

FLORIDA STATE COLLEGE AT JACKSONVILLE

COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER: EPI 0004

COURSE TITLE: The Teaching and Learning Process

PREREQUISITE(S): EPI 0003

COREQUISITE(S): None

CREDIT HOURS: 3

CONTACT HOURS/WEEK: 3 (40 contact hours of instruction per semester)

CONTACT HOUR BREAKDOWN:

Lecture/Discussion:	3
Laboratory:	
Other _____:	

FACULTY WORKLOAD POINTS: 3

STANDARDIZED CLASS SIZE ALLOCATION: 25

CATALOG COURSE DESCRIPTION:

This is the final course in a four course sequence entitled the instructional process which prepares the participant to set up a classroom, establish classroom policies and procedures, create objective-based lesson plans, utilize various styles on presentations, employ varied teaching strategies, develop and administer various forms of assessment, integrate sunshine state standards into lesson development, establish and maintain cooperative relations with parents, and research professional literature to seek best practices and to hone the craft of effective instruction. A major focus of this module is the ethical and legal obligations of the teaching profession. Participants will build a developmental, assessment and professional portfolio demonstrating mastery of competencies.

SUGGESTED TEXT(S): Psychology Applied to Teaching, Snowman/Biehler, Edition 10, Houghton Mifflin Company

IMPLEMENTATION DATE: Fall Term, 2005 (20061)

REVIEW OR MODIFICATION DATE: Fall Term, 2008 (20091) - Outline Review 2007

COURSE TOPICS	CONTACT HOURS <u>PER TOPIC</u>
I. Stages Theories of Development	5
II. Learning Theories	5
III. Motivation and Persistence	5
IV. Intelligence	5
V. Exceptionalities	4
VI. Standardized Testing	4
VII. Critical Thinking	4
VIII. Multiple Intelligences	4
IX. Second Language Acquisition	4



NOTE: Use either the Tab key or mouse click to move from field to field. The box will expand to accommodate your entry.

Section 1	
COURSE PREFIX AND NUMBER: <u>EPI 0004</u>	SEMESTER CREDIT HOURS: <u>3</u>
COURSE TITLE: <u>The Teaching and Learning Process</u>	

Section 2

TYPE OF COURSE: (Click on the box to check all that apply)

AA Elective AS Required Professional Course College Prep
 AS Professional Elective AAS Required Professional Course Technical Certificate
 Other _____
 General Education: (For General Education courses, you must also complete Section 3 and Section 7)

Section 3 (If applicable)

INDICATE BELOW THE DISCIPLINE AREA FOR GENERAL EDUCATION COURSES:

Communication Social & Behavioral Sciences Mathematics
 Natural Sciences Humanities

Section 4

INTELLECTUAL COMPETENCIES:

Reading Speaking Critical Analysis Quantitative Skills Scientific Method of Inquiry
 Writing Listening Information Literacy Ethical Judgment Working Collaboratively

Section 5		
	LEARNING OUTCOMES	METHOD OF ASSESSMENT
	1.0 Apply Psychology to Teaching 2.0 Describe Stage Theories of Learning 2.1 Eriksson: Psychosocial Development 2.2 Piaget: Cognitive Development 2.3 Piaget and Vygotsky: The Role of Social Interaction and Instruction in Cognitive Development 2.4 Piaget, Kohlberg, and Gilligan: Moral Development	Paper and pencil tests, program portfolio, writing assignments, classroom discussions, teacher observation of student participation in classroom projects related to outcome
	3.0 Identify Age-Level Characteristics 3.1 Preschool and Kindergarten 3.2 Primary Grades 3.3 Elementary Grades 3.4 Middle School 3.5 High School 3.6 Selecting Technologies for Different Age Levels 4.0 Demonstrate an Understanding of Student Differences 4.1 The Nature and Measurement of intelligence 4.2 Learning Styles 4.3 Gender Differences and Gender Bias	Paper and pencil tests, program portfolio, writing assignments, classroom discussions, teacher observation of student participation in classroom projects related to outcome

	<p>5.0 Explain techniques for Addressing Cultural and Socioeconomic Diversity</p> <ul style="list-style-type: none"> 5.1 The Rise of Multiculturalism 5.2 Taking Account of Students' Cultural Differences 5.3 Multicultural Education Programs 5.4 Bilingual Education <p>6.0 Describe Appropriate Accommodations for Student Variability</p> <ul style="list-style-type: none"> 6.1 Historical Developments 6.2 The Individuals with Disabilities Education Act 6.3 Students with Mild Retardation 6.4 Students with Learning Disabilities 6.5 Students with Emotional Disturbance 6.6 Gifted and Talented Students 6.7 Using Technology to Assist Exceptional Students 	<p>Paper and pencil tests, program portfolio, writing assignments, classroom discussions, teacher observation of student participation in classroom projects related to outcome</p>
	<p>7.0 Explain Behavioral and Social Learning Theories</p> <ul style="list-style-type: none"> 7.1 Operant Conditioning 7.2 Educational Applications of Operant Conditioning 7.3 Social Learning Theory 7.4 Applying Behavioral Learning Theory and Social Learning Theory in the Classroom 7.5 Using Computer-Assisted Instruction in Your Classroom <p>8.0 Explain Information Processing Theory</p> <ul style="list-style-type: none"> 8.1 The Information-Processing View of Learning 8.2 A Model of Information Processing 8.3 Metacognition 8.4 Helping Students Become Strategic Learners 8.5 Technology as an Information-Processing Tool 	<p>Paper and pencil tests, program portfolio, writing assignments, classroom discussions, teacher observation of student participation in classroom projects related to outcome</p>
	<p>9.0 Explain Constructivist Learning Theory, Problem Solving and Transfer</p> <ul style="list-style-type: none"> 9.1 Meaningful Learning within a Constructivist Framework 9.2 Using a Constructivist Approach to Meaningful Learning 9.3 The Nature of Problem Solving 9.4 Teaching Problem-Solving Techniques 9.5 Transfer of Learning 9.6 Technology Tools for Knowledge Construction and Problem Solving <p>10.0 Identify Various Approaches to Instruction</p> <ul style="list-style-type: none"> 10.1 Devising and Using Objectives 10.2 The Behavioral Approach to Teaching: Direct Instruction 10.3 The Cognitive Approach to Teaching: Facilitating Meaningful and Self-directed Learning 10.4 The Humanistic Approach to Teaching: Student-Centered Instruction 10.5 The Social Approach to Teaching: 	<p>Paper and pencil tests, program portfolio, writing assignments, classroom discussions, teacher observation of student participation in classroom projects related to outcome</p>

	Teaching Students How to Learn from Each Other	
•	11.0 Develop Knowledge of Motivation 11.1 Behavioral Views of Motivation 11.2 Cognitive Views of Motivation 11.3 The Humanistic View of Motivation 11.4 The Role of Self-Perceptions in Motivation 11.5 Motivating Students with Technology 11.6 Self-Esteem and Motivation 11.7 Motivating Students to Learner	Paper and pencil tests, program portfolio, writing assignments, classroom discussions, teacher observation of student participation in classroom projects related to outcome
•	12.0 Describe Authoritarian, Laissez-Faire, and Authoritative Approaches to Classroom Management 12.1 Preventing Problems: Techniques of Classroom Management 12.2 Techniques for Dealing with Behavior Problems 12.3 Violence in American Schools	Paper and pencil tests, program portfolio, writing assignments, classroom discussions, teacher observation of student participation in classroom projects related to outcome
•	13.0 Identify Types of Assessment of Classroom Learning 13.1 The Role of Assessment in Teaching 13.2 Ways to Measure Student Learning 13.3 Ways to Evaluate Student Learning 13.4 Improving Grading Methods 13.5 Technology for Classroom Assessment 13.6 Effective Assessment Techniques 13.7 Strategies for Addressing Skills Deficiencies (Remediation)	Paper and pencil tests, program portfolio, writing assignments, classroom discussions, teacher observation of student participation in classroom projects related to outcome
•	14.0 Develop Knowledge of the Use and Interpretation of Standardized Tests 14.1 Standardized Tests 14.2 Misuses of Standardized Tests 14.3 Authentic and Performance-Based Assessments 14.4 Standardized Testing and Technology 14.5 Using Standardized Tests	Paper and pencil tests, program portfolio, writing assignments, classroom discussions, teacher observation of student participation in classroom projects related to outcome
•	15.0 Explain Reflective Teaching	Paper and pencil tests, program portfolio, writing assignments, classroom discussions, teacher observation of student participation in classroom projects related to outcome

Section 6

Name of Person Completing This Form: Carole Byrd, Associate Dean of Education