Dept of Teaching, Learning, and Teacher Education

Summer 2016 Graduate Classes

Presession: May 16-June 3, 2016
1st five week session: June 6-July 8, 2016
2nd five weeks session: July 11-August 11, 2016

Check out the Nebraska Math & Science Summer Institutes (NMSSI) 2016 catalog online for additional summer classes:

http://scimath.unl.edu/nmssi/2016/

**TEAC 800: Inquiry: Teaching & Learning**
*Dr. Stephanie Wessels*
*Online (1st five weeks session)*

Overview: Coming soon!

**TEAC 801:**
*Dr. Jenelle Reeves*
*Online (1st five weeks session)*

Overview: Coming soon!

**TEAC 811: Reading Process & Practices**
*Dr. Loukia Sarroub*
*MTWR 0100-0400P (Presession - online first week of class)*

Overview: This course provides an overview of literacy processes and practices from interdisciplinary perspectives and tackles the challenges of linking theory, practice, and research. The course is designed to complement students’ understandings of language, the teaching of reading, student and teachers experiences with multiple and new literacies, and current literacy instruction and debates. Specifically, this course will encourage students to develop their own theories about “best practices” in literacy education by critically examining competing theories and by reflecting on and engaging with research focused on literacy instruction and teaching and learning. We will consider a variety of contexts in which reading takes place and examine how literacy might be defined by children and youth, families, teachers, policy makers, and researchers in those instances (across home, school, and community, and work settings). The course will focus on connecting these views of reading to real youth and their learning through “telling cases" (Mitchell, 1984), and each student will have an opportunity to work with data and complete a small research project in order to better inform teaching practice.
**TEAC 811B: Reading Response to Intervention**  
Dr. Guy Trainin  
*Online (2nd five weeks session)*

**Overview:** This Online Modular course focuses on the key components of Response to Intervention (RtI): assessment, data-based decision making, and research-based instruction/intervention. At the heart of the class is the examination and redesign of an RtI effort by each participant within their own teaching environment (when possible). As such the learning gained will be based on participants active participation, exploration and discussion.

Students will be introduced to the historical perspective of the legislation that led to the development of RtI. Included in this discussion will be exposing students to components of eligibility for this type of intervention that include differences in level and rate of learning, adverse impact, and other exclusionary factors.

In addition to building sufficient background knowledge related to the RtI, students in this course will develop an understanding of integrated data collection/assessment system as well as the Three Tier Model of this approach. This includes instruction, assessment, and problem solving approaches at the whole group, small group, and one-to-one levels.

**TEAC 413/813A Second Language Acquisition**  
Dr. Jenelle Reeves  
*Online (1st 5 week session)*

**Overview:** TEAC 413/813A takes a comprehensive look at theories of second language acquisition (SLA) encompassing the areas of cognition, psychology, sociology and linguistics. Topics include the history and progression of SLA theory (and its parallels to general learning theories), school-based second language learning (with a particular emphasis on English acquisition in the U.S. K-12 arena), learner personal variables in SLA, power and identity in SLA, and theory-based pedagogical approaches to second language instruction. This course, one of six in the K-12 ELL certification pathway, serves as a foundation for second and foreign language teachers. It is designed and delivered based on the premise that language teachers need a deep understanding of how second languages are learned if they are to plan and carry out effective language instruction. Knowledge of second language acquisition theory is a building block of language teachers’ knowledge base and development of teaching expertise. TEAC 413A / 813A provides novice second language teachers with that foundation while advancing veteran teachers’ expertise.
**TEAC 813M: Teaching ELL in Content Areas**  
*Dr. Ted Hamann*  
*Online (1st five weeks session)*

Overview: This course has three key starting points—who are ELLs (in terms of skills and prior school experiences), what is content area literacy (what are the language dimensions of learning content in various academic content areas), and how do instructors modify or differentiate instruction to explicitly support ELLs’ intentional development of content area literacies. This course reminds us that ELLs bring dramatically different academic and psychological profiles to our classrooms (some have engaged in more advanced coursework than they encounter here, others have interrupted school histories and possible trauma related to war, migration, racism, legal status, and/or other issues) and that the success of ELLs is not only a product of designated ‘ESL’, ‘ESOL’, or ‘ELL’ teachers, but a responsibility of the entire school.

**TEAC 813K: Linguistics for the ELL Teacher**  
*Dr. Theresa Catalano*  
*Online (1st five week session)*

Overview: This course (for graduates) is primarily designed for K-12 teachers (or future teachers) of English as a Second Language, but it is also applicable to foreign language teachers and teachers of EFL of any level. It will provide an introduction to basic concepts in linguistics such as phonetics, phonology, morphology, syntax and semantics as well as neurolinguistics, discourse analysis and language variation. What differentiates this course from other introductory Linguistics courses are the connections that will be made between Linguistics concepts and teaching practice. That is, students will not only gain an understanding of how language works but they will learn how to explain the inner-workings of language to their students in a way that they will understand. Classroom activities will feature identifying theoretical underpinnings of practical language issues and connecting them to questions their language learners will have.

**TEAC 425/825: Coord Occ Training Programs**  
*Mona Schoenrock*  
*Online (1st 5 week session)*

Overview: TEAC 425/825 is a required course for work-based learning (coordination techniques) for the BMIT field endorsement. Content will focus on career education as well as developing job shadowing and internship programs.
TEAC 838: Linguistics Classroom Teaching  
Dr. Loukia Sarroub  
MTWR 930-1230P (Mini Session: June 6-June 24th)  
Overview: This course is designed for students interested in the study of language, discourse, knowledge, and action both in theory and in educational practice. We will study the language of schooling in the context of academic literacies. Students will be introduced to the study of morphology, syntax, semantics, pragmatics, and some phonology. We will also focus on the linguistic as well as the socio-cultural and cognitive features of language in relation to academic, home, and popular media contexts and their connections to access and power structures. Students in the course will be involved in a newly developed set of online modules designed to promote a more in-depth understanding of different Englishes, grammar, and language variation across home, school, and community contexts and in connection to diverse communities and achievement.

TEAC 840D: Schooling in Demographically Transitioning Communities  
Dr. Ted Hamann  
Monday/Tuesday 9-12pm (1st 5 week session)  
Overview: Coming Soon!

TEAC 880A: Survey Instructnl Tech  
Dr. Al Steckelberg  
Online (1st 5 week)  
Overview: Coming soon...

TEAC 808E – Improvement of Instruction in School Mathematics  
Dr. Lorraine Males  
MTWRF 1pm-5pm (June 6-10; June 13-17)  
Overview: This course will engage secondary mathematics teachers in understanding classroom discourse and its relationship to student learning. Readings, discussions, and activities will provide opportunities for teachers to develop an awareness for how classroom discourse influences the opportunities we provide to students and to provide support for teachers in analyzing their own discourse patterns and their impact on student learning.

TEAC 880B: Designing Instructional Technology K-12  
Dr. Laurie Friedrich & Dr. Guy Trainin  
MTWRF 8am - 5pm (June 27-July 1)  
Overview: This class is a technology integration workshop for educators at all levels. The workshop is guided by Technological Pedagogical Content Knowledge
(TPACK) an approach that attempts to identify the nature of knowledge required by teachers for technology integration in their teaching, while addressing the complex, multifaceted and situated nature of teacher knowledge (Koehler, 2016). The emphasis is on DOING. This workshop will focus on integrating new technologies into the classroom in educationally relevant ways. The workshop will include new applications for the classroom in Social Media, Mobile Devices, and Flipped Instruction. Teachers of all grades are welcome.

**TEAC 880E: Effective Integration of Dynamic Math Tools In a 1:1 Math Classroom**  
*Josh Males & Dr. Guy Trainin*  
*MTWRF 8am-5pm (June 13-June 17th)*

Overview: This course is designed to enhance a teacher’s ability to effectively integrate dynamic math tools like Desmos and GeoGebra into 1:1 math classrooms. Participants will use the 5E instructional model to design and create engaging lessons that incorporate tools that allow students to visualize mathematical concepts and solve problems. Current research will be used to reflect on best practices and develop a rubric to evaluate the effectiveness of the lesson. The mathematical focus of this course will be on first year algebra and above. Varied skill levels are welcome.

**TEAC 880P: Instructional Tech K-8 Math**  
*Dr. Amanda Thomas*  
*MTWRF 8am - 5pm (June 27-July 1)*

Overview: TEAC 880P will focus on a variety of technology tools to support teaching and learning goals in mathematics. A survey of research and theory will be applied as students present app demos, design instruction, and enhance curriculum materials to leverage the affordances of technology tools in K-8 math classrooms.

This course will focus on goal-driven technology use for the teaching and learning of mathematics in elementary and middle grades. A survey of relevant research and theories relating to mathematics technology will provide a foundation for exploring, analyzing, evaluating, and planning mathematics instruction that leverages the affordances of technology in the K-8 classroom. Participants will investigate and demonstrate applications, design assessment and instruction, and enhance curriculum materials to integrate technology across a variety of mathematics topics in elementary and middle grades. This course will offer differentiated reading and assignment options that target both research and classroom practice.

**TEAC 886/886B: At Risk Readers + Practicum (6 credits)**  
*Dr. Guy Trainin*  
*Arranged (1st five weeks)*
Please contact Dr. Guy Trainin gtrainin2@unl.edu prior to enrolling.

Overview: TEAC 886 and 886B comprise a course block offering crucial tools for anyone specializing in literacy instruction. It is the cornerstone course block for the Pre-K to 12th Grade Reading Specialist Endorsement. Through participating and engaging in reflective inquiry during clinic-based practice, students will develop their theoretical frameworks and critical views of Reading Assessment and Instructional Intervention. These courses combine theory and field work to establish the critical links between assessment, intervention, and student performance. This block of courses emphasizes the contribution of all members in a clinical approach - allowing all graduate students to use their experience and expertise to support everyone else's learning. The final goal is advanced knowledge for effectively teaching K-12th grade students who struggle with reading and writing.

**TEAC 890: Instructional Design in Higher Education**  
*Dr. Sydney Brown*  
*Dr. Tareq Daher*  
*M'TWR 1-4pm (1st five weeks)*

Overview: Although student learning is the most critical aim of course design, instructors and those who design courses, workshops, and training for others in higher education environments must coordinate their effort with a variety of individuals and departments all the while ensuring the final product aligns with institutional missions and is ready on time.

In this course, students will focus on three major areas: learning to develop and maintain relationships with faculty and staff integral to a project’s success, how to carry out a course design or re-design, and analyzing and understanding of faculty development issues.

**TEAC 924A: Enriching Elementary Science Practices**  
*Dr. Krista Adams*  
*M'TWRF 8:00 – 5:00 PM (July 11-July 15th)*

Overview: This graduate level course will help elementary (K-5) teachers enrich science lessons through the “literacy lens” of varied genres of children’s books. Teachers will learn about the fundamental science literacy – the ability to read, write, and speak scientifically – through information presented as both text and pictures. Teachers will learn how to engage students in authentic science practices, comprehension of the text and science content, and recognition of scientific uncertainty. The final course product will guide participant teachers through creation and development of a classroom-ready, instructional unit.
TEAC 924D – Seminar in the Curriculum and Teaching of Secondary Science: Science Inquiry and Problem-Based Learning (PBL)
Dr. Julie Thomas (TLTE) & Dr. John Carrol (NRES)
MTWRF 8-5pm (July 18-July 22)

Overview: This graduate level course is primarily designed for high school biology teachers. Teachers will first become familiar with UNL researchers’ efforts to understand complex ecological problems in South Africa (predator community response to human influences and environmental change in the context of fragmented African landscapes). Secondly, teachers will learn problem-based teaching strategies that develop students’ disciplinary knowledge base, inquiry skills, and higher-order thinking skills. What differentiates this course is the unique opportunity for teachers to collaborate with UNL ecologists to create problem-based learning curricula that access real research data and center on real-world environmental dilemmas.

TEAC 930B: Sp Topics in Qualitative and/or Quantitative Research
Dr. Guy Trainin
TWR 1-4pm (Mini session June 13-July 8)

Overview: This class will focus on the principles and practicalities of design based research. We will examine approaches and methods to systematically evaluate learning environments including, learning technology aspects. Specifically, the course will focus on recursive cycles of data collection from a design-based research approach, which involves flexible methodological approaches to solve problems of practice and to develop sharable theory that connect design features to valued outcomes. Participants will review the components of learning environments that they are creating and design ways for assessing valued outcomes. Students will also discuss different case studies to see examples of how this approach has been used by others.

TEAC 930D: Discourse Analysis
Dr. Loukia Sarroub
MTWRF 1:30-4:00pm (Mini session June 13-June 24)

Overview: In this research methods seminar students will meet to learn more about the analysis of oral talk and discourse and share and advance their ongoing research. The course will introduce students to theory and method in the sociolinguistic study of communication and will review in particular research about communication in educational settings. Key concepts in analysis of discourse will be examined and include, amongst other things, the nature and structure of conversation, turn-taking, form-function relationships in speech, the study of language in context, involvement strategies in discourse, analysis of spoken text, and the relationship of discourse to teaching and learning. Students will learn how to
take stock of their research questions and data; catalogue and analyze recorded discourse data; select, transcribe, and analyze a segment of conversation from the data set; present work-in-progress; and, write a short research report based on the discourse analysis.

**NEBRASKA WRITING PROJECT:** [www.unl.edu/newp](http://www.unl.edu/newp)

**TEAC 857B: Nebraska Writing Project (3 credits) Technology Institute**

*June 6-24, 2016*  
*MTWRF 1:00-4:00pm*  
*Open to teachers of all grade levels.*

Overview: Past participation in a NeWP Summer or Rural Institute is preferred. This Institute explores the teaching of writing as enhanced by technology. Institute activities include: 1. Examining technology that supports our own and our students' writing; 2. Sharing classroom projects that enhance writing through technology; 3. Practice developing new classroom applications of software that can be used to support writing.

**TEAC 957B: Nebraska Writing Project (6 credits) Lincoln Summer Institute**

*June 6-July 1, 2016*  
*MTWRF 9:00-3:00pm*  
*Open to teachers of all grade levels.*

This is NeWP’s premiere program, following the National Writing Project Invitational Institute Model. Institute activities include:

- Immerse participants in their own writing;
- Invite participants to share their best teaching practices for writing;
- Engage participants in inquiry and research into aspects of writing.

Institute Activities:

- Writing exercises
- Visits with local experts in the teaching of writing
- Participant presentations on their best practices of teaching writing
- Professional development
- Practice using various computer technologies to support writing
- Writing workshops
- Institute anthology

For Information contact:  
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