Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: https://catalog.uvu.edu/

Semester: Fall 2025
Year: 2025
Course Prefix: EDUC
Course and Section #: 6320- X01
Course Title: 21st Century Instruction and Assessment
Credits: 3

Course Description

This course focuses on instructional design and delivery incorporating 21st century learning design and assessment. Introduces a range of instructional models and assessment tools. Requires planning and implementing instruction and assessment using several selected models.

Course Attributes

This course has the following attributes:
☐ General Education Requirements
☐ Global/Intercultural Graduation Requirements
☐ Writing Enriched Graduation Requirements
☒ Discipline Core Requirements in Program
☐ Elective Core Requirements in Program
☐ Open Elective
Other: *Click here to enter text.*

Instructor Information

Instructor Name: Axel Ramirez Office ME 112T Dedicated Virtual Office Hours for this class Wednesdays from 4:30-5 pm. I will hold that spot open every Wednesday-please contact through email when you know you need to meet with me, and I will call you on Teams during that time. I will try to make sure I don't have any conflicting meetings at that time. I am available at other times (even on week-ends) but I will dedicate that Wednesday time slot just for EDUC 6320 students.

Student Learning Outcomes

1. Identify student, school, district, and state learning goals
2. Describe the strengths and weaknesses of each model of instruction and each mode of delivery
3. Explain ways in which models of instruction are consistent with 21st century learning design
4. Assess how lessons based on various models of instruction meet a range of instructional needs
5. Create applications for each model of instruction that incorporate 21st century learning design
6. Evaluate research findings on the effectiveness of various instructional models
7. Construct a variety of assessment tools
8. Use assessment data from a variety of assessments to plan instruction

Course Materials and Texts

All readings and materials will be on canvas. There are no required textbooks for this course.

Course Requirements

Course Assignments, Assessments, and Grading Policy

Click here to enter text. **National Learning Goals (10 points):** You will compare national learning goals from a national organization to local learning goals. This assignment aligns with Objective 1 for the course. This assignment is due the first week of the course.

Symbaloo Ongoing Final Project (50 points total-points are combined throughout course): This is an ongoing project in which you will bookmark professional sites throughout the course. This assignment is due December 7th but can be turned in early if the requirements are met.

Teacher Toolbox Ongoing Final Project (50 points total-points are combined throughout course): This is an ongoing project in which you will annotate teaching ideas throughout the course. This assignment is due December 7.

Activities/Discussions within modules (Various points every module): You will complete a variety of online activities/discussions every week-most of these will be discussions. You will find details in Canvas for what you must submit as a record of your learning for these modules. The due dates will be on canvas.

Classroom Teaching of Models (50 pts each): You are required to teach collaborative learning lessons and an inquiry lesson in your own classroom. You will then reflect on the experience. **The reflection for the teaching are due by December 7th but it is strongly recommended that they be turned in as soon as they are completed within the first half of the course.**

Final Exam (10 points): You will complete a final reflection for the course. This will open up the first day allowed by the university each semester and you will have 2 days to complete.

Meeting with Professor Ramirez-Each student must meet with Professor Ramirez during the semester, on Teams, for 5-10 minutes. A scheduling opportunity will be posted soon after class begins. However, office hours are available throughout the semester.

The following grading standards will be used in this class:

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	
Percent		94-100		90-93	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62
0-59													

Required or Recommended Reading Assignments

What Are 21st Century Skills? (Retrieved 2024 from https://www.icevonline.com/blog/what-are-21st-century-skills)

Get Organized Around Assets (Ferlazzo, 2012)

Funds of Knowledge Toolkit (State of Washington, Retrieved 2024 from chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://ospi.k12.wa.us/sites/default/files/2023-10/funds_of_knowledge_toolkit.pdf)

Establishing Classroom Norms to Enhance Students' Collective Efficacy (Adams, 2024)

Refuting Misconceptions about Classroom Discussions (Wilen, 2004)

Encouraging Reticent Social Education (National Council for the Social Studies Students' Participation in Classroom Discussions (Wilen, 2004)

Using Mentor Texts to Learn From the Best and Improve Students' Writing (Thompson and Reed, 2019)

Using Mentor Texts to teach writing in science and social studies (Pytash and Morgan, 2014)

8 Tips for Teaching with Mentor Texts (Gil 2017)

Benefits of Cooperative Learning (Laal and Ghodsi, 2011)

Let's Get Fishbowl Right (Fisher and Frey, 2018)
The Paideia Program is Worth Another Look (Richardi, 2021)
The Deliberating in a Democracy (DID) Project Impact on U.S. Students and Teachers (Avery, 2015)
Compromise and the Civil Rights Act of 1964 (Nokes, 2019)
From Inquiry Arc to Instructional Practice: The Potential of the C3 Framework (Grant, 2013).
Chapter 7: Using Library of Congress Resources in Purposeful Social Studies Assessment (Nokes, 2024)
Cognitive Validity: Can Multiple-Choice Items Tap Historical Thinking Processes? (Smith, 2017)
The Effect of Rubrics on Students' quality of work on social studies assignments (Macaluso, 2012).
Case Studies of Effective Learning Climates for Civic Reasoning and Discussion (Lyiscott, 2000)
The PICRAT Model for Technology Integration in Teacher Preparation (Kimmons et al., 2020)
Educating for Misunderstanding: How approaches to teaching digital literacy make students susceptible to scammers, rogues, bad actors and hate mongers (Wineberg et al, 2020)
Think Twice Before Doing Another Historical Simulation (Gonzalez, 2019)
What Every Social Studies Teacher Should Know about Simulations (Miley, 2015)
Try Not to Giggle if You Can Help It": The implementation of experiential instructional techniques in social studies classrooms (Hack, Hover, and Hicks, 2016)
Sleepy Lagoon Mystery and Zoot Suit Riots (Ramirez, 2012)
Gamification (Erickson, Lundell, J., Michela, E., & Pfleger Retrieved 2024 from https://edtechbooks.org/studentguide/gamification)
Integrating VR into your classroom is easier than you think (Schweibert, 2024)
Citizen Nation: An Intimate Look at Students and Teachers (Sahm, 2024)
If Smart Glasses Are Coming, What Will That Mean for Classrooms? (Young, 2024)
Virtual reality in education; a tool for learning in the experience age (Hu-Au, 2018)
Getting started in service learning: Integrating the Process into K-12 Teaching (National Youth Leadership Council, 2021)
Reframing English Language Development (Carey, Retrieved 2024 from https://teachinghistory.org/teaching-materials/english-language-learners/24138)
Historical Thinking (Nokes, 2011)
Teaching with primary sources to prepare students for college, career, and student life (NCSS, 2024)
Life, Liberty and the Pursuit of Happiness: A History of the American Experiment (Bill of Rights Institute, Retrieved 2024 from https://billofrightsinstitute.org/life-liberty-and-the-pursuit-of-happiness)

General Description of the Subject Matter of Each Lecture or Discussion

Module 1: Introduction to advanced social studies instruction and assignment expectations.
Module 2: Cognitive Apprenticeship Model- focuses on teaching history and civics in a way that students incrementally emulate the knowledge, skills, and dispositions of experts in the various social studies fields.
Module 3 and 4: Collaborative Learning as a mode of delivery. Several methods of collaborative learning will be explored and teachers will need to teach using one of the modes of delivery in their classrooms.
Modules 5-6: Paidea Seminars (aka Socratic Seminars) and Structured Academic controversies will be explored as modes of delivery. Teachers will need to teach using one of the modes of delivery in their classrooms.
Module 7: Explores inquiry as a mode of delivery. Several models of inquiry will be explored and teachers will need to teach using inquiry in their classrooms.

Module 8: Assessments and rubrics will be discussed. They will be viewed as ways of increasing feedback for the teaching cycle.
Module 9: Project Based Learning and Teaching Inquiry in a Hybrid Class. Inquiry in a hybrid class may be an option for some students so they will explore how to possibly implement using that delivery method. They will also explore the facets of Project Based Learning and what a "golden" PBL contains.
Module 10: Case study is another mode of delivery that will explored with teachers studying several opportunities for case studies as an approach to teaching social studies.
Module 11: Technology to aid in teaching social studies. Several possible methods of teaching social studies with technology will be explored.
Module 12: Experiential learning includes simulations and authentic learning. Several models of each will be explored by teachers.
Module 13: Civics Education. There are multiple possibilities and resources for teaching civics in the public schools. Several resources will be explored.
Module 14: Professional development. Teachers need to be life-long learners. As such, this module will provide them with multiple resources to help them explore social studies as life-long learners.

Required Course Syllabus Statements

Generative AI
You are welcome to use AI to help you brainstorm ideas all you want (I do that from time to time). If you use it, cite it somewhere so that people know where you got your information from because it helped you in your work; just like you should always give credit for any human person that has helped you with your work. HOWEVER, double check what is produced by AI because when it comes to the kind of social studies we do in this class, I have found that AI is sometimes wrong and often incomplete; that means that you should check it critically before submitting it. When it comes to social studies, sometimes AI takes more work than doing things on your own, so take that into consideration as well.

Using Remote Testing Software
☒ This course does not use remote testing software.

☐ This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities
Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU Accessibility Services at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in UVU Policy 541: *Student Code of Conduct*.

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.
To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a specially dedicated space for meditation, prayer, reflection, or other forms of religious expression.