you are able to do as a result of the activities, readings, instruction, etc. that have occurred in this course - these are my expectations of you. Assignments/activities related to these outcomes are described in the assignments and assessments portion of the syllabus.

1. Formulate a current and historical overview of pedagogy and andragogy;  
2. Compare and contrast instructional methodologies for pedagogy and andragogy;  
3. Evaluate the learning implications associated with generational poverty;  
4. Analyze the instructional issues and opportunities afforded through utilization of Gardener's multiple intelligence theory;  
5. Utilize Bloom's taxonomy to construct student learning outcomes;  
6. Develop a lesson plan utilizing the five stages of lesson planning;  
7. Formulate a personal instructional strategy; AND  
8. Formulate strategies for promoting effective participation in a local school district.

COURSE REQUIREMENTS

Course Expectations and Participation:
Active participation in this web-based course is required. It is recommended that you login and participate in the course daily. 
Participation will vary depending on the task (reading course materials, posting a comment, reflecting on a discussion thread, etc.) required when you login. 
You have maximum responsibility for your learning and involvement in the class. It is important that you keep up with the course materials and deadlines.
You are expected to contribute a high degree of participation and engagement with the course content to positively impact the learning experience for everyone. You are expected to incorporate knowledge gained from the text, personal experiences, peers, and other resources to formulate ideas and your contributions.

**Instructional / Methods / Activities Assessments**
A wide variety of instructional methods will be utilized to provide meaningful learning experiences, including group problem-solving activities, self-assessments, independent research, and case studies. It is vital that support material is read prior to class and that students actively participate in class discussion, activities, and case studies. Course discussions and reflections, rather than lecture, will be the primary method of instruction for the course. Therefore, it is imperative that you use your voice to share your perspectives, experiences, and concerns.

**Web Discussions/ Reflection Journals** [25%] – Due weekly
A grade will be assigned for participation in the discussion group for each module. You must participate/post in each discussion thread/activity in the module to receive credit for the module. However, only one thread or activity will be selected each week for grading. Full credit will be given according to the following:
- **Quality of writing** – responses are free of grammar, spelling or punctuation errors
- **Frequency/Timeliness** – participates throughout the week on several different days
- **Initial Posting** – response fully addresses all aspects of the question/prompt
- **Follow-Up Postings** – posts reflect upon comments from others and integrate different views to take the discussion deeper
- **Organization** – thoughts are presented in a clear and logical manner, with details connected

Responses are not merely a restatement of information or ideas already presented. You are expected to present new ideas for consideration, pose questions to explore a topic deeper, and/or add to perspectives presented.

Most of the modules are open for at least ten days. For each topic, you are expected to post an initial response by the third day at 11:59pm and respond to at least one additional post in each topic thread/activity by the seventh day at 11:59pm. For example, if the module opens on Monday then you have until Wednesday at 11:59pm for the initial post and Sunday at 11:59pm for the follow-up post.

**Quizzes** [10%] -- for specified lessons. Each containing 10 questions (T/F and MC). Each may be taken only once. Timed for one hour.

**Group Activity** [20%] -- I will assign each student to a group. Each group will have 3 assignments for the course. The group should establish rules of operation and hold every member accountable. Please indicate on the first of the project the names of those who participated, as well as, the lesson for which the project is intended.

**Experiential Learning Paper** [25%] – Due April 3, 2013
Conduct an observation of a teacher for a subject that you plan to teach or of a teacher who shares a teaching style that you admire. If you are not planning to teach in the K-12 setting then your observation can take place in the workplace, community or any other teaching/training setting. In addition to observing the teacher conduct an interview with the teacher.

Write a 3-5 page paper on the observation and interview. The observation content should include the following: who did you observe, what subject was taught, what instructional techniques were used, who was the audience for the instruction, what techniques were effective/ineffective and what was your overall assessment of the observation. The interview content should include how long the person has been teaching, their teaching background and experience, why they selected the teaching profession and their teaching philosophy. Additionally, include what new knowledge you gained from this experience? What knowledge was reinforced or challenged? Was there anything that surprised you? What was your overall reaction to the experience?
The paper may be submitted at anytime during the semester. However, it must be submitted at the due date.

**Lesson Plan [20%] – Due April 18, 2013**
Design a lesson for a subject you plan to teach or train. Use Madeline Hunter’s Lesson Plan Template and the resources provided in the lecture to create a lesson plan. Be sure to address each item in the plan including the questions for each component.

**Grading**
Your grade will be determined through a weighted average of your grades on the lesson quizzes, reflection assignments, group participation assignments, individual assignments and required discussion postings. The following scale will be utilized:
A = 90 to 100
B = 80 to 89
C = 70 to 79
D = 60 to 69
F = under 60

---

**TECHNOLOGY REQUIREMENTS**

This is an online course and some obvious technological resources will be required. Access to a computer with Internet access (high-speed preferred) Speakers so you can hear audio enhanced assignments throughout the semester
Microsoft Word
As a student enrolled at Texas A&M University-Commerce, you have access to an email account via myLeo - all my emails sent from eCollege (and all other university emails) will go to this account, so please be sure to check it regularly. Conversely, you are to email me via the eCollege email system or your myLeo email as our spam filters will catch yahoo, hotmail, etc. and I will not check for your email in spam.

---

**ACCESS AND NAVIGATION**

**eCollege Technical Concerns:** Please contact the eCollege HelpDesk, available 24 hours a day, seven days a week. by sending an email directly to helpdesk@online.tamuc.org. You may also reach the HelpDesk by calling (toll-free) 1-866-656-5511, or through the Online Chat by clicking on the "Live Support" tab within your eCollege course.

**Course Concerns:** If you have questions pertaining to the content of this course (e.g., questions about an exam, about course due dates, etc.), please contact your instructor via email, through the "Virtual Office," or during office hours.

**Other Questions/Concerns:** Contact the appropriate TAMU-C department relating to your questions/concern. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call 903-886-5511 between the hours of 8:00 a.m.- 5:00 p.m., Monday through Friday.

---

**COMMUNICATION AND SUPPORT**

**Interaction with Instructor Statement:**
**Participation & Communication:** I expect each of you to be active and thoughtful participants within the learning environment (eCollege) and your learning community. You are to expect the same of me. This includes completing the extensive readings related to course topics, team and/or individual research proposal topics and participation in proposal revision activities (submission of individual draft sections and evaluation of draft sections from other class members).
1. Email is the best way to reach me as I check it throughout the day. Please do not send me panicked last minute emails with the word HELP!!!!!!! in the subject line. HOWEVER.... in order to avoid duplication of questions and answers I prefer that you post all class related questions in the Virtual Office Course Link. It is likely that your peers will have the same question. Emails of a personal nature should be sent to my email address via eCollege.

2. Or if you want to talk via phone, you may contact me via google voice at 512-900-1913. Please do not contact me before 9 am or after 9 pm.

### COURSE AND UNIVERSITY PROCEDURES/POLICIES

**A. Class Participation:**

Systematic and timely on-line participation is expected. University policy notes that excused absences include (i) participation in an authorized university activity, (ii) illness verified by a physician, (iii) death in the immediate family, and (iv) verifiable official court appearance. Please do not contact me after the funeral and ask me to resurrect the body. Keep in mind that this course has been developed to allow maximum flexibility in regard to your online access. You are not required to logon at specific times on specific dates. You will work with other members of the class on specific tasks; however, this activity is determined by the group.

**B. Assignments Submitted by Deadlines:**

Assignments are due as stated. Class participants are strongly recommended to participate with other students in completing the discussion forums. Numbers generate strength. Teaming is an essential soft-skill in every academic environment.

**C. Courtesy and Respect:**

Student Conduct: All students shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment (See Student's Guide, Policies and Procedures, Conduct). TDEV 410 is an undergraduate level course. The course will require your best effort. Course demeanor is that which is expected at the university level. PLEASE KEEP IN MIND THAT THE COURSE E-MAIL IS NOT A FORUM FOR COMPLAINT! Several have been embarrassed when discovering that these e-mails come to the instructor.

**D. Academic Honesty:**

Academic work submitted by you (such as papers, assignments, reports, tests) shall be your work or that of the team and referenced in part or in whole to the correct source. Submission of commercially prepared materials is unacceptable. Moreover, participants shall encourage honesty in others by refraining from providing materials or information with knowledge that these materials or information will be used improperly. Violation of these academic standards may result in removal or failure. Please see the TAMU-C Graduate Catalog and the Publication Manual of the American Psychological Association. Students are expected to use conventions noted in the APA Publication Manual, 5th edition, for citing sources.

Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty, which includes, but is not limited to plagiarism (the appropriation or stealing of ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments) and abuse (destruction, defacing, or removal) of resource material. (Texas A&M University-Commerce, Graduate Catalog).

**E. Dropping the Class:**

If you need to adjust your schedule by dropping this course, please follow university procedures to officially drop the class. If you fail to officially drop the class, a failing grade shall be assigned at the end of
the course. Incompletes: Per university policy is granted only for circumstances beyond student's control which prevented the student from attending classes during Finals Week or the preceding three weeks (Policy A 12.07, 1998). The extension cannot exceed one semester. Failure to fulfill plan requirements within the specified time will result in an F.

F. Course Communication

Course communication will primarily occur through your MyLeo Account. You will need to regularly and systematically review your e-mail on a timely basis.

G. Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu
Student Disability Resources & Services

<table>
<thead>
<tr>
<th>Module</th>
<th>Date Open</th>
<th>Date Close</th>
<th>Topic/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>January 14, 2013</td>
<td>January 20, 2013</td>
<td>Introduction and Overview</td>
</tr>
<tr>
<td>2</td>
<td>January 21, 2013</td>
<td>January 31, 2013</td>
<td>Knowing the Profession</td>
</tr>
<tr>
<td>3</td>
<td>February 1, 2013</td>
<td>February 11, 2013</td>
<td>Understanding Students</td>
</tr>
<tr>
<td>4</td>
<td>February 12, 2013</td>
<td>February 22, 2013</td>
<td>Creating a Learning Environment</td>
</tr>
<tr>
<td>5</td>
<td>February 23, 2013</td>
<td>March 5, 2013</td>
<td>Assessment Student Learning</td>
</tr>
<tr>
<td>6</td>
<td>March 6, 2013</td>
<td>April 3, 2013</td>
<td>Experiential Learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Spring Break is March 11-15</strong></td>
</tr>
<tr>
<td>7</td>
<td>April 4, 2013</td>
<td>April 18, 2013</td>
<td>Preparing Instruction</td>
</tr>
</tbody>
</table>
**Modules open at 12:01am on the scheduled date and close at 11:59pm on the scheduled date. 

Note: Keep in mind that the above schedule is subject to change at the discretion of the instructor**