



BROWARD COMMUNITY COLLEGE COURSE OUTLINE

LAST REVIEW: 2005-2006

NEXT REVIEW: 2010-2011

STATUS: A

COURSE TITLE: Instructional Strategies

COMMON COURSE NUMBER: EPI 0002

CREDIT HOURS: 40

CONTACT HOUR BREAKDOWN

(per 16 week term)

CLOCK HOURS:

(Voc. Course ONLY)

Lecture: 40 Lab:

Clinic: Other:

PREREQUISITE(S):

COREQUISITE(S):

PRE/COREQUISITE(S):

COURSE DESCRIPTION: *(750 characters, maximum)* This course prepares the participant to become proficient in the application of a variety of instructional strategies based on knowledge of learning styles, cooperational and collaborative grouping activities, accommodations for exceptional students, and to develop effective lesson plans that infuse technology.

UNIT TITLES

- 1. Learning Styles**
- 2. Bloom's Taxonomy**
- 3. Lesson Plan Development**
- 4. Instructional Presentation Styles**
- 5. Cooperative Learning**
- 6. Group Learning**
- 7. Contextual Learning**
- 8. Project-Based Learning**
- 9. Behavioral Management**
- 10. Accommodations for Exceptional Students**



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Common Course Number: EPI 0002

UNITS

Unit 1 Learning Styles

General Outcome:

- 1.0 The student shall develop knowledge of learning styles, their assessment and application to learning.**

Specific Measurable Learning Outcomes:

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

- 1.1 Identify the variety of learning styles.**
- 1.2 Identify various learning style assessments.**
- 1.3 Interpret and share results of learning styles assessments**
- 1.4 Discuss and identify how to address varied learning styles in the classroom.**



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Unit 2 Bloom's Taxonomy

General Outcome:

- 2.0 The student shall develop knowledge of Bloom's Taxonomy and its application to lesson development.**

Specific Measurable Learning Outcomes:

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

- 2.1 Identify and give examples of each of Bloom's Taxonomy of the cognitive domain.**
- 2.2 Develop oral and written questions that address all levels of Bloom's Taxonomy.**
- 2.3 Develop an assessment that addresses all levels of cognition according of Bloom's Taxonomy.**
- 2.4 Identify taxonomies of affective and psychomotor domains.**
- 2.5 Explain the relationship among the three domains of learning.**



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Unit 3 Lesson Plan Development

General Outcome:

3.0 The student shall develop skill at lesson plan development including outcomes, anticipatory set, practice and assessment.

Specific Measurable Learning Outcomes:

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

3.1 Create a format for writing lesson plans that lead to understanding outcomes.

3.2 Understand the design method for creating a lesson plan.

3.3 Describe and explain the six facets of understanding.

3.4 Establish curricular priorities such as Sunshine State Standards/benchmarks.

3.5 Discuss how to transform standards to a big ideas and essential questions.

3.6 Develop essential questions for a target subject teaching and learning unit.



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Unit 4 Varied Instructional Presentation Styles

General Outcome:

4.0 The student shall develop skill is using varied presentation tools.

Specific Measurable Learning Outcomes:

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

4.1 Identify and demonstrate varied presentation styles.

4.2 Match presentation style with lesson objectives

4.3 Provide differentiated presentation styles for a subject area concept lesson.

4.4 Site examples that identify situations in which certain presentation styles are non-productive.

4.5 Demonstrate teaching a lesson using at least 4 different presentation styles.

4.6 Describe how pacing and tone of voice enhance engagement.

4.7 Provide examples of conditions that produce non-engagement



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Unit 5 Cooperative Learning

General Outcome:

5.0 The student shall develop knowledge of cooperative learning and its application in the teaching and learning process.

Specific Measurable Learning Outcomes:

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

- 5.1 Describe the process of cooperative learning.**
- 5.2 Identify learning situations in the classroom to use cooperative learning that will be effective and situations where cooperative learning would be ineffective.**
- 5.3 Explain how the results of cooperative learning can be fairly assessed.**
- 5.4 Apply cooperative learning experiences to real life situations.**



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Unit 6: Group Learning

General Outcome:

- 6.0 The student shall develop knowledge of group learning and its applications in the teaching and learning process.**

Specific Measurable Learning Outcomes:

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

- 6.1 Describe the process of group learning.**
- 6.2 Identify learning situations where group learning would be effective and not effective in the classroom.**
- 6.3 Explain how results of group learning can be fairly assessed.**
- 6.4 Apply cooperative learning experience to real-life situations.**



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Unit 7 Contextual Learning

General Outcome:

7.0 The student shall:

Specific Measurable Learning Outcomes:

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

- 7.1 Describe process of contextual learning.**
- 7.2 Identify learning situation where contextual learning would be effective and ineffective**
- 7.3 Explain how the results of contextual learning can be fairly addressed.**
- 7.4 Explain how contextual learning improves student engagement.**
- 7.5 Apply contextual learning experience to real life situations.**



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Unit 8 Project-Based Learning

General Outcome

8.0 The student shall develop knowledge of project-based learning and its applications in the teaching and learning process.

Specific Measurable Learning Outcomes:

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

- 8.1 Describe the process and definition of project-based learning.**
- 8.2 Identify learning situations where project-based learning would be effective and ineffective.**
- 8.3 Identify how the result of project-based learning can be fairly addressed.**
- 8.4 Explain how project-based learning improves student engagement.**
- 8.5 Apply project-based learning experience to real life situations.**



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Unit 9 Behavioral Management

General Outcome:

- 9.0 The student shall develop skill in managing individual and classroom behavior to ensure that learning is the primary activity in the classroom.**

Specific Measurable Learning Outcomes:

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

- 9.1 Describe how on-task behavior contributes to learning.**
- 9.2 Describe the conditions necessary to ensure an effectively managed classroom.**
- 9.3 Discuss the “with-it-ness” and how it is used in the classroom.**
- 9.4 Discuss the procedures to recapture the attention of a class.**
- 9.5 Develop a class protocol that assures a safe, orderly, and consistent instructional setting.**
- 9.6 Differentiate between the role of the teacher and the student in the instructional setting.**



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Unit 10 Accommodations for Exceptional Students

General Outcome

10.0 The student shall develop knowledge of the varieties of accommodations for exceptional students.

Specific Measurable Learning Outcomes:

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

10.1 Discuss information contained in an IEP (Individualized Education Program)

10.2 Identify the teacher's role in assuring where accommodations are needed and where they can be provided.

10.3 Describe the sensitivity required for a teacher to provide accommodations to make the learner feel comfortable and not on display.

10.4 Describe varying exceptionalities and most frequently used accommodations.