Course Overview
This course will explore various perspectives on learning and instructional theory, and how those theories shape the design of instruction as well as the instructional process. Instructional theories will include past, current and emerging trends that influence instruction. As part of the College’s Conceptual Framework that focuses on preparing Reflective Practitioners, students are encouraged to fully participate in classroom discussions and to present and discuss their research interests as they relate to the focus of the course.

Course Objectives
The students will
1) be able to compare and contrast the theories proposed by several instructional theorists;
2) be able to compare and contrast several instructional models;
3) be able to determine how these various instructional theories/models meet the needs of all students;
4) be able synthesize the various instructional theories for the purpose of developing a personal theory of instruction; and
5) be able to reflect upon and explicate their own approach to instruction.

Course Schedule

January 25  Course Overview
Models of Teaching - Bruce Joyce & Marsha Weil

February 1  Discussion: Historical Perspectives
Jerome Bruner
Continuum of Learning Theories

February 8  Behaviorism
Discussion: Skinner's Operant Conditioning
Stimulus-Response Theory
Thorndike's Laws and Connectionism
Information Processing
B.F. Skinner - Behavior Control: Freedom and Morality (video)

February 15  Association of Teacher Educators Conference – No Class
February 22  **Cognitivism**
Discussion: Instructional Design Models & Frameworks  
Robert Mager & Robert Gagne

February 29  Discussion: General Teaching Model  
Cognitive Dissonance  
Elaboration Theory of Instruction

March 7  Discussion: Van Manen’s “Tact of Teaching”  
Multiple Intelligences  
Howard Gardner  
Howard Gardner on The Multiple Intelligence Theory (video)

March 14  Spring Break

March 21  **Constructivism**
Discussion: Constructivist Theory  
Guest Speaker: Dr. Christie McIntyre  
Mid-Term Exam due

March 28  Discussion: John Dewey  
Jerome Bruner – How Does Teaching Influence Learning (video)  
John Bransfield – Situated Learning  
Vygotsky – Zone of Proximal Development

April 4  Discussion: Humanistic Perspectives  
Arthur Combs & Carl Rogers  
Carl Rogers on Empathy (video)  
Moral Dimensions of Teaching  
John Goodlad & Robert Sirotnik

April 11  Student Presentation

April 18  Student Presentation

April 25  Student Presentation

May 2  Student Presentation

May 9  Final Exam

Course Evaluation:

30%  Student Presentation*
30%  Mid-Term Exam
30% Final Exam
10% Class Participation

*material on the student presentations will be distributed on February 8.

Bibliography


Emergency Procedures:

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our
control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT's website at www.bert.siu.edu <http://www.bert.siu.edu/> , Department of Public Safety's website www.dps.siu.edu <http://www.dps.siu.edu/> (disaster drop down) and in the Emergency Reponse Guidelines pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.