



Syllabus for Instructional Techniques for the Secondary Classroom

EDUC 5280

Credits: 3

Prerequisites: None

Course Description: This course will examine the intersection of curricular relevance, teaching style, and instructional techniques on academic attitudes and learning in the secondary school classroom. When and how to employ teacher-led/whole-group activities, small/cooperative learning groups, and independent learning will be covered, along with the role of technology, particularly as it relates to concept of active learning. It will focus on collaborative, inquiry-based, student-centered teaching and project-based learning, with students actively involved in their own knowledge acquisition.

Required Textbook and Materials: UoPeople courses use open educational resources (OER) and other materials specifically donated to the University with free permissions for educational use. Therefore, students are not required to purchase any textbooks or sign up for any websites that have a cost associated with them. The main required textbooks for this course are listed below, and can be readily accessed using the provided links. There may be additional required/recommended readings, supplemental materials, or other resources and websites necessary for lessons; these will be provided for you in the course's General Information and Forums area, and throughout the term via the weekly course Unit areas and the Learning Guides.

- This course does not contain a main textbook; resources to all required reading will be provided in the course Learning Guide for each week.

Software Requirements/Installation: No special requirements.

Learning Objectives and Outcomes:

By the end of this course students will be able to:

1. Examine the relevance and appropriateness of different types of activities (cooperative learning, whole group learning, etc) to encourage active learning.
2. Design lessons that focus on active, inquiry, and project-based learning where students are actively involved in their own knowledge acquisition.
3. Evaluate and create appropriate curricular materials given the developmental and personal contexts of individual learner needs.
4. Develop holistic instructional design strategies which include the consideration of curriculum and pedagogy and support learning goals in the secondary school classroom.



Course Schedule and Topics: This course will cover the following topics in eight learning sessions, with one Unit per week.

Week 1: Unit 1 - Instructional Strategies in Education

Week 2: Unit 2 - Teaching Methodologies: Active Learning-Why and How

Week 3: Unit 3 - Inquiry-Based Learning Approach

Week 4: Unit 4 - Project-Based Learning Approach

Week 5: Unit 5 - Choosing Instructional Activities to encourage Active Learning

Week 6: Unit 6 - Defining Instructional Design in Education

Week 7: Unit 7 - The Role of Technology in Instructional Practices

Week 8: Unit 8 - The Importance of Critical Thinking in Secondary Education

Learning Guide: The following is an outline of how this course will be conducted, with suggested best practices for students. **The Learning Guides for all units open on the first day of class. Please review all Learning Guides to access the readings, review assignments, etc.**

Unit 1: Instructional Strategies in Education

- Read the Learning Guide and the Reading Assignments
- Participate in the Discussion Assignment (post and comment in the Discussion Forum)
- Complete and submit the Written Assignment

Unit 2: Teaching Methodologies: Active Learning-Why and How

- Peer assess Unit 1 Written Assignment
- Read the Learning Guide and Reading Assignments
- Participate in the Discussion Assignment (post and comment in the Discussion Forum)
- Complete and submit the Portfolio Assignment

Unit 3: Inquiry-Based Learning Approach

- Read the Learning Guide and the Reading Assignments
- Participate in the Discussion Assignment (post and comment in the Discussion Forum)
- Complete and submit the Written Assignment

Unit 4: Project-Based Learning Approach



- Peer assess Unit 3 Written Assignment
- Read the Learning Guide and Reading Assignments
- Participate in the Discussion Assignment (post and comment in the Discussion Forum)
- Complete and submit the Portfolio Assignment

Unit 5: Choosing Instructional Activities to encourage Active Learning

- Read the Learning Guide and the Reading Assignments
- Participate in the Discussion Assignment (post and comment in the Discussion Forum)
- Complete and submit the Written Assignment

Unit 6: Defining Instructional Design in Education

- Peer assess Unit 5 Written Assignment
- Read the Learning Guide and Reading Assignments
- Participate in the Discussion Assignment (post and comment in the Discussion Forum)
- Complete and submit the Portfolio Assignment

Unit 7: The Role of Technology in Instructional Practices

- Read the Learning Guide and the Reading Assignments
- Participate in the Discussion Assignment (post and comment in the Discussion Forum)
- Complete and submit the Written Assignment

Unit 8: The Importance of Critical Thinking in Secondary Education

- Peer assess Unit 7 Written Assignment
- Read the Learning Guide and Reading Assignments
- Participate in the Discussion Assignment (post and comment in the Discussion Forum)
- Complete and submit the Final Project

Course Requirements:

Written Assignments

Some units in this course require that you complete a Written Assignment. You are required to submit your assignments by the indicated deadlines and, in addition, to peer assess three (3) of your classmates' assignments according to the instructions found in the Assessment Form, which is provided to you during the following week. During this peer assessment period, you are expected to provide details in the feedback section of the Assessment Form, indicating why you awarded the grade that you did to your peer. Please note that each assignment grade is comprised of a combination of your submission (90%) and your peer assessments (10%). Failure to submit Written Assignments and/or Assessment Forms may result in failure of the course.



Discussion Forum Assignments

Some units in this course require that you complete a Discussion Assignment. You are required to develop and post a substantive response to the Discussion Assignment in the Discussion Forum. A substantive response is one that fully answers the question that has been posed by the instructor. In addition, you must extend the discussion by responding to at least three (3) of your peers' postings in the Discussion Forum and by rating their posts. Instructions for proper posting and rating (out of a 10 point scale) are provided inside the Discussion Forum for each week. Discussion Forums are only active for each current and relevant learning week, so it is not possible to contribute to the forum once the learning week has come to an end.

Portfolio Assignments

Portfolio Assignment is graded by your instructor. The grading rubric is listed under the assignment instructions. The grading rubric is a document that outlines the criteria that your instructor will use to grade your work.

Research and Practice Portfolio Activities

Throughout the M.Ed. Program, you will be building a portfolio of instructional strategies and materials, and acquiring knowledge and skills for advanced professional practice. Students begin building their portfolio right from start. It serves as a repository for research findings and sample units and lessons. Students use it to archive ideas and resources related to instructional methods, classroom management, and assessment. The portfolio supports your own self-reflection on changes that demonstrate growth in professional knowledge, skills, and attitudes that is part of the Capstone experience. The component parts of the Research and Practice Portfolio include:

- Reflective Portfolio
- Activities Research
- Teaching and Learning Resources

Class Introductions

This section is your opportunity to introduce yourself to your classmates and create a vibrant learning community. By sharing your background, interests, and goals, you can create meaningful connections and discover commonalities with your peers.

Course Forum

The Course Forum is the place to raise issues and questions relating to the course. It is regularly monitored by the instructors and is a good place to meet fellow students taking the same course. While it is not required to participate in the Course Forum, it is highly recommended.

Assignment Submission



Accepted file formats for assignments are Microsoft compatible, PDF, or as specified in the course and activity instructions. Do not password-protect your files. Screenshots of computer coding, mathematical formulas, or images with sentence structures (typed or handwritten) are not allowed, unless otherwise stated in the assignment instructions.

Course Policies:

Grading Components and Weights

Each graded component of the course will contribute some percentage to the final grading scale, as indicated here:

Discussion Assignments (8)	20%
Written Assignments (4)	20%
Portfolio Assignments (4)	24%
Identity Verification Assignment (1)	6%
Final Project (1)	30%
TOTAL	100%

Grading Scale

This course will follow the standard 100-point grading scale defined by the University of the People, as indicated here:

Letter Grade	Grade Scale	Grade Points
A+	98-100	4.00
A	93-97	4.00
A-	90-92	3.67
B+	88-89	3.33
B	83-87	3.00
B-	80-82	2.67
C+	78-79	2.33
C	73-77	2.00
C-	70-72	0.00
D+	68-69	0.00
D	63-67	0.00
D-	60-62	0.00
F	Under 60	0.00
CR	N/A	N/A
NC	N/A	N/A
NF	N/A	N/A
W	N/A	N/A



Grade Appeal

If you believe that the final grade you received for a course is erroneous, unjust, or unfair, please contact your course instructor. This must be done within seven days of the posted final grade. For more information on this topic, please review the Grade Appeal Procedure in the University Catalog.

Participation

Non-participation is characterized by lack of any assignment submissions, inadequate contributions to the Discussion Forums, and/or lack of peer feedback to Discussion/Written Assignments. Also, please note the following important points about course participation:

- Assignments must be submitted on or before the specified deadline. A course timeline is provided in the course schedule, and the instructor will specify deadlines for each assignment.
- Occasionally there may be a legitimate reason for submitting an assignment late. Most of the time, late assignments will not be accepted and there will be no make-up assignments.
- All students are obligated to inform their instructor in advance of any known absences which may result in their non-participation.

Academic Honesty and Integrity

If and when you submit any work that requires research and writing, it is essential to cite and reference all source material. Failure to properly acknowledge your sources is known as “plagiarism” – which is effectively passing off an individual’s words or ideas as your own. University of the People adheres to a strict policy of academic honesty and integrity. Failure to comply with these guidelines may result in sanctions by the University, including dismissal from the University or course failure. For more information on this topic, please review the Academic Integrity Policy in the University Catalog.

Any materials cited in this course should be referenced using the style guidelines established by the American Psychological Association (APA). The APA format is widely used in colleges and universities across the world and is one of several styles and citation formats required for publication in professional and academic journals. Refer to the [UoPeople APA Tutorials in the LRC](#) for help with APA citations.

Code of Conduct

University of the People expects that students conduct themselves in a respectful, collaborative, and honest manner at all times. Harassment, threatening behavior, or deliberate embarrassment of others will not be permitted.

Any conduct that interferes with the quality of the educational experience is not allowed and may result in disciplinary action, such as course failure, probation, suspension, or dismissal. For more information on this topic, please review the Code of Conduct Policy in the University Catalog.