THE TEACHER AS PROFESSIONAL EDUCATOR

Department of Middle and Secondary Education   Course No. SE 635
Title:  Theories of Learning and Instructional Strategies -       New: Fall 2005
Middle and Secondary

I. Catalog Description

Introduces the student to theories of individual development, learning styles, organization and curriculum of middle and secondary schools, instructional strategies, and assessment. (3)

II. Prerequisites and Co-requisites:

Graduate Status, Permission of instructor
This course is designed for students without current teacher certification.

III. Purpose or Objectives of the Course:

Students will be able to:

A. Identify and appropriately explain the range of different learning theories;

B. Understand and demonstrate the need and techniques for assessment of student teaching;

C. Demonstrate an appropriate knowledge of the current status of the structure of secondary curriculum, including current issues and trends;

D. Demonstrate an appropriate knowledge of the characteristics of adolescents and of the implications of those characteristics for selecting relevant instructional strategies in the learning environment;

E. Demonstrate the ability to write objectives, design lessons, organize appropriate elements of a unit plan and incorporate relevant technology for use in teaching at the middle and secondary school level;

F. Demonstrate an understanding of usage and appropriate choice of reinforcement principles to obtain specific behavioral changes;
G. Demonstrate the ability to apply principles of learning and behavior management to group settings;

IV. Expectations of Students:

A. Each student will be expected to attend or participate all class sessions;

B. Each student is expected locate information in professional Journals and critiques articles relevant to teaching at the Secondary Schools;

C. Each student will demonstrate an understanding of the MoSTEP standard relevant to a particular discipline and their incorporation in teaching and assessment;

D. Each student will demonstrate the knowledge of dealing with students of a different culture through their Teacher Work Sample.

E. Each student will be expected to create a Teacher Work Sample relevant to their field of studies.

V. Course Content:  HOURS

A. The Science and Art of Teaching 2

B. Organization and Curriculum of Middle and Secondary Schools 5

C. Learning theories and use of reinforcement to accelerate appropriate learning 5

D. Evaluation of the outcome of instruction in relation to program objectives 3

E. Planning to Teach 9
   1. Writing Objectives for Instructions
   2. Designing Lessons (Teacher Work Sample)
   3. Assessment and Evaluation (Introduction)
   4. Organizing Elements of a TWS, including interdisciplinary unit.

F. Instructional Strategies and Implementation of Relevant Technology 9
   1. Advantages and Disadvantages of Basic Techniques
      a. Formal and Informal Lectures
      b. Discussion
      c. Questioning
d. Games & Simulations
e. Problem-Solving
f. Skill Practice
g. Using Multimedia/Technology

2. Active Learning

3. Cooperative Learning

4. Individualized Approaches

5. Assessment and evaluation
   a. Traditional Methods of Assessment
   b. Alternative Methods of Assessment
   c. Relationship of Assessment to Evaluation Classroom

G. Classroom Management 6

H. Issues and Trends 6
   1. Grouping Practices
      a. Heterogeneous Grouping
      b. Homogeneous Grouping
      c. Inclusion
   2. Multicultural Issues
   3. School and Community Activities
   4. Parental Involvement

TOTAL HOURS: 45

VI. Textbook(s) and/or other required Materials or Equipment:


VII. Basis for Student Evaluation:

A. Students will demonstrate an acceptable knowledge of secondary school education, its curriculum, issues and trends through examinations, class discussions, assigned writings or other active and/or cooperative activities.

B. Students will demonstrate the ability to locate information in professional journals and critique articles through assigned writings and reflecting.

C. Students will demonstrate the ability to write objectives, design lessons, organize elements of a TWS and incorporate relevant technology through assigned writings and teaching activities both in class and in the public school field assignment including the use of all relevant MOSTEP standards;
D. Students are required to spend at least 20 hours in middle or secondary schools for the purpose of observation and integration of theories into practice.

Suggested Percentages for Student Evaluation:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Online Discussions</td>
<td>20%</td>
</tr>
<tr>
<td>Journal Article critique</td>
<td>20%</td>
</tr>
<tr>
<td>Teaching Evaluation</td>
<td>20%</td>
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<tr>
<td>T.W.S.</td>
<td>40%</td>
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</tbody>
</table>

Percentages at which letter grades are given:

- 90% - 100%  A
- 80% - 89%   B
- 70% - 79%   C
- 0% - 69%    F

The weight of evaluation criteria may vary at the discretion of the instructor.

**Academic Policy Statement:**

Students will be expected to abide by the University Policy for Academic Honesty in regards to plagiarism and academic honesty. Refer to: [http://www6.semo.edu/judaffairs/code.html](http://www6.semo.edu/judaffairs/code.html)

VIII. Knowledge Base


**Student with Disabilities Statement:**

If a student has a special need addressed by the Americans With Disabilities Act (ADA) and requires materials in an alternative format, please notify the instructor immediately. Reasonable efforts will be made to accommodate special needs.