

## Class and Lecturer Information

**Course: Instructional Methodology 2**

**Days:** Monday            Tuesday                    Wednesday                    Friday

**Time:**                    5:00-8:00 pm

**Room:**

**Lecturers:** Mrs. Norlette Leslie-Yearde

**Office hours:**

**Phone:**

**Email:** [norletteyearde@stcoll.edu.jm](mailto:norletteyearde@stcoll.edu.jm)

## Reading Resources

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1. Gary Borich. (2011). Effective teaching Strategies. Research Based. (7<sup>th</sup> ed). Boston: Pearson.
2. Gagne, Robert M, Wager, Walter, Golas, Katharine, Keller, John (2005). Principles of Instructional Design, Fifth Edition. Belmont, USA: Wadsworth Thomson Learning Inc.
3. Green, William, et al (2005). Pedagogical Foundations of Education. Kernersville: synergy Plus
4. Martin, David J & Loomis, Kimberly Martin S (2007). Building Teachers – A Constructivist Approach to Introducing Education. Belmont, USA: Wadsworth Thomson Learning Inc.
5. Aarzano, Robert, et al (2001). Classroom Instruction That Works – Research-Based Strategies for Increasing Student Achievement. Alexandria: associations for Supervision 7 Curriculum Design
6. Woolfolk, Anita, E. (2005) Educational Psychology, 7<sup>th</sup> Edition. USA: Allyn & Bacon
7. Mastropieri, Margo, A and Scruggs, Thomas, E. (2007). The Inclusive Classroom – Strategies for Effective Instruction, 3<sup>rd</sup> Edition. New Jersey: Pearson Educational Inc
8. Matalon, Barbara. (2008). *Psychology of Learning* (4<sup>th</sup> ed.). Kingston, Jamaica: Chalkboard Press.
9. Approaches and Processes for Integration – Primary Education
10. Rinne, Carl H. (1997). Excellent Classroom Management. Belmont, CA: Wadsworth Publishing Company.
11. MOE ( 2008) .Manual for multigrade classes in Jamaica. PESP
12. Slavin, Robert. (2001). Educational Psychology. USA: Allyn and Bacon
13. Snowman, J and Biehler, R. (2003). Psychology applied to teaching. (10<sup>th</sup> ed.). USA: Houghton Mifflin.

## Course Description

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This course allows trainee teachers to learn about and reflect on the fundamental principles of teaching and understand how students learn. Theories of learning will be used to situate the exploration of strategies appropriate to different specializations.

They will be exposed to different curricula in the Jamaican context and will learn various pedagogical skills utilizing different tools to enhance the teaching learning/process

Instructional Methodology 2 has two units which will allow student-teachers to develop sound principles and research-validated approaches to teaching and learning. Student teachers will be actually engaged in teaching using student-centered approaches, and integrating technology in the process.

## **Instructional Processes**

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Discussions

Research

Demonstrations

Oral presentations

Article reviews

Dramatization/role play

Case studies

Cooperative Learning Strategies

## **Class Policy Goals and Expectations**

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As facilitators it is important that we model the environment we expect our students to create, therefore our practice must be informed by our philosophy, our vision and our understanding of the theoretical framework which guides the process of teaching and learning. It is important that student teachers develop their own philosophy, vision and an understanding of the theoretical frameworks that guide their practice. Essential to the task of teaching is an understanding of the different teaching strategies that can be used to enhance teaching and learning. Consequently, student teachers will be expected to apply their theoretical knowledge of teaching strategies in practical classroom situations.

At the end of the course students should be able to develop a repertoire of appropriate teaching strategies that are informed by sound theoretical principles.

## **Summary of Content**

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Unit 1: Theoretical framework for teaching and learning

Unit 2: Models and Approaches to teaching

**Unit 1:** Theoretical framework for teaching and learning

### **Specific Objectives**

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Student should be able to:

1. Differentiate between teaching and learning
2. Discuss the objectives of effective teaching

3. Discuss the central tasks of teaching
4. Examine the effects different learning styles have on students' learning.
5. Explain various principles/theories of learning and their implications for teaching, learning and assessment.
6. Define 'intelligence'
7. Analyze the implications of multiple intelligences for teaching, learning and assessment.

**Unit 2: Methods and approaches to teaching**

**Specific Objectives**

Student should be able to:

1. demonstrate appropriate use of ROSE, CSEC and any other appropriate curriculum guides
2. execute lessons that reflect methods and approaches appropriate to areas of specialization

**Topic Schedule and Reading Assignments**

Table 1

*Topic Schedule and Reading Assignments*

Dates	Topics	Reading Assignments
Week 1	<ul style="list-style-type: none"> <li>• Introduction and overview of course</li> <li>• Objectives of teaching</li> </ul>	
Week 2	<ul style="list-style-type: none"> <li>• Definitions of teaching and learning</li> <li>• Central tasks of teaching</li> <li>• Learning styles – learning style inventory</li> <li>• Multiple intelligence – multiple intelligence inventory</li> </ul>	
Week 3	<ul style="list-style-type: none"> <li>• Taxonomies of learning</li> <li>• Lesson planning</li> <li>• Objective writing</li> <li>• Overview of theoretical framework</li> </ul>	
Weeks 4-5	<ul style="list-style-type: none"> <li>• Theories of learning</li> <li>• Constructivism: Lave, Piaget, Dewey,</li> </ul>	

	<p>Vygotsky</p> <ul style="list-style-type: none"> <li>• Behaviourism: Skinner</li> <li>• Cognitivism: Gagne, Bruner, Ausubel</li> <li>• Information Processing</li> <li>• Multiple Intelligence: Gardner</li> </ul>	
Week 5 cont'd	<ul style="list-style-type: none"> <li>• Unit review and closure</li> <li>• Overview of unit 2</li> </ul>	
Assessment	<p>Course work 100%</p> <p>i. Group presentation</p>	

### Assignments

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Group presentation

Movie/Video Review

Due Dates:

### Evaluation

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Table 2

*Course Evaluation Weighting*

Assessment Components	Weighting
1. Course work pieces	100%
2.	
3.	
4.	
5.	

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