

COURSE OUTLINE

Introduction to Teaching

Course Description

ED 206. Introduction to Teaching. 3 hours credit. Prerequisite: Must have sophomore standing. This course will enable the student to gain valuable insight into the teaching profession through hands-on exploration of current theories in pedagogy. The student will gather, assemble, review and analyze information helpful in choosing career options in the teaching field. The student will organize leadership tasks and develop the necessary skills to continue preparation for teaching. To better understand the complexities of the teaching profession, the student will participate/observe in a 30-hour classroom field experience (10 hours each in the elementary, middle, and high school classroom).

Course Relevance

This course is designed to develop teachers who have a professional attitude toward the teaching profession. With the ever-changing dynamics of education, it is critical that future teachers become familiar with the current trends in education. Throughout this course, the student will reflect critically on current classroom dynamics through direct observation/participation experience in elementary, middle, and secondary schools.

Required Materials

Ryan, K., Cooper, J.M., & Tauer, S. (2008). *Teaching for student learning: Becoming a master teacher*. Boston: Houghton Mifflin.

Learning Outcomes

The intention is for the student to be able to

1. Gather, assemble, review and analyze information to choose career options in the teaching field
2. Organize leadership tasks and develop the necessary skills to continue preparation for teaching
3. Demonstrate a professional attitude and approach toward the teaching profession

Learning PACT Skills that will be DEVELOPED and/or documented in this course

Through the student's involvement in this course, he/she will develop his/her ability in the following PACT skill areas:

Analytical Thinking Skills

1. Critical thinking
 - Through classroom observation/participation and reflection, lesson development and facilitations, writing/editing/revising, and development of an electronic portfolio, the student will develop critical thinking skills.

Major Summative Assessment Task(s)

These learning outcomes and Learning PACT skills will be demonstrated by

1. Development and presentation of an electronic portfolio that includes the following:
 - A. Table of contents
 - B. Cover letter introducing the student and the contents of the e-portfolio
 - C. Statement of why the student wishes to pursue the teaching profession
 - D. Resume with references
 - E. Personal philosophy of education
 - F. Reflection summaries and scanned, signed letters verifying each of the 10-hour classroom observations (elementary, middle, and high school)
 - G. Sample of student work (chosen by the student)

Course Content

- I. Themes – Key recurring concepts that run throughout this course:
 - A. Trends in education
 - B. Dynamics of education
 - C. Teacher roles and responsibilities
- II. Issues – Key areas of conflict that must be understood in order to achieve the intended outcome:
 - A. Recognizing successful teaching techniques
 - B. Understanding the diversity in education
- III. Concepts – Key concepts that must be understood to address the issues:
 - A. Education
 - B. Observation
 - C. Teaching
 - D. Portfolio
- IV. Skills/Competencies – Actions that are essential to achieve the course outcomes:
 - A. Identify trends in education
 - B. Design and teaching a lesson
 - C. Develop a personal philosophy of education
 - D. Evaluate educational research for validity and usefulness
 - E. Plan and facilitate a group activity/discussion relating to educational trends
 - F. Create and present a final teaching portfolio

Learning Units

- I. Careers in education
 - A. Motivation for teaching
 - B. Job options for educators
- II. Educational leadership and teaching skills
 - A. Teaching and learning models
 - B. Planning and assessment
 - C. Technology in education
 - D. Classroom management
- III. Student diversity

- A. Personality styles, interaction styles, and teaching
- B. Student cultures, learning styles, demographics, and language
- C. Social problems and violence

IV. Teacher and student issues

- A. Formal and informal curriculum
- B. Educational reform
- C. Ethical and legal issues

V. Teaching as a profession

- A. Characteristics of effective teachers
- B. Educational philosophies
- C. Professionalism
- D. Teacher licensure

Learning Activities

Independent and group learning activities will be assigned to assist the student to achieve the intended learning outcomes. Activities identified in the syllabus, such as class discussion, group projects, development of teaching philosophy, lesson preparation and facilitation, observation/participation in elementary, middle, and secondary classrooms, and reading assignments will contribute to learning.

Grade Determination

The student will be graded on the learning activities and assessment tasks. Grade determinants may include the following: class activity participation, group projects, lesson preparation and facilitation, preparation and presentation of electronic portfolio, K-12 classroom observations/participation, and other methods of evaluation employed at the discretion of the instructor.