

The University of Tennessee at Martin
Department of Educational Studies
Course Syllabus

I. Course Number and Title

Teacher Education 302
Integrated Teaching Strategies

Faculty typically teaching this course:

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II. Semester Credit Hours/Prerequisites

4 Credit Hours
Admission to Teacher Education

III. Catalog Description

Integrated Teaching Strategies addresses attitudes, knowledge and skills as defined by the School of Education Conceptual Framework: including teaching and learning styles, strategies for teaching, models of instruction, planning & management. This course will also emphasize oral expression and written communication. Includes 30 clock hours of clinical laboratory experiences, directed observations, and participation in classroom settings. Prereq: Admission to Teacher Education.

IV. Rationale

There is a national movement toward offering a general methods course to education students. Research has shown that utilization of certain strategies, methods, and techniques are effective in specific teaching situations. This course offers the opportunity to study specific pedagogical areas and to implement them in a limited manner within the simulated environment as well as in classroom settings.

V. Teacher Education Model

The UTM Teacher Education Program is designed to develop teachers who become **Facilitators of Learning** by participation in activities and methods designed to encourage active learning where students become immersed in best practice as a way to strengthen skills and professionalism in teaching. The UTM Teacher Education Program is based on a conceptual framework that is derived from current research and best-practice.

The following components represent the knowledge and skills a facilitator of learning is expected to develop. Those components that are highlighted are those which this course expressly teaches to:

- A. Knowledge, Skills, and Dispositions
- B. Reflective Practice
- C. Professional and Ethical Behavior

VI. Goals/Objectives

Each student should:

A. identify the components of decision making in delivering instruction.
(Conceptual Framework: A,B,C) (Professional Matrix: II B,C; III. E) (Elem. Education Matrix: II. A,B,C) (5,7)

B. identify the components for establishing an effective classroom climate
(Conceptual Framework: A,B) (Professional Matrix: I. C,D,F; II. M) (Elem. Education Matrix: I. G; II. B) (2,3,4,6,8,14,16)

C. demonstrate ability to develop goals and objectives for instruction
(Conceptual Framework: A,B) (Professional Matrix: II. A,B,C,D,H,N) (1,2,13,)

D. construct lesson plans using selected and appropriate models of instruction
(Conceptual Framework: A,B) (Professional Matrix: DII. B,C,D,H; III. E; V. B) (3,4,6,9,10,13)

E. systematically observe a classroom and make professional analyses of appropriate lesson plans, teaching methods, classroom management techniques, evaluation techniques, and other classroom dynamics (Conceptual Framework: A,B,C) (Professional Matrix: III. C,E; V. B,C) (2,4,5,6,16)

F. identify teaching strategies and techniques appropriate to a variety of classroom situations. (Conceptual Framework: A,B) (Professional Matrix: I. F; II. A,D,K,M; III. E; V. B,C) (1,3,6,9,14,15)

G. model a variety of methods and techniques of instruction. (Conceptual Framework: A,B) (Professional Matrix: I. A, B) (9,10,11,13,14,15,16)

H. demonstrate time-on-task efficiency as it relates to teacher and learner effectiveness. (Conceptual Framework: A,B) (Professional Matrix: II. A,K)

I. classify a variety of teacher talk patterns including motivation techniques, questioning strategies, and strategies used to conduct small group and whole group discussions. (Conceptual Framework: A,B) (Professional Matrix: I. A; II. K,N; III. F; V. B,C) (14,15,16)

J. identify teaching and learning styles. (Conceptual Framework: A,B) (Professional Matrix: II. A; III. E,F; V. A,B) (2,3,4,9,10,13,16)

K. identify knowledge and skills essential to successful teaching in a multicultural society. (Conceptual Framework: A,B,C) (Professional Matrix: I. F) (3,8,11,14,15)

VII. Course Content and Activities

A. Teaching Methods

1. Direct Instruction

2. Cooperative Learning

3. Classroom Discussion

4. Problem Based Instruction

5. Questioning Techniques

B. Decision-Making

C. Classroom Climate

D. Planning and Instruction

E. Elements of Effective Teaching

F. Classroom Management

G. Evaluation of Instruction

H. Teaching/Learning Issues

VIII. Activities

A. Clinical Laboratory-- Public School Experiences 15%

As part of Teacher Education 302, you will spend 30 hours in a public school setting. There you will be involved in structured observations and participatory activities. As part of the participatory activities, you will serve as a teacher's assistant and will teach two whole-class lessons. Students will be evaluated by the public school cooperating teacher and the course instructor. You will be required to complete directed activities in association with your field experience classroom observations.

B. Syllabus, Unit and Accompanying Lesson Plans 20%

Students are required to create a yearlong syllabus for a class/grade level/content area specialty of their choice. They will incorporate an expanded unit/chapter and two specific and detailed lesson plans that accompany the unit along with a **student ready** assessment of one of the lessons.

C. Attendance 5%

Attendance is a crucial part of this course because what is done in class will be an important part of the total learning experience and cannot be repeated.

Only university related absences with appropriate documentation are considered an excused absence. Tardiness and/or early departure from class unless in an emergency will be considered part of your attendance record.

D. Lesson Plans 20%

All students are required to write five lesson plans following the guidelines in the text following each chapter. There will be one each of Direct Instruction, Cooperative Learning, Problem Based Instruction, Classroom Discussion and one on teaching learning strategies.

E. Examinations 40%

There are two tests in this class, the midterm and final.

F. Grading Scale:

93-100 =A

86-92 =B

77-85 =C

70-76 =D

IX. Textbook

Arends, Richard I. (1997). Classroom Instruction and Management

X. Reference Sources

1. Bloom, B. (1956). *A Taxonomy of Educational Objectives, Handbook I: Cognitive Domain*. New York: McKay.
2. Bloom, B. (1976). *Human Characteristics and Human Learning*. New York: McGraw Hill.
3. Brophy, J. (1982). Successful teaching strategies for the inner-city child. *Phi Delta Kappan*, 63, 527-530.
4. Brophy, J., and Good, T., (1986). Teacher Behavior and Student Achievement. in M. Wittrock (ed) *Handbook of Research on Teaching*. Third Edition. New York: Macmillan Publishing Co.
5. Cooper, J. (1982). *The Teacher as a Decision Maker from Classroom Teaching Skills*. Lexington, MA: Heath Publishing Company.
6. Gagne, R.M. (1965). *The Conditions of Learning*. New York: Holt, Rinehart, and Winston.
7. Hunter, M. (1979). *Teaching is Decision Making*.
8. Kershner, K.M. and Connolly, J.A., (editors) (1991) *At Risk Students and School Restructuring*. Philadelphia, PA: Research for Better Schools.
9. Manning, M.L. and Liching, R. (1991) The what, why, and how of cooperative learning. *The Learning House*. 64(3), 210-214.
10. Parkay, J. and Stanford, B.H. (1992). *Becoming a Teacher*, 2nd Edition. Needham Heights, MA.
11. Paul, R. W. (1984). Critical thinking: Fundamental to education for a free society. *Educational Leadership*, 4.
12. Popham, W.J. and Hambleton, R. K. (1990). Can you pass the test on testing? *Principal*. Jan.
13. Sheull, T.J. (1990). Teaching and learning as problem solving. *Theory into Practice*, 29(2). 102-108.
14. Silvernail, D. L. (1984) *Teaching Styles as Related to Student Achievement: What Research Says to the Teacher Series*. Washington DC. The National Education Association.
15. Stiggins, R.J. (1985). Improving assessment where it means the most: In the classroom. *Educational Leadership*. 43(2). 69-74.
16. Wilson, W.W., and Clegg, A.A. (1986). Effective questions and questioning: A research review. *Theory and Research in Social Education*. 14, 153-161.

<p>Any student eligible for and requesting academic accommodations due to a disability is requested to provide a letter of accommodation from PACE or Student Academic Support Center within the first two weeks of the semester.</p>
