Week Three

Unit One: Underlying Assumption and Ideas
Tuesday: 4/17/07 (Meet in the Rincon Computer Lab, Located in Phelps Hall 1518)

- Reading: “My Pedagogic Creed” by John Dewey and “What is ‘Learner Centered’?” by Barbara L. McCombs and Jo Sue Whisler. FROM THE COURSE READER.
- Assignments: Journal on ONE of the above pieces before class.
- Class Activities: What has our experience been in education: learner or teacher centered? Discussion of Dewey in light of McCombs and Whisler. One-Minute Paper. Learn your learning and teaching styles.

I Dewey and McCombs and Whisler Work (25 min)
A. After reading McCombs and Whisler, and Dewey, what would you say “learner centered” means, and what is its importance to you, as someone who might work with students?
B. Respond to the prompt for ten minutes, and then read and respond to a peer’s post.
C. Be ready to discuss the work.
D. My Questions:
   a. What are some of the key “beliefs” of Dewey?
   b. What are McCombs and Whisler’s view of learner centered work? Is it overwhelmingly positive or negative?
   c. What way do you tend to learn? Why?
   d. What way do you think K-6 learn? Why?
   e. What way do you think middle schoolers learn? Why?
   f. High school? Why?
   g. College? Why?

II What are your Predilections (15 min)
B. Have them complete.
C. Discuss:
   a. When does it make sense to be teacher centered? Are there times? Disciplines?
   b. What type of teaching works best for you? Why do you think that is?
   c. Does Dewey seem to believe in teacher or learner centered learning? What’s your evidence?
   d. Do McCombs and Whisler seem to believe in teacher or learner centered learning?
   e. What are the advantages and limitations of both types of learning?

III What Kind of Teacher are You: An Actual Assessment (15 min)
A. Teaching Style Online Work: http://www.howtodothings.com/education/a2818-how-to-determine-your-teaching-style.html
B. After you are done, be ready to talk about what you came up with.
C. Think about this as you do your writing.
IV What Kind of Teacher Will You Be (15 min)
A. In the forum labeled “What Kind of Teacher Will You Be,” write down your response in the present tense. Start with the view that you are a teacher now. After coming up with a couple of sentences, read through and respond to others. Make sure that you point out what you like, what interests you, and what you have questions about.
B. Example: I believe in learner centered education—in the sense that I, like John Dewey, think that learning starts with the student, and that a teacher job is to meet the learner where he or she is at and move them towards greater master of a given subject. In my case the subject is the teaching of English—as a spoken, written, and electronic form—and I believe that reading, writing, and thinking must not only be about meeting a particular curriculum, but that these activities must allow students to really think through central issues that are important to them.

V CAT (5 min)
A. Take five minutes or so and respond to the question below in a couple of sentences on a piece of scrap paper, be sure to turn this in to chris, anonymously if you wish: What is one thing you learned today, and what is one thing that you still have questions about?
B. Talk about CATs.

Thursday: 4/19/07
• Reading: “Conclusion” from Diane Ravitch’s Left Back: A Century of Battles Over School Reform and E.D. Hirsch’s “Why Traditional Education is More Progressive”. FROM THE COURSE READER.
• Assignments: Journal about one of the above pieces before class. First Draft of “Education Philosophy” or credential program application due.
• Class Activities: In-class peer review. Discussion of Traditional vs. “Progressive Education.”
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I Peer Review (40-45 min)
A. What to look for, using Jacqui’s paper.
B. Demonstrate “I statements” and the fact that the writer has control.
C. Put up overhead, go over the first paragraph—using the sheet that you give folks.
D. Peer Review Instructions:
   a. **Step One:** Read your paper aloud to your peers. Stop if you hear something odd, and mark your place in your text.
   b. **Step Two:** Listen to your peers as they tell you the following:
      i. What they thought was the “center of gravity” of your piece—in their own words. (Write down what they say.)
      ii. What they thought was the “best moment” in the piece—the thing that will stick with them. (Write down what they say.)
      iii. Any place, idea, image, or other element of your text that they “wanted to hear more about.”
   c. **Step Three:** After everyone is done with steps one and two, make sure that you ask additional questions and get the clarity you want.

II Hirsch/Ravitch Work (25 min)
A. Put up overhead, have them do the work.
B. Your Questions:
   a. What side would you put Hirsch, learner or teacher centered? Why?
   b. What do you make of his argument for a more traditional curriculum? Do you buy his argument—why or why not?
   c. What are two key things that Ravitch sees as being behind school reform?
   d. What do you think is Ravitch’s idea of school reform?
   e. **Key Question:** What sort reform, if any, is needed for public schools today? K-12, and then college?
III  What Makes for a Good Class? (5-10 min)
   A.  Take a couple of minutes to have folks put up what makes for a good class—in their fields.
   B.  Highlight “prepared teacher.”
   C.  Ask them, in terms of what they know now, how teachers prepare.
   D.  Ask them to list, on overhead, what they know about lesson planning, or planning for classes—right now.

Week Four
   Unit Two: Practical Writing and Reading Considerations

Tuesday:  4/24/07 (Meet in the Rincon Computer Lab, Located in Phelps Hall 1518)
   •  Reading: Online Lesson Plan Formats:
      http://edweb.sdsu.edu/Courses/EDTEC470/sections/F02-10/lesson_planning.htm#Overview.  
      (Print up copy and bring to class.)  "Responding to Student Writers" from Jim Burke’s The English Teacher’s Companion—in our course reader.
   •  Assignments: Journal on ONE of the above pieces before class.
   •  Class Activities: Sample Lesson plan from Chris on fractions. Discussion of Lesson. Introduction to Lesson Plan Assignment. Looking at Student Writing.

Thursday:  4/26/07
   •  Reading: Plumb online lesson plan resources listed at our website. Read selection from “Subjects Matter” by Harvey Daniels and Steven Zemmelman—in our course reader. (Read pages 124 through 138 and choose to closely read one of the reading strategies)
   •  Assignments: Journal on ONE of the above pieces before class. Begin creating lesson plan on a subject you would want to teach—first draft with materials due on 2/9/05.
   •  Class Activities: Go over types of lesson plans. Discuss the reading/writing connection.