

Syllabus

Course Overview

This course examines the latest in learning theories and models that support the instructional design and delivery of content-specific instruction. This in-depth look at current theories will also include cultural models, educational technology theory, and personalized learning that meet the needs of diverse learners. The research will help you to acquire an understanding of the various domains and dynamics of learning that will be applied to your own design that affects your specific instructional needs. In addition, based on your specific theory and model, you will be asked to deliver instruction. This delivery will include planning the learning environment, modifying any curriculum specific to diverse learners, incorporating technology, and developing a showcase of strategies that are applicable to your design and the learning needs of your specific population of learners. The 10-week course is divided into four learning segments, which are outlined below.

Research in Pedagogical Methods and Models

In Units 1–3, you will begin researching peer-reviewed journal articles using the Capella University Library. Each week you will focus on a minimum of 2 articles during these units. Your focus will be on theorists/theory that specifically addresses different pedagogical models and methods. You will want to include cultural learning theory, educational technology theory, and personalized learning theory that meets the needs of diverse learners.

Technology Integration

In Units 4 and 5, you will investigate educational technology tools and frameworks and implement them in a lesson. The technologies you investigate should be relevant to your educational setting and student needs and should align with the lesson objectives. You will share your technologies with each other as well.

Designing Research-Based Instruction

For Units 6 and 7, you will design a lesson that demonstrates your understanding of the application of education theories through instructional models and methods. The discussions will focus on the variety of instructional models you might consider and how the lesson will address the diverse needs of learners. You will record yourself delivering this lesson for the last segment of the course.

Delivering Research-Based Instruction

In Units 8–10, you will record yourself delivering the lesson you designed and evaluate how the educational theories and instructional models you have researched are demonstrated in your day-to-day teaching.

Course Requirements

In this course, you will be required to teach a lesson you design and to record and edit a video of yourself doing so. This video will be shared with the instructor and used to assess your proficiency in course competencies. If this is not a requirement you can meet, please contact your advisor so that you can be enrolled in a more appropriate class for the quarter.

Kaltura Media

You may choose to use Kaltura Media or similar software for the multimedia component of your assignments in Units 5 and 9. Refer to [Using Kaltura](#) for more information about this courseroom tool.

Note: If you require the use of assistive technology or alternative communication methods to participate in these activities, please contact DisabilityServices@Capella.edu to request accommodations.

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

Course Prerequisites

There are no prerequisites for this course.

Syllabus >> Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Ambler, T. B. (2012). Autobiographical vignettes: A medium for teachers' professional learning through self-study and reflection. *Teacher Development*, 16(2), 181–197.
- Bandura, A. (2001). Social cognitive theory: An agentic perspective. *Annual Review of Psychology*, 52(1), 1–26.
- Bond, N. (2007). 12 questioning strategies that minimize classroom management problems. *Kappa Delta Pi Record*, 44(1), 18–21.
- Cambourne, B. (2000). Conditions for literacy learning: Turning learning theory into classroom instruction: A minicase study. *The Reading Teacher*, 54(4), 414–417.
- Clary, D., Kigotho, M., & Barros-Torning, M. (2013). Harnessing mobile technologies to enrich adolescents' multimodal literacy practices in middle years classrooms. *Literacy Learning: The Middle Years*, 21(3), 49–60.
- Garner, P. W., Moses, L. K., & Waajid, B. (2013). Prospective teachers' awareness and expression of emotions: Associations with proposed strategies for behavioral management in the classroom. *Psychology in the Schools*, 50(5), 471–488.
- Glasser, W. (1997). "Choice theory" and student success. *The Education Digest*, 63(3), 16–21.
- Grant, T. J., & Kline, K. (2010). The impact of video-based lesson analysis on teachers' thinking and practice. *Teacher Development*, 14(1), 69–83.
- Hawks, S. J. (2014). The flipped classroom: Now or never? *AANA Journal*, 82(4), 264–269.
- Hayden, S. (2011). Enabling curricula: The development of a teaching observation protocol to address students' diverse learning needs. Available from ProQuest Dissertations and Theses database. (UMI No. 3498141)
- Herro, D. (2015). Sustainable innovations: Bringing digital media and emerging technologies to the classroom. *Theory Into Practice*, 54(2), 117–127.
- Hora, M. T., & Holden, J. (2013). Exploring the role of instructional technology in course planning and classroom teaching: Implications for pedagogical reform. *Journal of Computing in Higher Education*, 25(2), 68–92.
- Johnson-Harris, K. M., & Mundschenk, N. A. (2014). Working effectively with students with BD in a general education classroom: The case for universal design for learning. *The Clearing House*, 87(4), 168–174.

- Jolley, A., & Ayala, G. (2015). "Living with volcanoes": Cross-curricular teaching in the high school classroom. *Journal of Geoscience Education*, 63(4), 297–309.
- Kong, S. C., & Song, Y. (2014). The impact of a principle-based pedagogical design on inquiry-based learning in a seamless learning environment in Hong Kong. *Educational Technology & Society*, 17(2), 127–141.
- Metcalf, D., Evans, C., Flynn, H. K., & Williams, J. B. (2009). Direct instruction + UDL = access for diverse learners: How to plan and implement an effective multisensory spelling lesson. *TEACHING Exceptional Children Plus*, 5(6), 1–22.
- Narkon, D. E., & Wells, J. C. (2013). Improving reading comprehension for elementary students with learning disabilities: UDL enhanced story mapping. *Preventing School Failure*, 57(4), 231–239.
- Orland-Barak, L., & Yinon, H. (2007). When theory meets practice: What student teachers learn from guided reflection on their own classroom discourse. *Teaching and Teacher Education*, 23(6), 957–969.
- Rix, J., & Paige-Smith, A. (2011). Exploring barriers to reflection and learning – developing a perspective lens. *Journal of Research In Special Educational Needs*, 11(1), 30–41.
- Robin, B. R. (2008). Digital storytelling: A powerful technology tool for the 21st century classroom. *Theory Into Practice*, 47(3), 220–228.
- Shirley, M. L., & Irving, K. E. (2015). Connected classroom technology facilitates multiple components of formative assessment practice. *Journal of Science Education and Technology*, 24(1), 56–68.
- Skinner, B. F. (1950). Are theories of learning necessary? *Psychological Review*, 57(4), 193–216.
- Sutton, R. I., & Staw, B. M. (1995). What theory is not. *Administrative Science Quarterly*, 40(3), 371–384.
- Thurlings, M. M., Vermeulen, M., Bastiaens, T., & Stijnen, P. (2013). Understanding feedback: A learning theory perspective. *Educational Research Review*, 9(1), 1–15.
- Tsai, C. (2014). Integrating social capital theory, social cognitive theory, and the technology acceptance model to explore a behavioral model of telehealth systems. *International Journal of Environmental Research and Public Health*, 11(5), 4905–4925.
- Wiggins, G. P., & McTighe, J. (2012). The understanding by design guide to advanced concepts in creating and reviewing units. Alexandria, VA: ASCD.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Blasco, P. G., Moreto, G., Blasco, M. G., Levites, M. R., & Janaudis, M. A. (2015). Education through movies: Improving teaching skills and fostering reflection among students and teachers. *Journal for Learning Through the Arts*, 11(1), 1–16.
- CAST. (2015). Free learning tools. Retrieved from http://www.cast.org/our-work/learning-tools.html#_aCb6L-mH9
- Cundill G., Roux D. J., & Parker, J. N. Nurturing communities of practice for transdisciplinary research. *Ecology and Society*, 20(2), 22–29.
- DifferenceBetween.net. (2011, July 15). Difference between models and theories. Retrieved from <http://www.differencebetween.net/language/words-language/difference-between-models-and-theories/>
- National Center on Universal Design for Learning. (2014). What is UDL? Retrieved from <http://www.udlcenter.org/aboutudl/whatisudl>

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

Library

The following optional readings may be available in the Capella University Library. To find specific readings by journal or book title, use Journal and Book Locator. Refer to the Journal and Book Locator library guide to learn how to use this tool. If the full text is not available, you may be able to request a copy through the Interlibrary Loan service.

- Courey, S. J., Tappe, P., Siker, J., & LePage, P. (2013). Improved lesson planning with universal design for learning (UDL). *Teacher Education and Special Education*, 36(1), 7–27.
- Hunt, J. H., & Andreassen, J. B. (2011). Making the most of universal design for learning. *Mathematics Teaching in the Middle School*, 17(3), 166–172.
- Järvinen, E., & Rasinen, A. (2015). Implementing technology education in Finnish general education schools: Studying the cross-curricular theme "human being and technology." *International Journal of Technology and Design Education*, 25(1), 67–84.

- Parker, J., Heywood, D., & Jolley, N. (2012). Developing pre-service primary teachers' perceptions of cross-curricular teaching through reflection on learning. *Teachers and Teaching: Theory and Practice*, 18(6), 693–716.
- Subramaniam, K. (2010). Integrating writing frames into inquiry-based instruction. *Science Educator*, 19(2), 31–34.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- EdTechTeacher. (n.d.). [Apps for recording and editing video](http://edtechteacher.org/apps/video/#ipad). Retrieved from <http://edtechteacher.org/apps/video/#ipad>
- [LiveBinders](http://www.livebinders.com/). (n.d.). Retrieved from <http://www.livebinders.com/>
- [Padlet](https://padlet.com). (n.d.). Retrieved from <https://padlet.com>
- [Prezi](https://prezi.com/). (n.d.). Retrieved from <https://prezi.com/>
- U.S. Department of Education. (n.d.). [Family Educational Rights and Privacy Act \(FERPA\)](https://ed.gov/policy/gen/guid/fpco/ferpa/index.html). Retrieved from <https://ed.gov/policy/gen/guid/fpco/ferpa/index.html>
- U.S. Department of Health & Human Services. (2013). [Summary of the HIPAA Privacy Rule](https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html). Retrieved from <https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html>
- [Weebly](https://www.weebly.com/). (n.d.). Retrieved from <https://www.weebly.com/>

Unit 1 >> Research in Pedagogical Methods and Models I

Introduction

Often, we use the phrase "theory to practice" when referring to instruction. One piece of this connection is to examine how theory evolves into a model that becomes the frame or system practiced in a specific learning setting. This system becomes the template by which teachers or other professionals manage and design their learning environment. We know that learning is individual and sometimes complex. Therefore, models help us to guide instruction so that we can maximize our instructional delivery to all learners. This may be in our choice of activities, strategies, assessments, use of technology, and even how we arrange the physical environment. The success of our teaching model depends on our own understanding of the theory behind the various models.

The chart below provides examples of the differences between theories, models, and approaches.

Theories, Models, and Approaches			
Technology Theories	Learning Theories	Pedagogical Models	Instructional Approaches
Cognitive Theory of Multimedia Learning Transactional Distance Connectivism Sociocultural Constructivism Situated Cognition Distributed Cognition Socially Shared Cognition	Behaviorism Constructivism Social Learning Socio-constructivism Experiential Learning Multiple Intelligences Teaching Approaches Brain Based Differentiated Instruction Choice Theory	Direct Instruction Socratic Inquiry Inquiry Based Cooperative Learning Project Based Backward Design	Reality Pedagogy Project Based Learning (PBL) Process Oriented Guided Inquiry Lessons Flipped Classroom Differentiated Instruction

Learning Activities

u01s1 - Studies

Readings

Use the Capella library to complete the following:

- Read Sutton and Staw's 1995 article, "[What Theory is Not](#)," from *Administrative Science Quarterly*, volume 40, issue 3, page 371–384.
- Read Thurlings, Vermeulen, Bastiaens, and Stijnen's 2013 article, "[Understanding Feedback: A Learning Theory Perspective](#)," from *Educational Research Review*, volume 9, pages 1–15.
- Read Orland-Barak and Yinon's 2007 article, "[When Theory Meets Practice: What Student Teachers Learn From Guided Reflection on Their Own Classroom Discourse](#)," from *Teaching and Teacher Education*, volume 23, issue 6, pages 957–969.

Use the Internet to complete the following:

- Read the 2011 article, "[Difference Between Models and Theories](#)," from [DifferenceBetween.net](#).

Research

Use the Capella library to research two peer-reviewed articles on theories and models that support student learning. You will use these articles for your Unit 3 assignment, Analysis of Peer-Reviewed Journal Articles, and for the Journal Articles Part I discussion in Unit 1. Use the Capella library guide [How Do I Find Peer-Reviewed Articles?](#) for tips on searching for appropriate academic resources for this assignment.

u01s2 - Assignment Preparation

Unit 3 Analysis of Peer-Reviewed Journal Articles

Over the next three weeks you will use the Capella University Library to find two peer-reviewed research journal articles each week, for a total of six articles. Your topic area will focus on learning theories that support the instructional needs of students. You will find that many of these theories are the basis of models currently used in various learning settings. For your Unit 3 assignment, you will analyze these theories and determine how they translate into instructional models that support diverse learners and are used in discipline-specific content. In your analysis, you will determine what instructional model may be a direct outcome of your chosen theory. The purpose of the journal articles assignment is to provide an opportunity for you to make these connections and support your own understanding as a decision maker of learning models that will facilitate the learning success of your students.

As you complete your weekly research of peer-reviewed articles on educational theories, you will share your findings in discussions for feedback from course members and the instructor. In Unit 2 you will post a draft of your Analysis of Peer-Reviewed Journal Articles assignment for peer review, and you will submit the final assignment in Unit 3. Take time now to review the Analysis of Peer-Reviewed Journal assignment and its related scoring guide in Unit 3.

Use the [Teaching and Learning Library Guide](#) for resources on searching for and reviewing journal articles.

Using Kaltura Media

In this course, you may choose to use Kaltura Media for the multimedia component of your assignments in Unit 5 and 9. In preparation for using these tools, complete the following:

- If you have not already done so, set up and test your hardware, using the installation instructions provided by the manufacturer.
- Practice using the hardware to ensure the audio and visual quality is sufficient.
- Refer to [Using Kaltura](#) for directions on recording and uploading your media/ in the courseroom.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact DisabilityServices@Capella.edu to request accommodations.

u01s3 - Your Online ePortfolio

Your Online ePortfolio

Online ePortfolios serve two key purposes: 1) to support learning and reflection, and 2) to be used as a showcase tool. Your learning journey can be documented, and ePortfolios contribute to lifelong learning and growth through reflection and sharing. Online ePortfolios can also be shared with employers and peers to present artifacts that demonstrate your accomplishments at Capella.

Using ePortfolio to Prepare for Your Capstone

Your program may culminate in a capstone course. At that time you may be required to show evidence of your learning throughout the program by referring to multiple assessments that you have created. You will be telling a story about your learning throughout the program using artifacts you have collected during many of these courses.

Using ePortfolio to Build Your Career

As you are preparing to tell your story in the professional world, leverage your ePortfolio artifacts to demonstrate the knowledge and competencies you have gained through your program in professional conversations, performance reviews, and interviews.

To do that, reflect on the knowledge and skills you have gained from your courses and the elements you have put in your portfolio, along with how you have already applied these things to your professional life or how you might apply them in the future.

Next, create your story or talking points to tell your professional story.

Saving Your Documents to ePortfolio

You will need a place to store your documents in an organized fashion so that you can access them at a later date. Do not rely on the courseroom to store your assignments for you as you will lose access to the courseroom after you've completed the course. Capella uses a cloud-based portfolio platform to facilitate your organization of the artifacts you create throughout your program.

To make an online portfolio useful, it is essential that it is organized clearly and that important files of any format are accessible. Read the [Online ePortfolio Guidelines \[PDF\]](#) to ensure you set up your online portfolio correctly. For more information on ePortfolio visit the Campus [ePortfolio](#) page.

Privacy Statement

Capella complies with privacy laws designed to protect the privacy of personal information. While you may voluntarily share your own information publicly, you are obligated to protect the personal information of others that may be associated with your academic or professional development. Before sharing information and material in any ePortfolio that is set up to be shared externally to your program at Capella, please consider privacy obligations in relation to protected populations who may be included or referenced in your academic or clinical work. Refer to the [Family Educational Rights and Privacy Act \(FERPA\)](#) and/or the [Health Insurance Portability and Accountability Act \(HIPAA\)](#) if you have specific questions or concerns about your choices.

u01d1 - Introductions

As part of Week 1, introduce yourself to the class. For a slightly different introduction, pick one word that describes you, your beliefs, and your passions. Put only this one word in the subject line of your post; then, in the text box, write a short paragraph as to why you picked that specific word. In the next paragraph, describe your experiences (if any) with research theories and your hopes and expectations for this class.

Response Guidelines

Review the words listed in the subject lines of your classmates' posts. Pick two that resonate with you and reply to two peers, explaining why their word choice struck a chord in you. See if you can find an image online that represents that person and his/her passions and interests. Post a link to that image within the discussion thread by the end of the week. Read through everyone's posts, feeling free to engage and comment wherever you see fit. If you would like, attach a photo of yourself, so we can associate a name with a face. Alternatively, if you would rather, attach a photo that you feel best represents you.

Course Resources

Graduate Discussion Participation Scoring Guide

u01d2 - Journal Articles Part I

Based on the research you conducted this week, reflect on the two articles you found and discuss the theory that supports instruction. Explain the basic tenets of the theory. Identify the pedagogical models of instruction that are supported by the theory. What settings might this model be applied to, either in your personal teaching practice or another setting?

Response Guidelines

Post your initial discussion response by 11:59 pm on Thursday. Respond to at least two different peers' posts; responses are due by 11:59 pm on Sunday of Unit 1.

When responding, consider the following:

1. Select a theory that is different from a theory you researched.
2. Compare and contrast the theories. Does the different theory support the same pedagogy/method of instruction that is your focus?

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 2 >> Research in Pedagogical Methods and Models II

Introduction

Many theorists believe that theory answers the question of why as it relates to the world around us. More specifically, it provides a frame that guides us as we seek to understand these questions. This week you will continue to use the Capella Library to research different theorists who may help you as you examine student learning and what application you want to include in your teaching practice. This unit's discussions will focus on the research you are completing for the Unit 3 assignment and on providing feedback on your draft of the assignment.

Review the Theories, Models, and Approaches chart as you complete this week's studies on educational theories. Think about the theories presented and how they transform into approaches and models with which you are familiar.

Theories, Models, and Approaches

Technology Theories	Learning Theories	Pedagogical Models	Instructional Approaches
Cognitive Theory of Multimedia Learning Transactional Distance Connectivism Sociocultural Constructivism Situated Cognition Distributed Cognition Socially Shared Cognition	Behaviorism Constructivism Social Learning Socio-constructivism Experiential Learning Multiple Intelligences Teaching Approaches Brain-Based Differentiated Instruction Choice Theory	Direct Instruction Socratic Inquiry Inquiry Based Cooperative Learning Project Based Backward Design	Reality Pedagogy Project Based Learning (PBL) Process Oriented Guided Inquiry Lessons Flipped Classroom Differentiated Instruction

Learning Activities

u02s1 - Studies

Readings

Use the Capella library to complete the following:

- Read Bandura's 2001 article, "[Social Cognitive Theory: An Agentic Perspective](#)," from *Annual Review of Psychology*, volume 52, issue 1, pages 1–26.
- Read Glasser's 1997 article, "['Choice Theory' and Student Success](#)," from *The Education Digest*, volume 63, issue 3, pages 16–21.
- Read Skinner's 1950 article, "[Are Theories of Learning Necessary?](#)," from *Psychological Review*, volume 54, issue 4, pages 193–216.

Research

Research two additional peer-reviewed articles for the Unit 3 assignment, Analysis of Peer-Reviewed Journal Articles. You will also use these articles for the Journal Articles Part II discussion in Unit 2. Use the Capella library guide [How Do I Find Peer-Reviewed Articles?](#) for information to help with this research.

u02d1 - Journal Articles Part II

Based on the research you conducted this week, reflect on the two articles you found and discuss the educational theory that supports instruction. Explain the differences in the theories and what pedagogical model or methods of instruction are supported by the theories. What are the strengths and weaknesses of the pedagogical model or methods of instruction? What settings might this model or method be applied to, either in your personal teaching practice or another setting?

Response Guidelines

Post your initial discussion response by 11:59 pm on Thursday. Respond to at least two different peers' posts; responses are due by 11:59 pm on Sunday of Unit 2.

When responding, consider the following:

1. Select a theory that is different from a theory you researched.
2. Compare and contrast the theories. Does the different theory support the same pedagogy/method of instruction that is your focus? What are the strengths/weaknesses of the theories?
3. Select a theory that is the same theory you researched. Did you select the same pedagogy/method of instruction? Discuss the differences and/or similarities of the pedagogy/method of instruction.

Course Resources

Graduate Discussion Participation Scoring Guide

u02d2 - Assignment Feedback

In this discussion, post a draft of your Unit 3 assignment for peer feedback. Use this feedback to improve your assignment for submission.

Complete the following:

1. Prepare your draft and select rubric criteria.
 - a. Select 1–2 criteria from the assignment scoring guide on which you would like your classmate to focus his or her feedback.
 - b. Provide those criteria in your discussion post, and include the draft of your assignment as an attachment.
 - c. Post your draft no later than **11:59 pm on Thursday**.
2. Use the Unit 3 assignment scoring guide to provide feedback to one classmate. Be clear who you are pairing up with so everyone gets peer feedback. Post written feedback by **11:59 pm on Sunday**. It is expected that you will give constructive feedback based on the assignment rubric. Include 1–2 page(s) of written comments on the content and format of your peer's draft.
3. Use your colleague's feedback to refine your own assignment.

Graduate Discussion Participation Scoring Guide

Unit 3 >> Research in Pedagogical Methods and Models III

Introduction

Models of learning are the visual and applicable outcome of a specific theory. As you narrow your research to your theory of interest, begin to look at the models that emerge from this. For example, in your literature you may have read about B.F. Skinner and his theory of explicit motivation and reinforcement. He believed that we acquire skills and dispositions through learned behavior and are motivated to do so through positive or negative consequences. This has emerged into a token system that is widely used within the schools, often referred to as Reinforcement Theory. Using the Capella library, research those models that may represent your chosen theory from your earlier research. In this week's discussion you will address the path from theory to practice as you analyze how theories are translated into instructional models.

Learning Activities

u03s1 - Studies

Readings

Use the Capella library and the Internet to complete the following:

- Read Cambourne's 2000 article, "[Conditions for Literacy Learning: Turning Learning Theory into Classroom Instruction: A Minicase Study](#)," from *The Reading Teacher*, volume 54, issue 4, pages 414–418.
- Read Cundill, Roux, and Parker's 2015 article, "[Nurturing Communities of Practice for Transdisciplinary Research](#)," from *Ecology and Society*, volume 20, issue 2, pages 22–28.

Research

Research two additional peer-reviewed articles for this unit's assignment, Analysis of Peer-Reviewed Journal Articles. This should bring the number of articles you have researched to six. Use the Capella library guide [How Do I Find Peer-Reviewed Articles?](#) for information to help with this research.

u03s2 - Optional Activity: Theories of Learning

Click **Theories of Learning** to check your understanding of learning theories. This is for your own self-assessment.

u03s3 - Assignment Preparation

In Units 4 and 5, you will be researching educational technologies in order to integrate one into your classroom. In your Integrative Technology assignment in Unit 5, you will showcase one of the technologies you researched. In preparation for the Unit 5 assignment, do the following:

1. Read the scoring guide and assignment instructions for Unit 5 Integrative Technology assignment

2. Prepare a draft of the assignment for the Assignment Feedback discussion in Unit 4. In this discussion you will receive feedback from your peers and the instructor on your assignment.

u03a1 - Analysis of Peer-Reviewed Journal Articles

Assignment Overview

In the studies of Units 1 and 2, you researched peer-reviewed journal articles related to current research of applicable theories that support instructional needs of students. In this assignment, you will evaluate these theories for use with diverse learners and in discipline-specific content.

Assignment Instructions

Using the Capella University Library, search for and read a total of six peer-reviewed research journal articles. Your topic area should focus on learning theories that support the instructional needs of students. You will find that many of these theories are the basis of models currently used in various learning settings. Analyze these theories and determine how they translate into instructional models that support diverse learners and are used in discipline-specific content. In your analysis, determine what instructional model may be a direct outcome of your chosen theory. Complete your analysis of each article using the Journal Template linked in the Resources. Use the following questions to guide your analysis of each article. This is not a short answer assignment but a response that summarizes the key points of an article.

1. What theories provide a basis for a model that supports student learning?
2. What are the strengths and/or limitations of this model?
3. What evidence within the literature supports the effectiveness of this model?
4. How does this model support diverse learners?
5. How does this model support discipline-specific content?
6. What varying settings can this model be applied to?

Submission Guidelines

- **Template:** Use the Journal Template provided in the assignment resources to complete your analysis.
- **APA formatting:** Resources and citations are formatted according to APA style and formatting.
- **Length:** Each article analysis should be 2–3 pages in length for a total of 12–18 pages.

Course Resources

[Journal Template \[DOC\]](#)

[How Do I Find Peer-Reviewed Articles?](#)

[APA Style and Format](#)

u03d1 - Theory to Method

Based on the research you have completed during the past three weeks, reflect on the articles you found and discuss the theory that supports instruction. Which theories underpin the pedagogical models in your own educational setting? What theories underlie the instructional decisions you make?

Response Guidelines

Post your initial discussion response by 11:59 pm on Thursday. Respond to at least two different peers' posts; responses are due by 11:59 pm on Sunday of Unit 3. In your responses, compare the theories in your setting with your peers'.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

Unit 4 >> Technology Integration I

Introduction

The Age of Knowledge indicates that knowledge is readily available through the Internet, in addition to more traditional sources of knowledge such as libraries. Technology implies many things in education; it may indicate the use of screen readers for the seeing impaired, devices for the hearing impaired, calculators, and computer spreadsheets. The use of technology also indicates large sources of knowledge found on the Internet. However, teachers and students should be aware that not all information that is on the Internet is reliable or beneficial. During Units 4 and 5, you will research a variety of new and current technologies that are used to help students with disabilities, gifted students, and general education students gain beneficial knowledge to enable them be successful students and productive citizens as adults.

Learning Activities

u04s1 - Studies

Readings

Use the Capella library to complete the following:

- Read Herro's 2015 article, "[Sustainable Innovations: Bringing Digital Media and Emerging Technologies to the Classroom](#)," from *Theory Into practice*, volume 54, issue 2, pages 117–127.
- Read Robin's 2008 article, "[Digital Storytelling: A Powerful Technology Tool for the 21st Century Classroom](#)," from *Theory Into Practice*, volume 47, issue 3, pages 220–228.
- Read Hawks' 2014 article, "[The Flipped Classroom: Now or Never?](#)," from *AANA Journal*, volume 82, issue 3, pages 264–269.

u04d1 - Educational Technologies

Incorporating technology into your teaching practice (both teacher- and student-facing technology) can be challenging at first but can make designing and teaching lessons more interesting and engaging for students.

Research at least six different technologies that can be used while instructing; the technologies may be hardware or Web sites with information, games, or engaging lessons that use technology. From your research, select one technology to highlight.

For your post, give a brief description of the six technologies you researched. For your selected educational technology tool, share the following information:

- The name of the tool or app.
- A brief description of the tool or app.
- The Web site on which it is located or from which it can be downloaded.

Then, for the one technology you choose to highlight, create a small example using this technology tool or app that would demonstrate how you would use it in your classroom. If possible, include a link to your example in the discussion post. If your tool does not allow such a link, attach a screen capture with a description of what it depicts. Also, describe how this tool or app allows you to implement your lesson more consistently and sustainably in your setting.

Response Guidelines

Post your initial discussion response by 11:59 pm on Thursday. Respond to at least two different peers' posts; responses are due by 11:59 pm on Sunday of Unit 4. Choose between the following two response options:

- Option 1: Try out the tool or app your colleague suggested and view his or her example. Then, offer feedback on the tool or app along with ways you can use it in your own teaching.

- Option 2: Using the description of the tool or app provided in the post, find a tool or app that could be used to complement the use of this tool in the classroom. It could also be a tool that would serve the same purpose but would work better for your students' needs. Share the Internet address where this tool can be located or downloaded, and briefly describe the tool or app.

Course Resources

Graduate Discussion Participation Scoring Guide

u04d2 - Assignment Feedback

In this discussion, post a draft of your Unit 5 Integrative Technology assignment for peer feedback. Use this feedback to improve your assignment before submitting it in Unit 5.

1. Prepare your draft and select rubric criteria.
 - a. Select 1–2 criteria from the assignment scoring guide on which you would like your classmate to focus his or her feedback.
 - b. Provide those criteria in your discussion post, along with the attached draft of your assignment. If you choose Option 1 for your assignment, attach only the presentation document (PowerPoint or whatever technology you use), not the recorded presentation.
 - c. Attach your draft in the discussion area and submit your post no later than 11:59 pm on Thursday of Unit 4.
2. Use the Unit 5 assignment scoring guide to provide feedback for one classmate. Be clear who you are pairing up with so everyone gets peer feedback. Posting written feedback by 11:59 pm on Sunday. It is expected that you will give constructive feedback based on the rubric for the Integrative Technology assignment. Include 1–2 page(s) of written comments on the content and format of the assignment draft.
3. Use your colleague's feedback to refine your assignment.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 5 >> Technology Integration II

Introduction

The use of technology has become a requirement within today's classrooms. Therefore, it is not an option to include technology but an expectation in order to facilitate best practices in student learning. There is agreement amongst educators that technology does indeed improve student motivation in learning and, equally important, ease instructional design for varying learners. Unfortunately, what and how we use technology was in the past defined by available resources and educator knowledge. For example, a calculator in a math class or a computer-loaded spelling game made up what was considered a technology accessible classroom. However, today an integrated, technology-rich classroom is one that not only includes an array of devices but also programs and methods that can be applied through instruction. Instructors who provide a seamless integration will not only increase technology proficiency themselves but will support individual learning needs of their students. This week, you will continue to explore and determine a technology component that you may want to include within your teaching practice.

Learning Activities

u05s1 - Studies

Readings

Use the Capella library to complete the following:

- Read Shirley and Irving's 2015 article, "[Connected Classroom Technology Facilitates Multiple Components of Formative Assessment Practice](#)," from *Journal of Science Education and Technology*, volume 24, issue 1, pages 56–68.
- Read Clary, Kigotho, and Barros-Torning's 2013 article, "[Harnessing Mobile Technologies to Enrich Adolescents' Multimodal Literacy Practices in Middle Years Classroom](#)," from *Literacy Learning: The Middle Years*, volume 21, issue 3, pages 49–60.

- Read Hora and Holden's 2013 article, "[Exploring the Role of Instructional Technology in Course Planning and Classroom Teaching: Implications for Pedagogical Reform](#)," from *Journal of Computing in Higher Education*, volume 25, issue 2, pages 68–92.
- Read Tsai's 2014 article, "[Integrating Social Capital Theory, Social Cognitive Theory, and the Technology Acceptance Model to Explore a Behavioral Model of Telehealth Systems](#)," from *International Journal of Environmental Research and Public Health*, volume 11, issue 5, pages 4905–4925.

u05s2 - Optional Activity: Bloom's Digital Taxonomy

Click [Bloom's Digital Taxonomy](#) to check your understanding of how to consider Bloom's Digital Taxonomy when integrating technology into lessons. This is for your own self-assessment.

u05s3 - Assignment Preparation

In Unit 7 you will submit a lesson you design that applies the educational theories and models you have been researching. In preparation for this assignment and the associated discussion, do the following:

1. Read the scoring guide and assignment instructions for the Unit 7 Lesson Design assignment.
2. Review the [Lesson Design Template \[DOC\]](#), which you will use to complete your assignment.
3. Begin thinking about how your learning activities for the lesson you design will align to the outcomes for your unit and the assessments.
4. Identify the standards and objectives you will address in your learning activities.
5. If you choose to use technology in the lesson you design, begin thinking about how you will incorporate technology into your learning activities.
6. Begin thinking about how you will assess student progress. What formative assessments will you use? How will you need to provide other learning activities to support student learning based on the results of these assessments?
7. Prepare a draft of the assignment for the Assignment Feedback discussion in Unit 6. You will receive feedback from peers and the instructor in this discussion on how your lesson meets the criteria of the scoring rubric.

u05a1 - Integrative Technology

Assignment Overview

In Units 4 and 5, you have researched and discussed a variety of current technologies that support individual learning needs. As you analyze and evaluate your choice of technology, consider what instructional model or framework this technology will be integrated within. Also, you will want to determine how you will demonstrate understanding of this choice. Once you have chosen the technology that you will integrate within your practice, complete one of the following tasks.

Option 1 Instructions

Prepare a presentation with audio that showcases one of the educational technologies that you researched. Include the following in your presentation:

1. Description of educational technology.
2. Limitations and strengths of your chosen technology.
3. Effectiveness of technology in your setting and with diverse learners.
4. Description of an instructional model or framework this technology will be integrated within. Refer to your work in Units 1–4 and consider models you have researched.
5. References.

You are required to investigate six technology supports. Choose one that you can use to provide data on student effectiveness; this may be in the form of a pre/post checklist, survey, or questionnaire. Place your data outcome as a visual graphic within your presentation. Consider the feedback you received

from the peer review in Unit 4 as your finalize this assignment.

You may choose to create your technology presentation using PowerPoint or one of the presentations tools listed in the Resources. Record the audio component using Kaltura Media or a technology of your choice.

Submission Requirements

Your presentation should be limited to 10–12 slides. Upload the presentation to the assignment area or provide a link. Note that if you provide a link, your instructor must be able to access your presentation via that link.

Option 2 Instructions

Write a 4–5 page paper that includes the following components:

1. Description of educational technology.
2. Limitations and strengths of your chosen technology.
3. Effectiveness of technology in your setting and with diverse learners.
4. Description of an instructional model or framework this technology will be integrated within. Refer to your work in Units 1–4 and consider models you have researched.
5. References.

You are required to showcase six technology supports. Choose one that you can use to provide data on student effectiveness. This may be in the form of a pre/post checklist, survey, or questionnaire. Place your data outcome as a visual graphic within your paper. Consider the feedback you received from the peer review in Unit 4 as your finalize this assignment.

Submission Requirements

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to APA style and formatting.
- **Font:** Times New Roman, 12 point.
- **Length:** 4–5 double-spaced, typed pages.

Course Resources

[Weebly](#)

[Prezi](#)

[Padlet](#)

[LiveBinders](#)

[Using Mashup Tools](#)

[APA Style and Format](#)

[Using Kaltura](#)

u05d1 - Technology Share

Share the educational technologies you researched with your course colleagues. In the wiki, provide the following:

- The name of each tool or app.
- An explanation of what each tool or app does and how to access it.
- A description of how each tool or app might be used in your educational setting.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 6 >> Designing Research-Based Instruction I

Introduction

To become effective teachers, we must become effective in our instructional practice. Therefore, determining how we will teach is as important as what we will teach. In Units 1–5, you researched learning theories and models that support best practices in student learning. As a teacher you must determine what model or strategy you will use in your practice. What theory supports this model? Once you have answered these questions you have taken the first step in designing effective instruction.

In today's classroom we have many buzz words that denote best practices. These include differentiated, flipped classroom, and co-teaching, which are all strategies that come from a model based out of a specific theory. Strategies are tools from these models. Models of learning can encompass many strategies. For example, you may have read about Social Cognitive Theory, which assumes that learning is acquired by a social construct or just learning vicariously through others around us. If you think this theory has merit and want to add it to your instruction, then you will probably choose a model of learning that promotes this theory. Possibly, you will choose a student-centered learning model. Strategies from this model could include collaborative or reciprocal reading activities, all of which can fall under Social Cognitive Theory.

Another example of theory-to-practice is Howard Gardner's Multiple Intelligences. In this case you may choose a strategy in reading that combines kinesthetic and phonemic awareness. What model would this strategy come from? Possibly, again, a student-centered model or a learning style model.

Much if not all that you do in the classroom has already been studied and applied in a testing environment. It is up to you to understand which of these methods will best facilitate your instruction, leading you to become an effective instructor.

Learning Activities

u06s1 - Studies

Readings

Use the Capella library to complete the following:

- Read Kong and Song's 2014 article, "[The Impact of a Principle-Based Pedagogical Design on Inquiry-Based Learning in a Seamless Learning Environment in Hong Kong](#)," from *Journal of Educational Technology & Society*, volume 17, issue 2, pages 127–141.
- Read Jolley and Ayala's 2015 article, "[Living With Volcanoes': Cross-Curricular Teaching in the High School Classroom](#)," from *Journal of Geoscience Education*, volume 63, issue 4, pages 297–309.
- Read "How Not to 'Kill' UbD" on pages 133–134 in Wiggins and McTighe's 2012 e-book, *The Understanding by Design Guide to Advanced Concepts in Creating and Reviewing Units*.
- Read Metcalf, Evans, Flynn and Williams's 2009 article, "[Direct Instruction + UDL = Access for Diverse Learners: How to Plan and Implement an Effective Multisensory Spelling Lesson](#)," from *TEACHING Exceptional Children Plus*, volume 5, issue 6, pages 1–22.

Use the Internet to complete the following:

- Read "[What Is UDL?](#)," from the National Center on Universal Design for Learning.
- Investigate the [Free Learning Tools](#) pages on the CAST Web site.

Optional Readings

If you are using any of these instructional methods in your lesson design and delivery, review the optional resources below.

- Subramaniam, K. (2010). Integrating writing frames into inquiry-based instruction. *Science Educator*, 19(2), 31–34.
- Järvinen, E., & Rasinen, A. (2015). Implementing technology education in Finnish general education schools: Studying the cross-curricular theme "human being and technology." *International Journal of Technology and Design Education*, 25(1), 67–84.
- Parker, J., Heywood, D., & Jolley, N. (2012). Developing pre-service primary teachers' perceptions of cross-curricular teaching through reflection on learning. *Teachers and Teaching: Theory and Practice*, 18(6), 693–716.
- Wiggins, G. P., & McTighe, J. (2012). *The understanding by design guide to advanced concepts in creating and reviewing units*. Alexandria, VA: ASCD.
- Hunt, J. H., & Andreasen, J. B. (2011). Making the most of universal design for learning. *Mathematics Teaching in the Middle School*, 17(3), 166–172.
- Courey, S. J., Tappe, P., Siker, J., & LePage, P. (2013). Improved lesson planning with universal design for learning (UDL). *Teacher Education and Special Education*, 36(1), 7–27.

u06s2 - Assignment Preparation

Unit 7 Lesson Design Assignment

Continue working on your lesson plan design, using the [Lesson Design Template \[DOC\]](#). Keep in mind that the learning activity you choose should be unique in style and should be critical to the unit's development. You will attach a draft of this assignment to the second discussion in Unit 6 to receive peer and instructor feedback.

Unit 9 Video of Lesson Assignment

In Unit 9 you will submit a video recording of yourself teaching the lesson you designed for the Unit 7 assignment. The recording should be no longer than 10 minutes. You will need to send release forms to the parents of the students you will be teaching.

To successfully complete this assignment, in this unit you should:

- Read the Unit 9 Video of Lesson assignment instructions and scoring guide, if you have not already done so.
- Read the Privacy Requirements section below.
- Prepare for this recording by doing the following:
 - Ensure your recording technology works. You may wish to practice using this technology to ensure the audio and visual quality is sufficient.
 - Familiarize yourself with video editing software, so that you will be able to edit your recording as necessary. You may use Kaltura, but other recording and editing technology may be more familiar to you. Feel free to use any recording and editing technology with which you are familiar. Consult with the following resources if needed:
 - [Using Kaltura](#).
 - [Apps for Recording and Editing Video](#).

Note: If you require the use of assistive technology or alternative communication methods to participate in course activities, please contact DisabilityServices@Capella.edu to request accommodations.

Privacy Requirements

As you will be recording in a classroom for your Unit 9 assignment, it is important that you know your school's policy about recording students and begin to take the necessary steps to ensure that you meet the course requirements while also meeting privacy requirements.

- If you are recording in a classroom, there is a need for privacy when it comes to student participation. Though the regulations may change by school and by state, in general you cannot film a student's face without a parent's or guardian's permission. You may record in your classroom, and if you see the backs of student heads, that is acceptable. You may also call on students as long as they are not filmed.
- If a student is filmed in a class recording, you must have a parent's or guardian's consent. Use the [Student Release Form](#) to obtain permission. You will need to submit a permission form for each student in the recording, or your assignment will receive no credit.
- If your school has a policy that allows for the recording of students, you can include that document instead of specific permission forms.

u06d1 - Instructional Methods

Instructional methods that might inform your lesson are (a) inquiry-based lessons, (b) integrated, which combines two or more content areas (for example, geography and history; science and mathematics; geography, history, and English; science, mathematics, and English; or any other integration such as geography, mathematics, and history), (c) universal design for learning (UDL), and (d) understanding by design (UBD).

- Which method fits your style?
- Which is a stretch method?
- Which methods not on the list have you found effective?

Identify why you have chosen the topics or content areas to integrate into your teaching. If you choose to integrate more than one content, provide a rationalization by answering the following question:

- In what ways will the integrated presentation of the specific contents more effectively engage students and contribute to their understanding than the presentation of the concept in isolation would have done?

If you choose not to integrate more than one content area, provide a rationalization for choosing only one concept by addressing the following question:

- In what ways will the single presentation of the specific content more effectively engage students and contribute to their understanding than the presentation of the integration of more than one content would have done?

Response Guidelines

Post your initial discussion response by 11:59 pm on Thursday. Respond to at least two different peers' posts; responses are due by 11:59 pm on Sunday of Unit 6. In your responses, provide your peers with feedback on or support for implementing the instructional method they selected.

Course Resources

Graduate Discussion Participation Scoring Guide

u06d2 - Assignment Feedback

In this discussion, attach a draft of your Unit 7 Lesson Design assignment for peer feedback. Use this feedback to improve your assignment before submitting it in Unit 7.

1. Prepare your draft and select rubric criteria.
 - a. Select 1–2 criteria from the assignment scoring guide on which you would like your classmate to focus his or her feedback.
 - b. Provide those criteria in your discussion post, along with the attached draft of your assignment.
 - c. Post your draft in the discussion area no later than 11:59 pm on Thursday of Unit 6.
2. Use the Unit 7 assignment scoring guide to provide feedback for one classmate. Be clear who you are pairing up with so everyone gets peer feedback. Post written feedback by 11:59 pm on Sunday. It is expected that you will give constructive feedback based on the rubric for the Lesson Design assignment. Include 1–2 page(s) of written comments on the content and format of the assignment draft.
3. Use your colleague's feedback to refine your assignment.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 7 >> Designing Research-Based Instruction II

Introduction

Reflective teachers examine the experience of learning within their classrooms. This experience is where learning actually resides, compared to students "covering" the material. One of the ways to practice reflection is to look at ourselves in practice. This opportunity is best served when we are able to see ourselves through the lens of a video. You will be able to watch yourself and critically examine your approach within your analysis. As you prepare to video-record yourself, remember you are practicing the art of reflection.

In this week's discussion you will consider strategies for meeting the diverse needs of learners within your educational setting.

Learning Activities

u07s1 - Studies

Readings

Use the Capella library to complete the following:

- Read Narkon and Wells' 2013 article, "[Improving Reading Comprehension for Elementary Students With Learning Disabilities: UDL Enhanced Story Mapping](#)," from *Preventing School Failure*, volume 57, issue 4, pages 213–239.

- Read Johnson-Harris and Mundschenk's 2014 article, "[Working Effectively With Students With BD in General Education Classroom: The Case for Universal Design for Learning](#)," from *The Clearing House*, volume 87, issue 4, pages 168–174.
- Read the literature review from Hayden's 2011 dissertation *Enabling Curricula: The Development of a Teaching Observation Protocol to Address Students' Diverse Learning Needs*, pages 15–46.

u07s2 - Optional Activity: Standards-Based Lesson Design

Click [Standards-Based Lesson Design](#) to check your understanding of content standards fit into lesson design. This is for your own self-assessment.

u07a1 - Lesson Design

Assignment Overview

For this assignment, design a lesson that specifically highlights the theory, methods, and strategies you have been researching and discussing in this course. You will be implementing this lesson in your setting and submitting a video of it in Unit 9.

Assignment Instructions

Use the design template provided in the Resources to complete the following two components of this assignment:

1. Design a formal lesson plan that will:
 - Identify the learning objectives and align them to applicable standards.
 - Develop a formative assessment strategy aligned to the objectives.
 - Explain the specific content knowledge that will be presented.
 - Develop clearly defined tasks in which students will engage with the content.
 - Explain the context of the lesson within the larger unit of learning and students' needs and specific considerations.
2. Determine how the theories and models you have been researching are demonstrate in your lesson plan. This is more than what you might do in your daily teaching and allows for deeper reflective practice. The lesson explanation will include:
 - References from the professional literature that support your decisions about the lesson plan in terms of content and instructional approach.
 - Explanation of how the tasks within the model you have chosen support an equitable, inclusive learning environment in which all students have the opportunity and encouragement to reach their potential.

Submission Guidelines

- Template: Submit the completed Lesson Design Template.
- Written communication: Written communication is free of errors that detract from the overall message.
- APA formatting: Resources and citations are formatted according to APA style and formatting.

Course Resources

[APA Style and Format](#)

[Lesson Design Template \[DOC\]](#)

u07d1 - Strategies for Diverse Learners

Briefly summarize the spectrum of needs in your educational setting. Apply the strategies from the readings to the specific needs of your students. How would you implement the strategies in your setting? Why would the strategies be effective? What would you see and hear in your setting that would let you know your implementation was successful?

Response Guidelines

Post your initial discussion response by 11:59 pm on Thursday. Respond to at least two different peers' posts; responses are due by 11:59 pm on Sunday of Unit 7. In your responses provide feedback or questions on the implementation strategies. Compare your experience with your peers'.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 8 >> Delivering Research-Based Instruction I

Introduction

A teacher can write a beautiful lesson; however, if classroom management is weak, the lesson may fall on its face. Most teachers think about managing their classes during lesson preparation. Developing engaging activities that will keep students busy so they will not cause problems may override the intended academic learning. When classrooms are well managed, the greatest learning occurs. The discussions in this unit will focus on the theory behind behavior management strategies and your ideas on how those strategies are best implemented in your educational setting.

Learning Activities

u08s1 - Studies

Readings

Use the Capella library to complete the following:

- Read Garner, Moses, and Waajid's 2013 article, "[Prospective Teachers' Awareness and Expression of Emotions: Associations with Proposed Strategies for Behavioral Management in the Classroom](#)," from *Psychology in the Schools*, volume 50, issue 5, pages 471–488.
- Read Bond's 2007 article, "[12 Questioning Strategies That Minimize Classroom Management Problems](#)," from *Kappa Delta Pi Record*, volume 44, issue 1, pages 18–21.

u08s2 - Assignment Preparation

Unit 9 Video of Lesson Assignment

In Unit 9 you will prepare a video recording of yourself teaching the lesson you designed and submitted in Unit 7. The recording should be no longer than 10 minutes. Review the video recording tips and privacy requirements below to make sure you are on track to complete this assignment.

Video Recording

To prepare for this assignment:

- Read through the Unit 9 Video of Lesson assignment instructions and scoring guide.
- Think about how you will use the lesson you designed and submitted in Unit 7 for the assignment due in Unit 9.
- Ensure your recording technology works. You may wish to practice using this technology to ensure the audio and visual quality is sufficient.
- Familiarize yourself with video editing software, so that you will be able to edit your recording as necessary. You may use Kaltura, but other recording and editing technology may be more familiar to you. Feel free to use any recording and editing technology with which you are familiar. You may use Kaltura Media to upload any content to the courseroom, or you may provide a useable link in the assignment area. Consult with the following resources if needed:
 - [Using Kaltura](#).
 - [Using Mashup Tools \[PDF\]](#).
 - [Apps for Recording and Editing Video](#).

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact DisabilityServices@Capella.edu to request accommodations.

Privacy Requirements

As you will be recording in a classroom for the Unit 9 assignment, it is important that you know your school's policy about recording students and begin to take the necessary steps to ensure that you meet the course requirements while also meeting privacy requirements.

- If you are recording in a classroom, there is a need for privacy when it comes to student participation. Though the regulations may change by school and by state, in general you cannot film a student's face without a parent's or guardian's permission. You may record in your classroom and if you see the backs of student heads, that is acceptable. You may also call on students as long as they are not filmed.
- If students are filmed in a class recording, you must have parent or guardian consent. Use the [Student Release Form](#) to obtain permission. You will need to submit a permission form for each student in the recording or your assignment will receive no credit.
- If your school has a policy that allows for the recording of students, you can include that document instead of specific permission forms.

u08d1 - Classroom Management Theory

Consider the theory you selected on which to base your lesson methods. How does this theory support classroom management? What strategies or behavior management models have been developed from the theory?

Response Guidelines

Post your initial discussion response by 11:59 pm on Thursday. Respond to at least two different peers' posts; responses are due by 11:59 pm on Sunday of Unit 8. In your responses provide feedback or questions on the behavior management theory.

Course Resources

Graduate Discussion Participation Scoring Guide

u08d2 - Classroom Management Strategies

Preparing to teach a lesson requires more than just academic study and delivery. In the back of every teacher's mind as they walk into the classroom each day is the classroom makeup and the classroom management and discipline that will need to be imposed so that all students can learn. When preparing to make a video recording of the lesson you designed, classroom management may be a concern to you. This week's readings have presented different aspects of classroom management. Determine one common theme among the articles. How does this theme match your classroom management style and needs? Which of the strategies resonates with you, and why? Which strategy might be a stretch, and why?

Response Guidelines

Post your initial discussion response by 11:59 pm on Thursday. Respond to at least two different peers' posts; responses are due by 11:59 pm on Sunday of Unit 8. In your responses to your peers, comment on the ethics of the management skills they discuss. You may choose to agree with the post and offer another way to manage a classroom that is similar. Or, you may disagree with the post and explain why, using supporting evidence from the resources. Be specific!

Course Resources

Graduate Discussion Participation Scoring Guide

Introduction

Unit 9 is the culmination of study and work to understand how theory and methods work together. You studied different technologies and designed a lesson based on a particular theory that helped guide you to a method of instruction. This week you will submit a video of the lesson presented to students. After viewing your presentation, writing your personal reflection of the lesson allows you to judge the knowledge students gained. Viewing lessons and reflecting on the strengths and weaknesses of lessons guides teachers to become stronger, more confident, and more effective as teachers. This week's discussion asks you to address the student data you will collect as part of the lesson you will implement.

Learning Activities

u09s1 - Studies

Readings

Use the Capella library to complete the following:

- Read Grant and Kline's 2010 article, "[The Impact of Video-Based Lesson Analysis on Teachers' Thinking and Practice](#)," from *Teacher Development*, volume 14, issue 1, pages 69–83.

u09s2 - Optional Activity: Instructional Strategies

Click [Instructional Strategies](#) to check your understanding of research-based instructional strategies. This is for your own self-assessment.

u09a1 - Video of Lesson

Assignment Overview

For this assignment, submit a video of yourself teaching the lesson you designed in Unit 7. Accompany the video with an analysis of the lesson in which you reflect on the instructional decisions you made and identify the theory behind those choices.

Assignment Instructions

Your video requirement is a 5–10 minute recording using any video-recording and editing format with which you are familiar. Instructions for using Kaltura to record your lesson are provided in the Resources. Be sure the instructor is able to access the video format you use. You may use Kaltura Media to upload your video to the courseroom, or you may provide a working, usable link to your recording.

The part of your lesson that you choose to record should focus on your chosen strategy. Although you may choose any part of the lesson to record, this requirement may be best showcased within the guided practice section. Investigate your district's policies regarding taping students and obtain necessary permissions if you are including your students within the video (see Privacy Requirements below). Otherwise, showcasing you alone will be sufficient to meet this requirement.

After you have completed your lesson and your video recording, prepare an analysis of how you felt the lesson went overall. Refer to the actual things you said and did in your video when analyzing the lesson. Consider the following questions:

- How is the educational theory demonstrated in your lesson? Use evidence from the video to support your evaluation.
- How is the research demonstrated in your lesson? Use evidence from the video to support your evaluation.
- Was your choice of strategy successful? How do you know? Include student artifacts, assessments, and evidence from the video to support your analysis.
- In what ways were you able to meet the diverse needs of students? Use evidence from the video to support your analysis.

In addition to the questions above, include any additional information you feel may be relevant for this assignment. For example:

- Did your students understand your directions? How do you know?
- Was your delivery clear and concise?

- Were you able to meet all learning levels in your classroom?
- Did you have any behavioral management issues?
- Was your technology choice successful?

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact Disability Services to request accommodations.

Privacy Requirements

As you will be recording in a classroom for this assignment, it is important that you know your school's policy about recording students to ensure that you meet the course requirements while also meeting privacy requirements.

If you are recording in a classroom, there is a need for privacy when it comes to student participation. Though the regulations may change by school and by state, in general you cannot film a student's face without a parent's or guardian's permission. You may record in your classroom, and if you see the backs of student heads, that is acceptable. You may also call on students as long as they are not filmed. If students are filmed in a class recording, you must have parent or guardian consent. Use the Student Release Form to obtain permission. You will need to submit the permission form for each student in the recording, or your assignment will receive no credit.

If your school has a policy that allows for the recording of students, you can include that document instead of specific permission forms.

Submission Requirements

Video

- Submit a 5–10 minute video in a format that is easily accessible to anyone.

Analysis

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to APA style and formatting.
- **Font:** Times New Roman, 12 point.
- **Length:** 3–5 double-spaced, typed pages.

Course Resources

[Student Release Form \[DOCX\]](#)

[Apps for Recording and Editing Video](#)

[Using Mashup Tools](#)

DisabilityServices@Capella.edu

[Using Kaltura](#)

u09d1 - Student Data

Present the student data collected after the video lesson as evidence of the success of the lesson. Present the data in an attached table and, if you choose, attach a visual as well. What elements of the lesson were most successful, and what was least successful? How is this shown in the student data?

Response Guidelines

Post your initial discussion response by 11:59 pm on Thursday. Respond to at least two different peers' posts; responses are due by 11:59 pm on Sunday of Unit 9. In your responses to your peers, pose questions for them to consider about their data.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

Unit 10 >> Reflection

Introduction

Reflection is an important part of teaching. The studies for the last week highlight reflection practices and give insights into making reflection a part your daily or weekly ritual in the classroom. The two-part discussion on reflection helps you think about how reflection transforms teaching practice and gives you an opportunity to reflect personally on the learning you have gained in the last 10 weeks.

Learning Activities

u10s1 - Studies

Readings

Use the Capella library and the Internet to complete the following:

- Read Ambler's 2012 article, "[Autobiographical Vignettes: A Medium for Teachers' Professional Learning Through Self-Study and Reflection](#)," from *Teacher Development*, volume 16, issue 2, pages 181–197.
- Read Blasco et al.'s 2015 article, "[Education Through Movies: Improving Teaching Skills and Fostering Reflection Among Students and Teachers](#)," from *Journal for Learning Through the Arts*, volume 11, issue 1, pages 1–16.
- Read Rix and Paige-Smith's 2011 article, "[Exploring Barriers to Reflection and Learning—Developing a Perspective Lens](#)," from *Journal of Research in Special Educational Needs*, volume 11, issue 1, pages 30–41.

u10d1 - Reflect to Transform

The readings in Unit 10 discuss the value of teacher reflection, but one article in particular discusses learning to reflect through viewing movies. This tool could be powerful in teaching students the value of reflection. How would you use the ideas from the articles to convince a preservice teacher of the value of reflection? How can reflection inform and transform teaching practice?

Response Guidelines

Post your initial discussion response by 11:59 pm on Thursday. Respond to at least two different peers' posts; responses are due by 11:59 pm on Sunday of Unit 10. In your responses, provide feedback or questions on your peers' posts. Compare your experience with your peers'.

Course Resources

Graduate Discussion Participation Scoring Guide

u10d2 - Final Reflection

As a result of taking this course, you have increased your competency and skills as a teacher-leader. Reflect on the learning you have accomplished, and complete the following statements, adding specific examples to support each statement:

- As a result of taking this course, I will begin to . . .
- As a result of taking this course, I will stop doing . . .
- As a result of taking this course, I will do more of . . .
- As a result of taking this course, I will do less of . . .

No peer responses are required.

Course Resources

Graduate Discussion Participation Scoring Guide