

COURSE OUTLINE

EDUC-266

Methods of Teaching: Early Childhood and Elementary Education

3 Semester hours

HOWARD COMMUNITY COLLEGE

Description

This class prepares prospective and non-certified early childhood and elementary teachers to become reflective teachers in a diverse society through knowledge of the subject matter, the curriculum, the learners, and teaching strategies. Opportunities will be provided for planning and practicing instruction based on knowledge of the theory and research supporting the strategies and models used. Emphasis will be placed upon reflection on teaching and learning events in classrooms and schools to encourage problem solving in collaboration with others. This course meets the Maryland State Department of Education Teaching Methodology requirement for an initial certificate in Early Childhood and Elementary Education. (3 hours weekly)

Course Goals

1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and can create meaningful learning experiences that make aspects of subject matter meaningful for students.
2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.
3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
4. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others and who actively seeks out opportunities to grow professionally.

Overall Course Objectives

The student will be able to:

1. Describe a variety of teaching strategies and be able to explain how one or more learning theories support the use of these strategies.
2. Explain the relationship of current research to best teaching practices.

3. Select models and techniques appropriate to what is being taught and that meets the needs and abilities of diverse student populations.
4. Demonstrate, through micro-teaching, a lesson that utilizes the principles of an instructional approach that is based on a theoretical perspective.
5. Plan and reflect upon instruction, with attention to all aspects of instruction: planning, implementation, classroom management, and assessment.
6. Create a cohesive, productive learning community that focuses on student engagement and achievement.
7. Evaluate teaching models for their effectiveness in responding to individual learner strengths, needs, and capabilities.
8. Identify and discuss those factors that significantly affect the culture of the classroom.
9. Reflect critically on topics related to the teaching-learning process.
10. Develop a set of definitions, guidelines, and procedures about the nature of the teaching-learning process that will serve as a basis for planning, assessment, management, and teacher decisions.

Major Topics

- I. Images of the Teacher
- II. Theoretical Basis of Teaching
- III. Learning Diversity
- IV. Differentiated Instruction
- V. Planning
- VI. Motivation
- VII. Assessment and Evaluation
- VIII. Classroom Management
- IX. Professional Aspects of Teaching
- X. Working with Parents and the Community
- XI. Professional Portfolio Development
- XII. Issues and Challenges in Education

Course Requirements

Professional Portfolio

The portfolio is a representative compilation of evidence that documents one's efforts, progress, and achievement as a teacher. It should reflect one's learning about teaching and student learning.

Resource File

Each student will develop a file with a section for Visuals, Ideas, Lesson Plans, Bulletin Boards, and Internet Resources.

Philosophy of Teaching

Each student will develop a two-page essay that reflects his/her beliefs regarding effective teaching and classroom management.

Presentation and Reflection: Teaching Model

Each student will develop and present a lesson using a specific model of teaching. A written reflection that focuses on the effectiveness of the presentation and the teaching model will be developed after the presentation.

Unit Plan

Each student will design a two-week unit of instruction.

Other Course Information

This course meets the Maryland State Department of Education Methodology requirement for an initial certificate in elementary education.