Dept of Teaching, Learning, and Teacher Education

Summer 2015 Graduate Classes

Presession: May 18th-June 5th
1st five week session: June 8-July 10th
2nd five weeks session: July 13-August 13th

Check out the Nebraska Math & Science Summer Institutes (NMSSI) 2015 catalog online for additional summer classes: http://scimath.unl.edu/nmssi/2015/

TEAC 800:
Online (1st five weeks session)

TEAC 801:
Online (1st five weeks session)

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 410/810: Ed Programs Kindergarten Children
Dr. Stephanie Wessels
Online (1st five week session)

Overview: This online course provides an in-depth study of developmentally appropriate practice in kindergarten (e.g., curriculum, teaching strategies, and classroom environment) in relation to overall early childhood education
(National Association for the Education of Young Children: NAEYC). Elementary education is multidisciplinary, and its guiding principle is interactions between different subjects, scientific fields, and orientations. Throughout the course, students will get acquainted with elementary education and transition to kindergarten from early education and care settings, such as preschools.

**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 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: May 25-June 10)

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. 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: Identities in Transition: Family Diversity, Schooling, Culture, and Adoption  
Dr. John Raible  
MTWR 6-9:00PM (Presession)

This graduate seminar is built around powerful films and readings that connect the adoption of children with social justice. Using transracial adoption as the focal point for inquiry, we will consider questions such as: How do our understandings of identity, culture, and oppression change in response to increases in family diversity? How can schools reflect these changes using multicultural education? How might we become better allies by developing a clear analysis of intersectionality (e.g., adultism, racism, and homophobia)?

TEAC 842E: Inquiry from the Geology Field to the Classroom  
Dr. Krista Adams  
Online (Dates TBD)

Overview: This course is designed to build understanding of inquiry and science literacy through the experience of the student and is intended as a companion class to GEOS 898. Emphasis will be on understanding the process of student learning through inquiry experiences in the field. Understanding of the undercurrents of student and teacher learning will build to pedagogical practices that incorporate experiences and researched best practice methods of teaching.

TEAC 880A: Survey Instructional Tech
Dr. Al Steckelberg
Online (1st 5 week)

Overview: Coming soon...

**TEAC 890: iPads in the Classroom**
*Dr. Guy Trainin*
*Workshop June 8-12th (8-5pm)*

Overview: This class is a workshop for educators at all levels who wish to improve their technology integration skills across the SAMR* spectrum. The emphasis is on DOING. We 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. In this learner directed class we use a blended learning approach for professional development intended for in-service teachers.

*SAMR=The Substitution Augmentation Modification Redefinition Model

**TEAC 890: Integrating Humanities into the K-12 Teaching**
*Dr. Karl Hostetler & Dr. Theresa Catalano*
*Workshop July 6-10th (8-5pm)*

Overview: The aim of the workshop is to show the value of the arts and humanities in classrooms, not just in humanities subjects, but also in science, math, social studies, and so on, and have participants develop units, lesson plans, and projects they can use to integrate the humanities into their teaching. The workshop will meet morning and afternoon July 6-10. Most mornings will be devoted to instruction, the afternoons to participants' activities following up on the day's instruction.

**TEAC 921A: Seminar in Literacy Studies: Curriculum & Teaching - Integrating Reading and Science Instruction**
*Dr. Stephanie Wessels*
*Workshop June 8-12 (8-5pm)*

Overview: This graduate level course is designed to help elementary (K-5) teachers enhance student engagement in the classroom through science and literacy. Teachers will learn about Concept Oriented Reading Instruction (CORI) -- a research-based, instructional framework for creating academic engagement by integrating reading principles into science and other content areas. This class also focuses on how curriculum, curriculum integration among content areas, and motivational strategies augment comprehension and enhance student achievement.

**TEAC 930D: Discourse Analysis**
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.

**TEAC 930K: Quantitative Traditions in Research**

*Dr. Guy Trainin*  
*TBD (Mini session June 15-July 10)*

Overview: Quantitative Educational Research Traditions (930K) is a class on quantitative research methods that does not focus on calculation instead we focus on understanding the big ideas behind quantitative thinking. We focus on probability, and two primary research designs that undergird regression and analysis of variance. We also touch on the basics of assessments from a quantitative perspective. It is a busy class with lots of reading and responding. It will serve you well in reading and understanding quantitative research.

**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)*  
*Workshop July 20-24 (8-5pm)*

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.

**ONLINE TEAC/CHEM COURSES**
TEAC: 869D/CHM 869D  
Chemical Pedagogy: Chemical Bonding  
*Dr. David W. Brooks*  
Online

TEAC 869/CHM 869 is a series of seventeen courses in pedagogy aimed at high school chemistry teachers. Each course deals with a specific content subset. The scientific principles are covered. Significant amounts of detailed content for high school instruction (examples, demonstrations, experiments) are provided. This course deals with chemical bonding. Try the course at: [http://dwb5.unl.edu](http://dwb5.unl.edu)

TEAC: 869Q/CHM 869Q  
Chemical Pedagogy: Chemical Bookkeeping (Stoichiometry)  
*Dr. David W. Brooks*  
Online

TEAC 869/CHM 869 is a series of seventeen courses in pedagogy aimed at high school chemistry teachers. Each course deals with a specific content subset. The scientific principles are covered. Significant amounts of detailed content for high school instruction (examples, demonstrations, experiments) are provided. This course deals with chemical stoichiometry. It emphasizes the use of *Stoicalc*, a modern online tool for solving chemistry problems. Try the course at: [http://dwb5.unl.edu](http://dwb5.unl.edu)

TEAC: 869R/CHM 869R  
Chemical Pedagogy: Acids and Bases  
*Dr. David W. Brooks*  
Online

TEAC 869/CHM 869 is a series of seventeen courses in pedagogy aimed at high school chemistry teachers. Each course deals with a specific content subset. The scientific principles are covered. Significant amounts of detailed content for high school instruction (examples, demonstrations, experiments) are provided. This course deals with acids and bases. Try the course at: [http://dwb5.unl.edu](http://dwb5.unl.edu)

TEAC: 869U/CHM 869U  
Chemical Pedagogy: Oxidation-Reduction and Electrochemistry  
*Dr. David W. Brooks*  
Online

TEAC 869/CHM 869 is a series of seventeen courses in pedagogy aimed at high school chemistry teachers. Each course deals with a specific content subset. The scientific principles are covered. Significant amounts of detailed content for high school instruction (examples, demonstrations, experiments) are provided. This course deals with oxidation-reduction and electrochemistry. Try the course at: [http://dwb5.unl.edu](http://dwb5.unl.edu)
TEAC: 869Z/CHEM 869Z
Chemical Pedagogy: Nuclear Chemistry
Dr. David W. Brooks
Online

TEAC 869/CHEM 869 is a series of seventeen courses in pedagogy aimed at high school chemistry teachers. Each course deals with a specific content subset. The scientific principles are covered. Significant amounts of detailed content for high school instruction (examples, demonstrations, experiments) are provided. This course deals with nuclear chemistry. Events such as the Fukushima Daiichi disaster have increased the importance of this content. Try the course at: http://dwb5.unl.edu