



**HARDING UNIVERSITY COLLEGE OF EDUCATION
MAT 604**

STUDENT – CENTERED INSTRUCTIONAL DESIGN

3 hours credit – Spring 2004

Saturdays: January 17 & 31, February 14 & 28, and March 13 – (8:30 a.m. – 4:30 p.m.)

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COURSE DESCRIPTION

Study of strategies and best practices such as constructivism, brain-based teaching and learning, integrated thematic instruction, inquiry, multiple intelligence, learning styles, smart start, smart step and many others.

REQUIRED TEXT: National Research Council (2000) *How people learn: brain, mind, experience, and school* (Expanded ed.). John D. Bransford ...[et al.], editors; Committee in the Science of Learning and Committee on Learning Research and Educational Practice, Commission on Behavioral and Social Sciences and Education. –National Academy Press: Washington, D.C.

GOALS AND OBJECTIVES: The student as an active learner will:

1. Plan and direct a variety of learning experiences.
2. Design a cooperative learning project.
3. Understand diversity and utilize that understanding to develop lessons that incorporate multiple intelligences.
4. Develop lessons that apply to a diverse set of learners.
5. Create an integrated thematic instructional portfolio with examples of learning activities discussed in class.

SPECIAL CONSIDERATIONS/FEATURES or TECHNOLOGY OF THE COURSE:

1. All papers or projects are required to be completed on a word processor, preferably Microsoft WORD. They are to be double-spaced, size 12 Times New Roman fonts, and spell checked. APA 5th edition guidelines are to be followed.
2. Class participation is important. The sharing of ideas among professionals is one of the most important benefits of graduate education.
3. A high degree of professionalism is expected in all work, including neatness, correct grammar, punctuation, etc.
4. Class attendance is required.

ASSIGNMENTS: Each assignment is due in class on the date indicated. Assignments will be due when asked for by the professor. Late assignments will receive a zero, “0”. Example: If you are late to class when the professor asks for your assignment, you will receive a zero, “0”.

ATTENDANCE POLICY: Attendance in this class is essential for its success not only for each student but also for the class as a whole. Students should *plan* on attending each class unless prevented by circumstances beyond their control. Unexcused absences are NOT permitted. Students should notify the instructor personally or by telephone *prior to being absent from class* regardless of the reason for the absence. Class will begin on time. If you are tardy to class lectures, please check with the instructor to be sure you have not been marked absent.

Students that are absent will be assigned a related, though not necessarily equivalent, out of class make-up assignment – as determined by the instructor. Students with unexcused absences of more than three (50 minute class periods) are subject to being dropped from the class with an “F.”

ACADEMIC HONESTY POLICY: You are encouraged to maintain personal integrity on all assignments. Violations of integrity (cheating, plagiarism, etc.) will be treated as behavioral, not academic situations. Tests and assignments affected will not be graded.

STUDENTS WITH DISABILITIES

It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a documented disability condition (e.g., physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the instructor and Student Support Services at the beginning of the semester. SSS is located in Room 109 of the Lee Academic Center, telephone 279-4028.

Graduate Students:

You should be aware that this course might be included in the written comprehensive examination that is required to complete your master's degree.

****Circumstances may arise which prevent us from fulfilling each and every component of this syllabus. Therefore, the syllabus is subject to change. However, you will be notified of any change that occurs prior to any due dates.**

IMPORTANT DATES TO REMEMBER

January 17	Introduction to course Activities Assign groups
January 31	
February 14	Multiple Intelligences Presentations
February 28	Integrated Thematic Unit Presentations
March 13	Final Exam

PRESENTATIONS:

Everyone will participate in oral presentations. Though some may be “group” presentations, everyone will speak and present information.

ALL presentations should focus on the issue of being STUDENT CENTERED. Also, the presentations should include design elements discussed in this class. Students are strongly encouraged to use technology in their presentations. Technology is defined as PowerPoint, transparencies, World Wide Web, posters, ELMO presentation equipment, handouts, videos, etc.

The presentation should be a learning project. This is your opportunity to be creative and innovative in your approach to your learning project. In this professor’s opinion, “the sky is the limit” in presenting your material. Obviously, it is important to present the material in a professional, understandable, logical, and well-prepared manner.

The purpose of the THEMATIC unit is to develop a unit that can be incorporated into use in your individual classroom later.

GRADES

90% - 100% = A
80% - 89% = B
70% - 79% = C
60% - 69% = D
Below 60% = F

This syllabus is intended to provide each student a guide for this course. Obviously, not every contingency can be accounted for in this brief outline. Each student is expected to behave and perform in a professional and responsible manner as unforeseen circumstances may arise.