

COURSE OUTLINE

Teaching/Learning in the Elementary Classroom
Course Title

ED 205
Dept. & Course No.

I. COURSE DESCRIPTION:

This course explores cultural and modern theories of teaching and learning. It focuses on the connection of these theories to classroom practices as they relate to students of varying abilities. Among topics to be discussed are: the fundamental purposes of elementary education, learning expectations and teaching modes. Teacher – student relationship are observed and discussed.

II. SEMESTER CREDITS: 3

III. CONTACT HOURS PER WEEK: $\frac{3}{\text{Lecture}}$ $\frac{0}{\text{Lab}}$ $\frac{3}{\text{Total}}$

IV PREREQUISITE: ED110

V. STUDENT LEARNING OUTCOMES:	VI. COURSE CONTENT:
Upon completion of this course the student will be able, with 65% of accuracy, to:	
1. Explain the fundamental purposes of elementary education, and evaluate the relevance of Palau's elementary curriculum in light of such purposes.	A. Fundamental Purposes: 1. Literacy 2. Citizenship education 3. Personal development
2. Identify factors in and out of school that affect children's academic success as well as realistic measures which teachers could use to deal with these issues.	B. Factors and Academic Success: 1. Family life 2. Socioeconomic influences 3. Equality of Educational Opportunity 4. Race/racism 5. Gender Equity
3. Describe the challenges typical to elementary teaching; proposing approaches to take when confronted with such issues.	C. Professional Challenges: 1. Mandatory Inclusion 2. Bilingual Education 3. Learning Styles 4. At-risk/gifted Children 5. Parental Involvement 6. Student Rights 7. Social Tragedies
4. Distinguish the overt from the covert curriculum to determine how effectively Palau's elementary education is maintaining a balance between them; propose what teachers could do to better maintain this crucial balance.	D. Overt Vs. Covert Curriculum: 1. Overt Curriculum 2. Covert Curriculum
5. Describe each of the major responsibilities that elementary teaching entails.	E. Professional Responsibilities: 1. reflective decision-making 2. commitment and professionalism 3. building professional competencies 4. teacher behavior and student learning 5. continuous professional development

<p>6. Discriminate between effective and ineffective classroom management practices through discussion of the issues involved in this aspect of elementary teaching.</p>	<p>F. Classroom Management:</p> <ol style="list-style-type: none"> 1. Characteristics of Effective Management 2. Classroom Management Problems 3. Conflict Resolutions 4. Organizational Aspect of Classroom Management
<p>7. Discuss the major elements involved in planning for teaching and learning.</p>	<p>G. Planning for Teaching and Learning:</p> <ol style="list-style-type: none"> 1. Rationale for Written Lesson Plans 2. Preparing for the First Day
<p>8. Explain the elements pertaining to the setting of students' learning expectations.</p>	<p>H. Setting Learning Expectations:</p> <ol style="list-style-type: none"> 1. Results-Driven Education; 2. Using Instructional Objectives; 3. Elements of Measurable Objectives 4. Domains of Learning 5. Sequencing of Objectives
<p>9. Distinguish between the common modes of teaching including relevant factors to help determine the appropriateness of these modes in the accomplishment of specific learning objectives.</p>	<p>I. Modes of Teaching:</p> <ol style="list-style-type: none"> 1. Theoretical Considerations 2. Strategies 3. Skills Instruction 4. Basic Skills Instruction
<p>10. Analyze the elements to consider when organizing and guiding student learning in groups.</p>	<p>J. Learning in Groups:</p> <ol style="list-style-type: none"> 1. Group Process Skills 2. Quality Learning & Individualized Instruction 3. Learning Alone 4. Learning in Pairs 5. Cooperative Learning Groups
<p>11. Explain the various factors and strategies associated with questioning and thinking for intelligent behavior.</p>	<p>K. Questioning/Thinking for Intelligent:</p> <ol style="list-style-type: none"> 1. Teaching Thinking 2. Use of Questions 3. Handling Responses to Questions 4. Questions for Specific Purposes 5. Questions from Students
<p>12. Define the important terms and discuss the factors involved in the assessment and evaluation of student performance.</p>	<p>L. Assessment and Evaluation:</p> <ol style="list-style-type: none"> 1. The Language of Assessment 2. Assessment in Context of Instruction/Classroom 3. Student Participation in the Assessment 4. Diagnostic Assess & Corrective Instruction 5. Correcting/Marking Student Achievement 6. Reporting Student Achievement
<p>13. Develop and present an instructional unit plan consisting of three sequential lessons, and incorporating the standard elements of a lesson plan.</p>	<p>M. Instructional Unit Plan:</p> <ol style="list-style-type: none"> 1. Lesson Plan Elements - Learning Goals/Objectives 2. Strategies/Methods 3. Instructional Materials 4. Evaluation/Assessment 5. Lesson Presentation - Introduction, Body & Conclusion

VII. MATERIALS & EQUIPMENT: May vary depending on the instructor.

- A. In-focus projector
- B. Laptop
- C. Regular classroom materials
- D. Supplemental exercises

VIII. TEXT(S):

Javolimek, J., Foster, Sr. C. D., & Kellough, R. D. *A Guide and to Methods and Resources: Learning in the Elementary School*. (9th edition). Upper Saddle River, NJ: Pearson Hill Merrill Prentice Hill, 2005.

IX. METHOD OF INSTRUCTION: May vary depending on the instructor.

- A. Lecture
- B. Discussion
- C. Presentations
- D. Interviews
- E. Guest Speakers

X. METHOD OF EVALUATION:

A. Final Grades will be determined in the following manner:

1. Class Participation	-	15%
2. At least 2 summative assessments	-	30%
3. At least 2 formative assessments	-	30%
4. At least 1 authentic assessments	-	<u>25%</u>
		100%

B. The transmutation of percent to letter grade is as follows:

90 - 100	-	A
80 - 89	-	B
70 - 79	-	C
65 - 69	-	D
00 - 64	-	F

**PALAU COMMUNITY COLLEGE
ED205 TEACHING/LEARNING IN THE ELEMENTARY CLASSROOM
COURSE LEARNING OUTCOMES**

During the course experience, the **course learning outcomes** (CLO) will be assessed through the use of signature assignments. A rating scale will be used to determine the students' proficiency level of each CLO using specifically aligned assignments. The numerical rating of 4,3,2 and 1 are not intended to represent the traditional school grading system of A, B, C, D and F. The descriptions associated with each of the numbers focus on the level of student performance for each of the course learning outcome listed below.

Rating Scale: 4 - Outstanding
 3 - Proficient
 2 - Developing
 1 - Emerging

CLO 1:	Students will be able to distinguish between and applies age and developmentally appropriate cultural and modern theories of teaching and learning to elementary children.
4	Clearly and accurately distinguishes between and applies age and developmentally appropriate cultural and modern theories of teaching and learning to elementary children.
3	Distinguishes between and applies age and developmentally appropriate cultural and modern theories of teaching and learning to elementary children, however minor evidence of unclear and inaccurate interpretations is shown.
2	Distinguishes between and applies age and developmentally appropriate cultural and modern theories of teaching and learning to elementary children making numerous errors and eliminating most important facts.
1	Unable to distinguish between and applying age and developmentally appropriate cultural and modern theories of teaching and learning to elementary children.

CLO 2:	Students will be able to demonstrate the fundamental purpose of elementary education through age and developmentally appropriate teaching methodology.
4	Clearly and accurately demonstrates the fundamental purpose of elementary education through age and developmentally appropriate teaching methodology.
3	Demonstrates the fundamental purpose of elementary education through age and developmentally appropriate teaching methodology however minor evidence of unclear and inaccurate interpretations is shown.
2	Demonstrates the fundamental purpose of elementary education through age and developmentally appropriate teaching methodology making numerous errors and eliminating most important facts.
1	Unable to demonstrate the fundamental purpose of elementary education through age and developmentally appropriate teaching methodology.

CLO 3:	Students will be able to demonstrate effective teacher-student relationships that are developmentally and age appropriate in the classroom.
4	Clearly and accurately demonstrates effective teacher-student relationships that are developmentally and age appropriate in the classroom.
3	Demonstrates effective teacher-student relationships that are developmentally and age appropriate in the classroom, however minor evidence of unclear and inaccurate interpretations is shown.
2	Demonstrates effective teacher-student relationships that are developmentally and age appropriate in the classroom, making numerous errors and eliminating most important facts.
1	Unable to demonstrate effective teacher-student relationships that are developmentally and age appropriate in the classroom.

CLO 4:	Students will be able to illustrate the pedagogical process necessary for elementary students to build a base knowledge they can draw upon to link, interpret, and explain new information in new situations.
4	Clearly and accurately illustrates the pedagogical process necessary for elementary students to build a base knowledge they can draw upon to link, interpret, and explain new information in new situations.
3	Illustrates the pedagogical process necessary for elementary students to build a base knowledge they can draw upon to link, interpret, and explain new information in new situations, however minor evidence of unclear and inaccurate interpretations is shown.
2	Illustrates the pedagogical process necessary for elementary students to build a base knowledge they can draw upon to link, interpret, and explain new information in new situations making numerous errors and eliminating most important facts.
1	Unable to illustrate the pedagogical process necessary for elementary students to build a base knowledge they can draw upon to link, interpret, and explain new information in new situations.

CLO 5:	Students will be able to develop grammatically correct, specific and clear lesson plans with goals and objectives. Lesson plans include materials, activities and assessment methods.
4	Develop grammatically correct, specific and clear lesson plans with appropriate goals and objectives, materials, activities, and assessment methods without assistance. All parts of the lesson plan are appropriate and correct.
3	Develop grammatically correct, specific and clear lesson plans with appropriate goals and objectives, materials, activities, and assessment methods minimal assistance. All or most parts of the lesson plan are appropriate and correct.
2	Develop grammatically correct, specific and clear lesson plans with appropriate goals and objectives, materials, activities, and assessment methods with regular assistance. Numerous parts of the lesson plan are not appropriate or correct.
1	Unable to develop grammatically correct, specific and clear lesson plans with appropriate goals and objectives, materials, activities, and assessment methods even with assistance. Most parts of the lesson plan are inappropriate and incorrect.