

EDUC. 423-4 THE ANALYSIS OF TEACHING

SPRING, 1982

INSTRUCTOR: Dr. Phil Winne

Tuesday, 4:30 - 8:20

LOCATION: On campus

The overarching goal of this course is to provide students with a variety of lensepieces for looking at teaching. Teaching is an activity that blends instructional design, procedures for delivering instruction, an understanding of the information processing and motivational characteristics of learners, and evaluation. Each of these foci for analyzing teaching will be used to dissect and re-assemble contemporary models of teaching. At the end of the course, students will command two kinds of skills: 1) the ability to analyze models of teaching, and 2) the ability to generate systematic instructional procedures.

OUTLINE OF TOPICS

Instructional design:

1. goal analysis and performance objectives
2. task analysis and assessment (pre-instructional, embedded, post-instructional)

DELIVERING INSTRUCTION

1. Models of teaching
2. Research on teaching
 - a. teaching skills: structuring, soliciting, responding, and reacting
 - b. classroom environments: task structures, goal structures, management
3. Methods for observing teaching and clinical supervision

THE LEARNER

1. information processing characteristics: knowledge, skills, and strategies
2. motivational characteristics: incentives, expectations, attributions

EVALUATION OF PERFORMANCE

1. teacher effects: learning and motivational outcomes of students
2. assessing teaching

REQUIREMENTS

1. approximately 10 hours of reading and other homework per week
2. a paper
3. midterm exam
4. final exam

ELIGIBILITY

Pre-requisites: Education 220 or Psychology 101. Education 320 is recommended.

TEXTBOOKS

Dick, W. & Carey, L. The Systematic Design of Instruction. Glenview, Ill.: Scott, Foresman and Co., 1978.

Joyce B. & Weil, M. Models of Teaching, 2nd edition. Englewood Cliffs, N.J.: Prentice-Hall, 1980 (NOTE: The 1st edition is NOT an acceptable substitute.)

Other materials will be placed on reserve in the library.

Selected bibliography for Educ. ~~662~~ Research on Teaching

- Bellack, A. A., Kliebard, H. M., Hyman, R. T., & Smith, F. L. The language of the classroom. New York: Teachers College Press, 1966.
- Bennett, N. Teaching styles and pupil progress. Open Books, 1976.
- ✓ Bloom, B. S. Human characteristics and school learning. New York: McGraw-Hill, 1976.
- ✓ Borich, G. D. & Madden, S. K. Evaluating classroom instruction: A sourcebook of instruments. Reading, Mass.: Addison-Wesley, 1977.
- ✓ Bossert, S. T. Tasks and social relationships: A study of instructional organization and its consequences. New York: Cambridge University Press, 1979.
- ✓ Brophy, J. E. & Evertson, C. M. Learning from teaching: A developmental approach. Boston: Allyn and Bacon, 1976.
- Bruner, J. S. Toward a theory of instruction. Cambridge, MA: Harvard University Press, 1966.
- ✓ Cohen, L. et. al. Class size and instruction: A field study. New York: Longman, 1983.
- ✓ Cooper, H. & Good, T. Pygmalion grows up: Studies in the expectation communication process. New York: Longman, 1982.
- Cooper, J. M. (Ed.) Classroom teaching skills: A handbook. Lexington, Mass.: D. C. Heath, 1977.
- ✓ Dunkin, M. J., & Biddle, B. J. The study of teaching. Holt, Rinehart, & Winston, 1974.
- ✓ Englemann, S. & Carnine, D. Theory of instruction: Principles and applications. New York: Irvington, 1982.
- ✓ Flanders, N. A. Analyzing teaching behaviors. Reading, Mass.: Addison-Wesley Publishing Co., 1970.
- Gage, N. L. (Ed.) The psychology of teaching methods. Chicago: University of Chicago Press, 1976.
- ✓ Gage, N. L. The scientific basis of the art of teaching. New York: Teachers College Press, 1978.
- Gage, N. L. Teacher effectiveness and teacher education. Palo Alto, Calif.: Pacific Books, 1972.
- Gage, N. L. (Ed.) Handbook of research on teaching. Chicago, Ill.: Rand-McNally, 1963.

- Gagne, R. M. The conditions of Learning, 3 ed. New York: Holt, Rinehart, and Winston, 1977.
- ✓ Good, T., Grouws, D., & Ebmeier, H. Active mathematics teaching. New York: Longman, 1983.
- Henry, N. B. (Ed.) Learning and instruction. Chicago: University of Chicago Press, 1950.
- Hilgard, E. R. (Ed.) Theories of learning and instruction. Chicago: University of Chicago Press, 1964.
- Hunt, D. E. Matching models in education: The coordination of teaching methods with student characteristics. (Monograph Series No. 10) Toronto, Canada: Ontario Institute for Studies in Education, 1971.
- Jackson, P. W. Life in classrooms. New York: Holt, Rinehart, and Winston, 1968.
- Joyce, B. R., Brown, C. C., & Peck, L. (Eds.). Flexibility in teaching: Excursions into the nature of teaching and training. New York: Longman, 1981.
- ✓ Joyce, B. B. & Weil, M. Models of teaching, 2 ed. Englewood Cliffs, N. J.: Prentice-Hall, 1980.
- Lundgren, U. P. Frame factors and the teaching process. Stockholm: Almqvist and Wicksell, 1972.
- ✓ Mehan, H. Learning lessons: Social organization in the classroom. Cambridge, Mass.: Harvard University Press, 1979.
- ✓ Peterson, P. L. & Walberg, H. J. Research on teaching: Concepts, findings, and implications. Berkeley, Ca.: McCutchan, 1974.
- Rosenshine, B. Teaching behaviours and student achievement. London: National Foundation for Educational Research, 1971.
- Simon, A., & Boyer, E. G. (Eds.) Mirrors for behavior: An anthology of classroom observation instruments. Supplementary Vols. A and B. Philadelphia: Research for Better Schools, 1970.
- Skinner, B. F. The technology of teaching. New York: Appleton, Century, Crofts, 1968.
- ✓ Slavin, R. Cooperative learning. New York: Longman, 1983.
- Travers, R. M. W. (ed.) Second handbook of research on teaching. Chicago: Rand McNally, 1973.
- ✓ Wittrock, M. (Ed.) Third handbook of research on teaching. New York: Macmillan, in press.

Journals

Alberta Journal of Educational Research

American Educational Research Journal

Elementary School Journal

Instructional Science

Journal of Teacher Education

Journal of Research in Mathematics Education

Journal of Research in Science Teaching

Teaching and Teacher Education :

SESSION FRASER UNIVERSITY

MEMORANDUM

To..... Dr. Phil Winne

From..... Dr. Stan Shapson
Director, Undergraduate Programs
Faculty of Education

Subject..... Revisions to EDUC. 423

Date..... September 12, 1984

I am pleased to inform you that the Undergraduate Programs Committee approved the changes to the title and calendar description of EDUC. 423 as described on the attached form. You will note only a minor change to the description that you originally proposed. I trust that this meets with your approval.

If so, can I please ask you to prepare a model course outline for the course for an on-campus offering, as this is usually requested by SCUS?

Your earliest response to this matter is appreciated as I've placed this item on the agenda of the September Faculty Meeting.

Thank you for your efforts in revising this course.

SS:kg

Encl.

MEMO

RECEIVED

AUG - 7 1984

TO Stan ShapsonUndergraduate Programs
Faculty of EducationRE Revision to Education 423FROM Phil WinneDATE 1984.08.07

As promised, I have produced a tentative outline for a revised Education 423. As you will see, the outline is quite ambitious. I expect to spend a fair amount of time in the Fall and some in the Spring writing materials and collecting readings for the course. Also, I likely will need to produce some audio and, perhaps, video supplements for expository purposes and for exercises. I understand that the DISC budget will cover the expenses required to produce these tapes (e.g., people to "act" on the tapes) and other costs attached to several fugitive documents that I will have to obtain.

If you would look over this outline quickly and discuss potential revisions with me soon, I will prepare a final version for you to take to the September meeting of UPC. This will allow you to get the revised title and outline for the course into the mill for inclusion in the 1985 SFU Calendar. In the final submission, I'll append any official stuff required (e.g., library holdings). Also, I'll write a Calendar entry reflecting any changes we decide upon in our discussion. Here is a preliminary shot at a Calendar entry:

EDUCATION 423-4 Teaching and Teacher Effectiveness

Findings from contemporary research on teaching are surveyed to provide a foundation for improving teaching. Topics include: ~~tools for reading~~ ^{summary of} research on teaching, gathering data on teaching effects, teacher thinking and decision making, descriptions of classrooms and instructional systems, and teaching skills and tactics.

I've copied this outline to Ron Marx because GPC will consider a proposal for a graduate course about research on teaching early in the Fall. I wanted him to be aware of this course as it relates both to that proposal and to the DISC version of ED 819. Also, since he is a likely professor to teach this revision of ED 423, he might want to suggest some changes/contributions to what I've done. Feel free to pass this outline around to others who might want to contribute suggestions.

cc: Ron Marx, Director GP

STANFORD UNIVERSITY
RECEIVED MEMORANDUM

To... Phil Winne
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.....
Subject... EDUC. 423... DISC Undergraduate Programs
..... Faculty of Education.....

From... Ron Marx
..... Director of Graduate Programs
..... Faculty of Education
Date... August 9th, 1984

Your outline is thorough and I have no suggestions for substantive changes. However, I think that the course attempts too much. As I count it, there will be about 38 readings (assuming one for each sub-topic in each unit) plus the study guide. The latter will have to be relatively substantial (on the order of a short book) in order to integrate the diverse readings. As well, with one exercise per unit (for 11 units) I can't imagine succeeding at the course without a minimum of 20-25 hours per week (5-10 hours of reading; about 10 hours for each exercise, plus remedial reading where necessary).

Ron

Ron Marx.

RM/md

cc: Stan Shapson

MEMORANDUM

<p>To: <i>Stan</i> Dr. Phil Winne</p> <p>Subject: Revisions to EDUC. 423</p>	<p style="text-align: right;"><i>Phil</i> SEP 13 1984</p> <p>From: Dr. Stan Shapson Director, Undergraduate Programs Faculty of Education</p> <p>Date: September 12, 1984</p>
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Thank you for your efforts in revising this course.



SS:kg

Encl.

09.13

Stan,

1. For a model course outline, use the one I gave you earlier. Delete the names of authors, etc. that are in parentheses following some entries in the section labeled "Course Syllabus." Also, delete the NOTE in # 2 under "Structure."
2. The proposed calendar description is fine.
3. I'll begin working on the course next week.

Phil

EDUCATION 423-4

Proposed Changes to Title and Calendar Description Only

Current Title/Description:

EDUC. 423-4 Analysis of Teaching

Use of theories of learning to identify, classify, and interpret teaching events; review of research on teacher behavior and models of teaching; generating and evaluating methods of teaching using theory and empirical research; observation methods.

Proposed Changes:

EDUC. 423-4 Teaching and Teacher Effectiveness

Findings from contemporary research on teaching are examined to provide a foundation for improving teaching. Topics include: gathering data on teaching effects, teacher thinking and decision making, descriptions of classrooms and instructional systems, and teaching skills and tactics.

SIMON FRASER UNIVERSITY

MEMORANDUM

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Encl.

EDUCATION 423-4

Proposed Changes to Title and Calendar Description Only

Current Title/Description:

EDUC. 423-4 Analysis of Teaching

Use of theories of learning to identify, classify, and interpret teaching events; review of research on teacher behavior and models of teaching; generating and evaluating methods of teaching using theory and empirical research; observation methods.

Proposed Changes:

EDUC. 423-4 Teaching and Teacher Effectiveness

Findings from contemporary research on teaching are examined to provide a foundation for improving teaching. Topics include: gathering data on teaching effects, teacher thinking and decision making, descriptions of classrooms and instructional systems, and teaching skills and tactics.