

School of Education  
University of Puget Sound  
Spring 2009

Tuesday, Thursday 12:30 -1:50 p.m.  
Howarth 212

**Education 420**  
**Multiple Perspectives on Classroom Teaching and Learning**

Amy E. Ryken, Ph.D.  
Office: Howarth 317  
Office Hours: after class or by appointment  
(253) 879-2810 (w)  
(253) 756-6716 (h)  
[www2.ups.edu/faculty/aryken](http://www2.ups.edu/faculty/aryken)  
[aryken@ups.edu](mailto:aryken@ups.edu)

“ . . . all children could and should be inventors of their own theories, critics of other people’s ideas, analyzers of evidence, and makers of their own personal marks on this most complex world.”

Deborah Meier

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## **COURSE DESCRIPTION**

This course is the second prerequisite course required for entrance into the M.A.T. program. The central topic of this course is the ways teachers view learning, instruction, classroom organization, and motivation. As many researchers have noted, the classroom is a dynamic and complex environment where events move more quickly than they might appear. One central reason for this is that teaching is filled with judgments and decisions which need to be made quickly based on a range of beliefs. The outsider observer is rarely privy to the cognitive dimensions of instruction. As a consequence, the issue of teacher planning is central to this course. It should be noted from the onset that planning is far more than mechanical activities that culminate in lesson plans recorded in a book, a sequence of handouts, or a specific course of action that a teacher might attempt to follow the next day. Questions we will explore in this course include:

- How do I view teaching and learning?
- What is the role of planning in my identity as a teacher?
- How is classroom learning embedded in wider cultures?
- What does it mean to plan for instruction that fosters learning and motivation for all children?

Three broad perspectives will guide our analysis of teaching. These perspectives are easily identified in the history of American education as well as the current literature on classroom reform. Each perspective provides a coherent framework for examining how a teacher views student learning, instruction, classroom organization, and motivation. These planning frameworks are:

1. Task Analytic Framework – This planning framework focuses on identifying the component parts of learning, writing behavioral objectives, and teaching identified component parts sequentially. This movement originated in American psychology in the early part of the 20<sup>th</sup> century. Seminal figures such as Skinner and Thorndike were instrumental in applying psychological theories to classroom instruction. Behaviorism is particularly important to education because it gives teachers a task analytic framework for teaching as well as specific principles for classroom management. Educational figures such as Tyler and Bloom helped define what have come to be known as behavioral objectives and educational taxonomies. Finally, behaviorism is important to many teachers because student motivation can be understood through the systematic application of the behaviorist principal of positive reinforcement or external rewards for learning.
2. Backward Design Framework– This planning framework focuses on the complexity of student thinking, organizing instruction around essential ideas and questions, and linking assessments to instruction. This movement also began in American psychology in the late 1950s. The approach assumes a much more complex view of mental processing, and it has been strongly influenced by computers. In fact, various computation metaphors are used to describe how learners acquire, store, and retrieve new information. Information processing yields a different kind of teacher planning, one that is grounded in units of instruction and is driven by big ideas or “enduring understandings.” There are many instructional implications that follow from the backward design framework, particularly the concern for developing some underlying and critical skills to a level of fluency and a counterbalancing focus on what is called “metacognition.” That is, helping students develop the capacity to plan, monitor, and evaluate their learning. Information processing also emphasizes the need for different kinds of teacher assessments. Backward design works to foster students’ intrinsic desire to learn.
3. Communities of Practice Framework – This planning framework focuses on learning as a social and cultural activity. This is the most recent educational perspective, and it has roots in psychology, sociology, and anthropology. Social constructivism is often traced to the early 20<sup>th</sup> century Russian psychologist Lev Vygotsky. However, the perspective did not take hold in the United States until the 1980s. Seminal figures such as Dewey, Bruner, Bransford, and Lave and Wenger have underscored the social dimensions of learning and classroom instruction. Their writings help educators understand the ways in which varied social institutions (e.g. family, work) are organized as learning communities. Social constructivism places a considerable emphasis on modes of discourse and informal assessment. It also underscores the importance of knowing a subject matter and knowing how to teach it. Furthermore, constructivists often depart from prescribed instructional plans based on the needs of and interactions with students. Paramount to social constructivism is classroom organization, which centers on developing what are called communities of practice. This has implications for creating participant structures that foster classroom discussion and small group work. Principles for increasing student motivation are less clear, though many would view approaches found in the information processing framework to be acceptable, with special emphasis on viewing schools as learning cultures.

All three frameworks play an important role in shaping the dynamics in today’s classrooms. We will look for consistencies in learning and teaching theories while also acknowledging the contradictions among these three frameworks.

## **PROGRAM GOALS AND COURSE OBJECTIVES**

The Masters of Arts in Teaching program at the University of Puget Sound is guided by seven core principles or beliefs. Teachers should:

- 1) have deep understanding of subject matter and pedagogies that teach for understanding
- 2) have ability to manage the complexities of teaching
- 3) promote student learning of challenging content
- 4) have ability to reflect on one's own practice, to look for principles underlying what "works" or "does not work" and to persist in determining one's own appropriate practice
- 5) have commitment to serving everyone's children, particularly those who historically have not been well-served by traditional schooling
- 6) have ability to learn and work in collaborative fashion, and to create settings in which others can learn and work
- 7) have capacity to engage in the remaking of the profession and the renewal of schools with understanding of the social and cultural context in which students live and learn

Each of these will be explored in this course, with particular emphasis on principles 1, 2, 4, and 6.

In this course you will examine the variety of ways that learning and teaching are organized in classroom settings. You will examine the classroom as a dynamic cultural unit embedded in larger social institutions (e.g., schools and communities). You will examine your own beliefs about learning and teaching by considering the various ways in which teaching methodologies, classroom management, curriculum issues, and interpersonal relationships interface in classrooms. The two main objectives of this course are:

- By teaching a lesson, leading a reading discussion, participating and reflecting on small group work, and providing feedback on lessons presented by others you will articulate the connections between planning, practice and student learning.
- By participating in class discussions and writing reading reflections you will analyze and critique theories of learning, instruction, and motivation.

## OUTLINE OF CONTENT AND SCHEDULE OF COURSEWORK (A Blueprint for the Semester)

Tuesday	Thursday
<b>Teaching and Learning Overview</b>	
1/20 Introductions Learning and Teaching (Math, Art, History)	1/22 Reading Discussion Syllabus and Organization of Assignments
<b>Task Analytic Framework</b>	
1/27 Reading Discussion Mathematics Lesson and Lesson Assignment	1/29 Reading Discussion Lesson Workshop: Task Analysis/Objectives
2/3 Reading Discussion Lesson Workshop: Enduring Understandings	2/5 <b>Reading Reflection 1 Due--Paper</b> Share Reflections and Portfolio Set-up Reading Discussion (by _____, _____)
<b>Backward Design Framework</b>	
2/10 Reading Discussion (by _____, _____) Lesson Workshop	2/12 Lesson (by _____, _____) _____
2/17 Lesson (by _____, _____) Reading Discussion (by _____, _____)	2/19 <b>Reading Reflection 2 Due--Matrix</b> Share Reflections Reading Discussion (by _____, _____)
2/24 Lesson (by _____, _____) _____	2/26 Lesson (by _____, _____) Reading Discussion (by _____, _____)
3/3 Lesson (by _____, _____) Reading Discussion (by _____, _____)	3/5 No Class Session (Classroom Visitation)
3/10 Lesson (by _____, _____) Reading Discussion (by _____, _____) Mid-way Reflection	3/12 <b>Reading Reflection 3 Due--Paper</b> Share Reflections Lesson (by _____, _____) Lesson (by _____, _____)
3/17 No Class-Spring Recess	3/19 No Class-Spring Recess
<b>Communities of Practice Framework</b>	
3/24 Lesson (by _____, _____) Reading Discussion (by _____, _____)	3/26 Lesson (by _____, _____) Lesson (by _____, _____)
3/31 Collaborative Unit Plan Assignment Reading Discussion (by _____, _____)	4/2 <b>Reading Reflection 4 Due--Visual</b> Share Reflections Reading Discussion (by _____, _____) Unit Plan Grouping
4/7 Reading Discussion (by _____, _____) Unit Theme and Enduring Understandings	4/9 Reading Discussion (by _____, _____) Unit Planning Workshop
4/14 Reading Discussion (by _____, _____)	4/16 Unit Planning Workshop
4/21 <b>Reading Reflection 5 Due--Planning Stance Matrix</b> Reading Discussion (by _____, _____) Course Evaluation	4/23 Collaborative Unit Lessons by Groups 1 & 2
4/28 Collaborative Unit Lessons by Groups 3 & 4	4/30 Collaborative Unit Lessons by Groups 5 & 6
5/5 Collaborative Unit Lessons by Groups 7 & 8	

## STUDENT REQUIREMENTS AND EVALUATION

Assignment expectations and deadlines for rotating assignments will be discussed in class. Assignments must be submitted at the beginning of class on the date they are due. In the event that you have to submit late work, you must make an appointment with the professor. Late work will not be credited at full value.

**Task Analysis of a Lesson**—You and a partner will select a concept from a subject area and conduct a task analysis of how you will teach it. You will break down the task into component parts, specify the learning outcomes and write behavioral objectives. These objectives will help articulate the goals you intend to accomplish as well as the materials you would use to teach the concept. You will revisit this concept through the next assignment – Teaching a Lesson. A detailed handout of requirements will be distributed in class. (5 % of final grade)

**Backward Design Planning and Teaching a Lesson**—You and a partner will teach a 20-minute lesson related to a subject matter and grade level of interest to you. One week after presenting the lesson you will turn in a 4-6 page double-spaced typed summary including a lesson plan and your reflections after the lesson. A detailed handout of requirements will be distributed in class. (20% of final grade)

**Reading Discussion**—You and a partner will lead a 40-minute discussion of assigned readings. You will meet as a pair to discuss the readings and prepare a 1-2 page handout that summarizes the main points presented in the reading (to be distributed to your classmates). For ideas about how to organize class discussions see Wink, J. (2000). Ch. 4, Critical pedagogy: How in the world do you do it? In *Critical pedagogy: Notes from the real world*. (pp. 119-156). New York: Longman. A detailed handout of requirements will be distributed in class. (10% of final grade)

**Reading Reflection Papers**—In preparation for class discussions you will write brief notes/questions on assigned readings each week. You will then prepare five reading reflections. The purpose of the reading reflections is to help you summarize the main ideas in the readings, share questions, make connections between readings and your educational experiences, and articulate your developing personal pedagogy. Two of the reflections will be comprised of a 4-page double-spaced typed paper analyzing the class readings. One reflection will be a matrix elaborating connections among three readings. One reflection will take the form of a visual diagram. The final reflection will be a two-page matrix elaborating comparisons among the three planning stances. A detailed handout of requirements will be distributed in class. (25% of final grade)

**Class Attendance, Punctuality and Participation**—You will take multiple roles in the class, by engaging in activities such as teaching lessons, evaluating the teaching of others, discussing readings, completing in-class writing assignments, sharing insights from your educational experiences, and participating as a productive and positive community member. You will self assess your participation and the professor will assess your participation. (20% of final grade)

**Collaborative Unit Planning**— We will work as a class to develop a thematic unit plan. You will work with others to teach a 35-minute lesson from the unit plan. One week after presenting your lesson, you will turn in a 6-10 page double-spaced typed lesson plan and reflection. A detailed handout of requirements will be distributed in class. (20% of final grade)

## REQUIRED TEXTS

A course reader contains required articles and book chapters. The articles in the reader have been selected to provide multiple perspectives related to issues of learning and teaching.

Connolly, B. A. (2005). *Wolf journal*. College Station, Texas: Virtualbookworm.com Publishing.

## SCHEDULE OF WEEKLY READINGS

### Week 1: Learning and Teaching Overview (Reflection 1)

#### 1/22, Thursday

Feiman-Nemser, S. & Buchmann, M. (1985). Pitfalls of experience in teacher preparation. *Teachers College Record*, 87(1). (pp. 53-65)

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### Week 2: Task Analytic Framework (Reflection 1)

#### 1/27, Tuesday

Oakes, J. & Lipton, M. (1999). Ch. 2, Traditional learning theories: Transmission, training, and IQ. In *Teaching to change the world*. (pp. 54-63). Boston: McGraw-Hill College.

Skinner, B. F. (1986). Programmed instruction revisited. *Phi Delta Kappan*. (pp. 104-110).

#### 1/29, Thursday

Atherton, J.S. (2005). Bloom's taxonomy. Retrieved May 9, 2006 from <http://www.learningandteaching.info/learning/bollmtax.htm>.

Dalton, J. & Smith, D. (1986). Applying Bloom's taxonomy. Retrieved May 9, 2006 from <http://www.teachers.ash.org.au/researchskills/dalton.htm>.

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### Week 3: Task Analytic Framework (Reflection 1)

#### 2/3, Tuesday

Wiggins, G. & McTighe, J. (1998). Ch. 1, What is backward design? In *Understanding by design*. (pp. 7-19). Alexandria, VA: Association for Supervision and Curriculum Development.

#### 2/5, Thursday

Nystrand, M. & Gamoran, A. (1991). Student engagement: When recitation becomes conversation. In H. Waxman & H. Walberg (Eds.), *Contemporary research on teaching*. (pp. 257-276). Berkeley, CA: McCutchan

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## Week 4: Backward Design Framework (Reflection 2)

### 2/10, Tuesday

Wiggins, G. & McTighe, J. (1998). Ch. 4, The six facets of understanding. In *Understanding by design*. (pp. 44-62). Alexandria, VA: Association for Supervision and Curriculum Development.

Eisner, E.W. (2004). Preparing for today and tomorrow. *Educational Leadership* 61(4), 6-10.

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## Week 5: Backward Design Framework (Reflection 2)

### 2/17, Tuesday

Wiggins, G. & McTighe, J. (1998). Ch. 5, Thinking like an assessor. In *Understanding by design*. (pp. 63-84). Alexandria, VA: Association for Supervision and Curriculum Development.

Cushman, K. (1990). Performances and exhibitions: The demonstration of mastery. *Horace*, 6(3), 1-12.

### 2/19, Thursday

Kohl, Herbert. (1994). Ch. 1, I won't learn from you. In *"I won't learn from you" and other thoughts on creative maladjustment*. (pp. 1-25). New York: The New Press.

Noddings, N. (1996). Caring. In Steven M. Cahn (Ed.) *Classic and contemporary readings in the philosophy of education*. (pp. 471-477). New York: The McGraw-Hill Companies, Inc.

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## Week 6: Backward Design Framework (Reflection 3)

### 2/26, Thursday

Hirsch, E.D. (1996). Ch. 2, Intellectual capital: A civil right. In *The schools we need and why we don't have them*. (pp. 17-33). New York: Doubleday.

Sizer, T. (1990). Public literacy: Puzzlements of a high school watcher. In Andrea A. Lundsford, Helene Moglen & James Slevin (Eds.) *The right to literacy*. (pp. 9-12). New York: Modern Language Association of America.

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## Week 7: Backward Design Framework (Reflection 3)

### 3/3, Tuesday

Nicholls, J.G. & Hazzard, S.P. (1993). Ch. 6, Workbooks and intelligent work and Ch 7, Curriculum theory: What knowledge is of most worth? In *Education as adventure: Lessons from the second grade*. (pp. 71-103). New York: Teachers College Press.

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## Week 8: Backward Design Framework (Reflection 3)

### 3/10, Tuesday

Oakes, J. & Lipton, M. (1999). Ch. 3, Contemporary learning theories: Problem solving and understanding. In *Teaching to change the world*. (pp. 66-95). Boston: McGraw-Hill College.

Windschitl, M. (2002). Framing constructivism in practice as the negotiation of dilemmas: An analysis of the conceptual, pedagogical, cultural, and political challenges facing teachers. *Review of Educational Research*, 72(2). (pp. 133)

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## Week 9: Spring Break

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### Week 10: Communities of Practice Framework (Reflection 4)

#### 3/24, Tuesday

Dewey, J. (1938). Ch. 3, Criteria of experience. In *Experience and education*. (pp. 33-50). New York: Collier Books.

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### Week 11: Communities of Practice Framework (Reflection 4)

#### 3/31, Tuesday

Heath, S.B. (1991). A lot of talk about nothing. In Brenda Miller Power & Ruth Hubbard (Eds.) *Literacy in process*. (pp. 79-87). Portsmouth, NH: Heinemann Educational Books, Inc.

Heath, S.B. (1983). Oral traditions, literate traditions. In *Ways with words: Language, life, and work in communities and classrooms*. Cambridge, UK: Cambridge University Press. (pp. 158-160, 170-172, 308-309)

#### 4/2, Thursday

Olsen, L. (1997). Ch. 2, The maps of Madison High: On separation and invisibility and Ch. 3, We make each other racial: The Madison High world as perceived by the “American” student. In *Made in America: Immigrant students in our public schools*. (pp. 37-89). New York: The New Press.

Mott-Smith, J. A. (2008). Ch 27, Exploring racial identity through writing. In *Everyday antiracism: Getting real about race in school*. (pp. 146-149). New York: The New Press.

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### Week 12: Communities of Practice Framework (Reflection 5)

#### 4/7, Tuesday

Sternberg, R. J. (2007). Who are the bright children? The cultural context of being and acting intelligent. *Educational Researcher*, 36 (3), 148-155.

Pollock, M. (2008). Ch 2, No brain is racial. In *Everyday antiracism: Getting real about race in school*. (pp. 9-11). New York: The New Press.

#### 4/9, Thursday

Polakow, V. (1993). Ch 7., The classroom worlds of at-risk children: Five portraits. Ch. 8, Poor children’s pedagogy: The construction of at risk students. In *Lives on the edge: Single mothers and their children in the other America*. (pp. 131-162). Chicago: University of Chicago Press.

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### Week 13: Communities of Practice Framework (Reflection 5)

#### 4/14, Thursday

Delpit, L.D. (1988). The silenced dialogue: Power and pedagogy in educating other people’s children. *Harvard Educational Review*, 58(3), 280-298.

Gay, G. (2004). The importance of multicultural education. *Educational Leadership*, 61(4), 30-35.

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## Week 14: Communities of Practice Framework

### 4/21, Tuesday

Ladson-Billings, G. (1994). Ch. 6, Culturally relevant teaching. In *The dreamkeepers: Successful teachers of African-American children*. (pp. 102-126). San Francisco, CA: Jossey-Bass.

Foley, D. (2008). Ch 41, Questioning “cultural” explanations of classroom behaviors. In *Everyday antiracism: Getting real about race in school*. (pp. 222-225). New York: The New Press.

### WASHINGTON ADMINISTRATIVE CODE (W.A.C.) TOPICS

The Washington Administrative Code W.A.C. 181-78A-220(5) identifies four knowledge and skill areas for teacher certification (1. knowledge of subject matter and curriculum goals, 2. knowledge of teaching, 3. knowledge of learners and their development in social contexts, 4. understanding teaching as a profession). Many of the items we explore in this course are given complementary coverage in additional MAT courses. We often treat important topics in a spiral fashion, raising them more than once during your coursework to place them in a broader, more meaningful context. The following W.A.C. topics are incorporated in this course:

#### Knowledge of Subject Matter and Curriculum Goals

- (a) Teacher candidates positively impact student learning that is:
- (ii) **Aligned with curriculum standards and outcomes.** All students know the learning targets and their progress toward meeting them.

#### Knowledge of Teaching

- (b) Teacher candidates positively impact student learning that is:
- (ii) **Intentionally planned.** All students benefit from standards-based planning that is personalized.
- (iii) **Influenced by multiple instructional strategies.** All students benefit from personalized instruction that addresses their ability levels and cultural and linguistic backgrounds.

#### Knowledge of Learners and their Development in Social Contexts

- (c) Evidence of teacher candidate practice reflects planning, instruction and communication that is:
- (i) **Learner centered.** All students engage in a variety of culturally responsive, developmentally, and age appropriate strategies.
- (ii) **Classroom/school centered.** Student learning is connected to communities within the classroom and the school, including knowledge and skills for working with others.
- (iv) **Contextual community centered.** All students are prepared to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society.

#### Understanding Teaching as a Profession

- (d) Teacher candidates positively impact student learning that is:
- (ii) **Enhanced by a reflective, collaborative, professional growth-centered practice.** All students benefit from the professional growth of their teachers.

## BIBLIOGRAPHY

Consult the texts listed below for additional background information and/or to continue to explore the issues discussed in this course:

Codell, E.R. (1999). *Educating Esme': Diary of a teacher's first year*. Chapel Hill, NC: Algonquin Books of Chapel Hill.

Meier, D. (1995). *The power of their ideas: Lessons for America from a small school in Harlem*. Boston, MA: Beacon Press.

Consult the following web sites for samples of curriculum materials and/or copies of subject matter and teaching standards:

General Resources	
Organization	Web Site
Washington State Essential Academic Learning Requirements (EALR)	<a href="http://www.k12.wa.us/curriculuminstruct">www.k12.wa.us/curriculuminstruct</a>
Association for Supervision and Curriculum Development	<a href="http://www.ascd.org">www.ascd.org</a>
National Education Association	<a href="http://www.nea.org">www.nea.org</a>
Subject Specific Resources	
Organization	Web Site
American Council on the Teaching of Foreign Languages	<a href="http://www.actfl.org">www.actfl.org</a>
ArtsEdNet (Getty Museum)	<a href="http://www.getty.edu/artsednet">www.getty.edu/artsednet</a>
International Reading Association	<a href="http://www.reading.org">www.reading.org</a>
Music Teachers National Association	<a href="http://www.mtna.org">www.mtna.org</a>
National Art Education Association	<a href="http://www.naea-reston.org">www.naea-reston.org</a>
National Association for Sport and Physical Education	<a href="http://www.aahperd.org/naspe">www.aahperd.org/naspe</a>
National Council for the Social Studies	<a href="http://www.socialstudies.org">www.socialstudies.org</a>
National Council of Teachers of English	<a href="http://www.ncte.org">www.ncte.org</a>
National Council of Teachers of Mathematics	<a href="http://www.nctm.org">www.nctm.org</a>
National Science Teachers Association	<a href="http://www.nsta.org">www.nsta.org</a>
North American Association for Environmental Education	<a href="http://www.naaee.org">www.naaee.org</a>