

Tentative Course Calendar
 CI 512: TEACHING AND LEARNING
 Portland State University
 Graduate School of Education- Curriculum and Instruction
 CRN# 80359
 Summer 2011

Please note that this is an intended calendar subject to change based upon emerging needs and interests.

Date	Topics	Readings (to be completed by that class day)	Assignments Due
Tuesday 7/19	Introductions, Course Expectations, Why Theory?	No prior readings	No assignments due
Thursday 7/21	Behaviorism, The Role of Drill and Practice	Chapter 3: Phillips, D. C., & Soltis, J. F. (2009). <i>Perspectives on Learning</i> (5th ed.). New York: Teachers College Press. Resnick, L., & Ford, W. (1981). The psychology of drill and practice. <i>The Psychology of Mathematics for Instruction</i> (pp. 11-37). Hillsdale, New Jersey: Lawrence Erlbaum Associates. Brownell, W. A., & Chazal, C. B. (1935). The Effects of Premature Drill in Third-Grade Arithmetic. <i>The Journal of Educational Research</i> , 29(1), 17-28. Course Syllabus	<ul style="list-style-type: none"> - Reading Response (Phillips Ch. 3, Resnick & Ford, Brownell) - Compose Questions about the syllabus
Tuesday 7/26	Conceptual and Procedural Understanding	Skemp, R. (1978). Relational understanding and instrumental understanding. <i>Arithmetic Teacher</i> , 26, 9-15. Star, J. (2005). Reconceptualizing procedural knowledge. <i>Journal for Research in Mathematics Education</i> , 36(5), 404-411. Thompson, A. G., Philipp, R., Thompson, P. W., & Boyd, B. A. (1994). Computational and conceptual orientations in teaching mathematics. In A. F. Coxford (Ed.), <i>Professional development for teachers of mathematics</i> (pp. 79-92). Reston, VA: National Council of Teachers of Mathematics.	<ul style="list-style-type: none"> - Reading Response (Skemp, Star, Thompson) - Snapshots Draft 1

Thursday 7/28	Learning and Transfer	Bransford, J. D., Brown, A. L., & Cocking, R. R. (Eds.). (1999). <i>How People Learn: Brain, Mind, Experience, and School</i> . Washington D.C.: National Academy Press. Lobato, J. (2003). How design research can inform a rethinking of transfer and vice versa. <i>Educational Researcher</i> , 32(1), 17-20.	- Reading Response (Bransford, Lobato)
Tuesday 8/2	Constructivism Part I	Chapter 5, Phillips, D. C., & Soltis, J. F. (2009). <i>Perspectives on Learning</i> (5th ed.). New York: Teachers College Press. Chapter 1, Brooks, J. & Brooks, M. (2001) <i>The Case for the Constructivist Classroom</i> . Upper Saddle River, NJ: Prentice-Hall, Inc.	- Reading Response (Ch. 5 Phillips & Soltis, Brooks) - Snapshots Draft 2
Thursday 8/4	Constructivism Part II	Chapter 2 and 9, Brooks, J. & Brooks, M. (2001) <i>The Case for the Constructivist Classroom</i> . Upper Saddle River, NJ: Prentice-Hall, Inc.	- Reading Response (Brooks Ch. 2, 9)
Tuesday 8/9	Social Learning Theory	Chapter 6, Phillips, D. C., & Soltis, J. F. (2009). <i>Perspectives on Learning</i> (5th ed.). New York: Teachers College Press.	- Synthesis Paper Draft - Reading Response (Ch 6. Phillips & Soltis)
Thursday 8/11	Reactions to Constructivism and Reform Teaching	Kirschner, P., Sweller, J., & Clark, R. (2006). Why minimal guidance during instruction does not work: An analysis of the failure of constructivist, discovery, problem-based, experiential and inquiry-based teaching. <i>Educational Psychologist</i> . 41(2), 75-86. Cohen, D. (1990). A revolution in one classroom: The case of Mrs. Oublier. <i>Educational Evaluation and Policy Analysis</i> . 12(3), 311-329.	- Reading Response (Kirschner & Sweller, Cohen) - Snapshots of Learning Due

Tuesday 8/16	Teaching Project Presentations	None	- Presentation Papers Due
Thursday 8/18	Teaching Project Presentations, Course Wrap-up, Course Evals,	None	- Presentation Papers Due - Synthesis Papers Due