



BROWARD COLLEGE COURSE OUTLINE

LAST REVIEW: 2008-2009 **NEXT REVIEW: 2013-2014** **STATUS: A**
(i.e. 2003-2004) *(i.e. 2008-2009)* *(A, I, D)*

COURSE TITLE: Instructional Strategies

COMMON COURSE NUMBER: EDF 3280

CREDIT HOURS: 3

CONTACT HOUR BREAKDOWN

(per 16 week term)

CLOCK HOURS:

(Voc. Course ONLY)

Lecture: 48 Lab:

Clinic: Other: 10

PREREQUISITE(S):

EDP 4005

COREQUISITE(S):

PRE/COREQUISITE(S):

COURSE DESCRIPTION *(750 characters, maximum):*

This course is designed for students enrolled in the Bachelor of Science Degree program in Teacher Education. This course prepares participants to become proficient in planning, organizing and implementing instructional strategies for the contemporary PK-12 classroom. A variety of research-validated instructional strategies are reinforced, including those that support constructivist approaches to classroom organization and student learning. Participants will learn to identify, deliver and improve instructional strategies that are most appropriate in specific circumstances.

General Education Requirements – Associate of Arts Degree (AA), meets Area(s): Area

General Education Requirements – Associate in Science Degree (AS), meets Area(s): Area

General Education Requirements – Associate in Applied Science Degree (AAS), meets Area(s): Area

UNIT TITLES

1. Overview of the field of education; The “Act” and “Art” of teaching
2. Effective and Reflective Teaching
3. Curriculum: “WHAT” to teach
4. Theory into Practice: “WHEN” to teach
5. Instructional Strategies: “HOW” to teach
6. Implementing Instruction: Where “Why”, “Who”, “What”, “When” and “How” meet
7. Assessing Instruction: Evaluating teaching and learning
8. Instructional Technology: Computers in education
9. Teaching Strategies for Inclusive Classrooms
10. Developing instructional materials
11. Selecting existing instructional materials
12. Student Teaching/Field Experience

EVALUATION:

Please provide a brief description (250 characters maximum) that details how students will be evaluated on the course outcomes.

Final grade will be based on various traditional and alternative methods of assessment, including attendance, class participation, lesson plan, group projects, final examination, mandatory field experience component, and blogs.

Graded activities are as follows:

Attendance & Class Participation

Blogs

Lesson Plan Based on FL Sunshine State Standards

Fieldwork Summary Report

Group Projects

Final Examination

**** Complete the following only if course is seeking general education status ****

GENERAL EDUCATION Competencies and Skills*:

Please highlight in green font all Competencies/Skills from the list below that apply to this course. In the box to the right of the Competency/Skill, enter all specific learning outcome numbers (i.e. 1.1, 2.7, 5.12) that apply.

1. Read with critical comprehension	NA
2. Speak and listen effectively	NA
3. Write clearly and coherently	NA
4. Think creatively, logically, critically, and reflectively (analyze, synthesize, apply, and evaluate)	NA
5. Demonstrate and apply literacy in its various forms: (highlight in green ALL that apply) (1. technological, 2. informational, 3. mathematical, 4. scientific, 5. cultural, 6. historical, 7. aesthetic and/or 8. environmental)	NA
6. Apply problem solving techniques to real-world experiences	NA
7. Apply methods of scientific inquiry	NA
8. Demonstrate an understanding of the physical and biological environment and how it is impacted by human beings	NA
9. Demonstrate an understanding of and appreciation for human diversities and commonalities	NA
10. Collaborate with others to achieve common goals.	NA
11. Research, synthesize and produce original work	NA
12. Practice ethical behavior	NA
13. Demonstrate self-direction and self motivation	NA
14. Assume responsibility for and understand the impact of personal behaviors on self and society	NA
15. Contribute to the welfare of the community	NA

UNITS

Unit 1

General Outcome:

1.0 The student shall:

Engage PK-12 students in the learning process, shifting the focus from teacher-centered to learning-centered instruction

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 1.1 Promote critical thinking and problem-solving skills while fostering student creativity
- 1.2 Acquire performance assessment techniques and strategies that measure higher order thinking skills in students
- 1.3 Apply classroom management techniques to facilitate learning
- 1.4 Define “Effective Learning Environment”.
- 1.5 Adhere to the Code of Ethics and Principles of Professional Conduct
- 1.6 Demonstrate responsibility and “ownership” for engaging students by creating and maintaining a classroom climate where students are motivated to learn
- 1.7 Determine instructional long-term goals and short-term objectives appropriate to student needs
- 1.8 Design learning experiences that meet students’ needs and interests.
- 1.9 Involve students in designing classroom rules and procedures
- 1.10 Provide students with opportunities to actively use technology to manage, evaluate, and improve instruction.
- 1.11 Acquire techniques and strategies to use, including some that provide opportunities for student input into the learning process
- 1.12 Create supportive learning environments where a teacher-student partnership is promoted

Common Course Number: EDF 3280

Unit 2

General Outcome:

2.0 The student shall:

Establish a comfortable learning environment which accepts and fosters diversity

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 2.1 Help “all students” learn, considering multicultural differences within the student population such as learning ability, national origin, cultural background, age, gender, sexual orientation, first language spoken and socio-economic level
- 2.2 Identify instructional and interpersonal skills and classroom practices that encourage innovation and create a positive learning climate for all students
- 2.3 Select materials and strategies that encourage learning about diverse cultural groups
- 2.4 Demonstrate knowledge and awareness of varied cultures and linguistic backgrounds
- 2.5 Create a climate of openness, inquiry, and support by practicing strategies such as acceptance, tolerance, resolution, and mediation.
- 2.6 Identify strategies and techniques which encourage and integrate diversity into the curriculum
- 2.7 Identify issues concerning diversity in the classroom, and specific techniques and strategies to be used in order to address those issues.
- 2.8 Describe other elements of classroom setup such as wall decorations and specific materials, themes and displays to foster diversity awareness.

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Unit 3

General Outcome:

3.0 The student shall:

Use varied and appropriate assessment techniques to manage and improve instruction

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 3.1** Identify instructional materials based on learning objectives, student learning needs and performance levels
- 3.2** Establish a system of teacher and student accountability
- 3.3** Identify instructional goals
- 3.4** Curriculum and assessment alignment
- 3.5** Utilize content standards and performance standards to formulate instructional and learning objectives
- 3.6** Use Bloom's Cognitive Domain Taxonomies in writing performance objectives
- 3.7** Mediation of learner participation and feedback
- 3.8** Incorporate traditional and authentic assessment tools into the evaluation process
- 3.9** Use a repertoire of indicators of teaching effectiveness including: diagnostic evaluation; formative evaluation, summative evaluation, authentic assessment, portfolio assessment, performance-based assessment; standardized and alternate assessments
- 3.10** Refine learning experiences based on outcome assessment.
- 3.11** Use FCAT Results and Florida Sunshine State Standards to guide instruction

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Unit 4

General Outcome:

4.0 The student shall:

Plan instructional activities based on well established human development, learning theories, best practices, and concepts

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 4.1** Balance instruction in order to utilize constructivist, traditional and progressive approaches to teaching and learning, according to subject, setting, and age group
- 4.2** Use the planning process to:
 - 4.2.1 include varied motivational strategies
 - 4.2.2 select appropriate resources
 - 4.2.3 refine outcome assessment
 - 4.2.4 evaluate learning experiences.
- 4.3** Demonstrate responsibility and “ownership” for engaging students by creating and maintaining a classroom climate where students are motivated to learn
- 4.4** Acquire techniques and strategies to establish effective learning environments
- 4.5** Demonstrate knowledge of learning theories and identify activities to accommodate different learning and developmental needs, as well as experiential backgrounds
- 4.6** Demonstrate knowledge of learning theories in terms of classroom practices
- 4.7** Incorporate advice/information from appropriate resources (including colleague feedback)
- 4.8** Interpret students’ learning styles to create and modify lessons appropriately
- 4.9** Implement effective classroom management techniques, where established classroom procedures facilitate learning
- 4.10** Write lesson plans and learning objectives which incorporate Bloom’s taxonomy and Gardner’s multiple intelligences theory