



- i. 5. The pre-service teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
- ii. NETS III.A Teachers facilitate technology-enhanced experiences that address content standards and student technology standards.

3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.  
(Subject to Change)

**Week 1:**

Where we are now--introductions, course requirements, literature review

**Week 2:**

Initial thinking skills theory, organize groups and choose project topic

**Week 3:**

Group presentation on topic related to thinking skills and technology

**Week 4:**

Reflection on group presentations and make activity suggestions

**Week 5:**

Original groups review activity suggestions from week 4

**Week 6:**

Group construction of technology-related instructional unit; present unit

**Week 7:**

Debate 1: explicit or discrete instruction of thinking skills

**Week 8:**

Debate 1 concluded

**Week 9:**

Marzano Dimension 1; unit planning guidelines

**Week 10:**

Marzano Dimension 2; unit planning guidelines

**Week 11:**

Marzano Dimension 3; unit planning guidelines

**Week 12:**

Marzano Dimension 4; unit planning guidelines

**Week 13:**

Marzano Dimension 5; unit planning guidelines

**Week 14:**

Debate 2: traditional or constructivist instruction of thinking skills

**Week 15:**

Debate 2 concluded

**Week 16:**

Course reflections and summary

The Missouri Show-Me Standards are addressed within the content of this course. Identification of specific standards are included within course assignments. Integration of Missouri Assessment Program (MAP) standards and grade levels will be integrated into this course when appropriate.

4. Resources:

Marzano, R. J. *A Different Kind of Classroom: Teaching with Dimensions of Learning*

Supplemental readings (not required but helpful):

Marzano, R. J. and Arredondo, D.E. *Tactics for Thinking, Teacher's Manual.*

Marzano, R. J. et al, *Dimensions of Learning Teacher's Manual*

Marzano, R. J. et al, *Dimensions of Thinking: A Framework for Curriculum and Instruction*

Additional readings and Internet assignments provided by instructors

5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

a. Class participation: 30%

Debates, reflective activities, activity suggestions for project groups

b. Group presentation: 15%

Powerpoint presentation or web presentation on a thinking skills theory, according to instructor directions

c. Instructional unit presentations: 15%

Supporting group presentations relating to the major project, according to instructor directions.

d. Quizzes: 30%

Cover text and additional materials as assigned.

e. Literature review: 10%

Scholarly review of current materials relating to technology and thinking skills

Course Evaluation/Grade Scale

94 to 100 points - A

90 to 93 points - A-

87 to 89 points - B+

83 to 86 points - B

80 to 82 points - B-

77 to 79 points - C+

73 to 76 points – C  
70 to 72 points - C-  
Below 70 – Unsatisfactory graduate performance, No credit

- This syllabus is subject to change at the discretion of the instructor.
- Regular class attendance is required.

