

Class and Lecturer Information

Course: Strategies of Teaching and Learning

Days: Mondays and Wednesdays

Number of credits: 3

Number of hours: 45

Room: ED Rooms 1-5 and SMART Lab

Lecturers: Mrs. R. Smith, Mrs. R. Williams-Brown, Ms. K. Armstrong,
Mrs. N. Leslie-Yearde and Ms. S. Morrison

Office hours:

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Reading Resources

Recommended Texts and Required Readings

1. Gary Borich. (2011). *Effective teaching strategies*. Research Based. (7th 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*, 7th Edition. USA: Allyn & Bacon
7. Mastropieri, Margo, A and Scruggs, Thomas, E. (2007). *The Inclusive Classroom – Strategies for Effective Instruction*, 3rd Edition. New Jersey: Pearson Educational Inc.
8. Matalon, Barbara. (2008). *Psychology of Learning* (4th ed.). Kingston, Jamaica: Chalkboard Press.
9. Approaches and Processs for Integration – Primary Education
10. Rinne, Carl. H. (1997). *Excellent Classroom Management*. Belmont, CA: Wadsworth Publishing Company.
11. Rinne, Carl. H (1997). *Excellent Classroom Management*. Belmont, CA: Wadsworth Publishing Company.
12. MOE (2008). *Manual for multigrade classes in Jamaica*. PESP.
13. Slavin, Robert. (2001). *Educational Psychology*. USA: Allyn and Bacon.

14. Snowman, J. and Biehler, R. (2003). *Psychology applied to teaching*. (10th ed). USA: Houghton Mifflin.
15. Marzano, R. S., Pickering, D. & Pollack, J. E. (2001). *Classroom instruction that works*. Alexandria, VA: ASCD
16. McKeachie, W. J. (1999). *Teaching tips*. Boston, MA: Houghton Mifflin
17. Freiberg, H. J. & Driscoll, A. (1996). *Universal teaching strategies*. Boston, MA: Allyn & Bacon
18. Perkin, D. (1999). The many faces of constructivism. *Educational Leadership*, 57(3), 6-11.
19. Hyman-Anglin, R. (1999). *An introduction to curriculum development*. Jamaica: Stephenson Litho Press Ltd
20. Garner, A. M. (2009). Singing and moving: Strategies for audiation in children. *Music Education*, 95, 45-50.
21. Olivia, P. F. (2001). *Developing the curriculum*. New York, NY: Longman.
22. Morgan, N. & Saxton, J. (2006). *Asking better questions*. Ontario: Pembroke Publishers
23. Parks, A. M. (March 2009). *Teaching Children Mathematics*, 424-428.
24. Harvey, S. & Goudvis, A. (2000). *Strategies that work: Questioning*. New York: Stenhouse.
25. Costa, A., Garmston, R. & Gordon, C. (1994). A template for questioning: *Cognition Coaching Syllabus*.
26. Kohn, A. (1996). The classroom as community. In A. Kohn, *Beyond discipline: From compliance to community*. ASCD
27. Willis, J. (2007). Brain-based teaching strategies for improving students' memory, learning and test taking. *Childhood Education*, 83(5), 310-315.

Course Description

This course allows trainee teachers to learn about and reflect on the fundamental principles of teaching and understand how students learn. Linkages will be made with the new Primary and Secondary curricula as well as knowledge of different approaches to teaching and learning. They will be exposed to different curricula in the Jamaican context and will learn various pedagogical skills utilizing technological tools to enhance the teaching learning/process

Strategies of Teaching/and Learning is structured into four 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

Collaborative tasks, micro teaching, interactive lectures, interactive presentations, class discussions,.

Class Policy Goals and Expectations

This course will develop student teachers' understanding of and response to the theoretical framework/fundamental principles undergirding the concepts of teaching and learning, the skills involved in planning integrated/subject based lessons, pedagogical skill development through theory and practice and skills in executing and evaluating integrated and subject-based lessons.

Summary of Content

Unit 1: Theoretical Framework for Teaching and Learning

Specific Objectives

Students 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: Strategies for Lesson Implementation

Specific Objectives

Student should be able to:

1. Identify factors to be considered when planning a unit/lesson
2. Differentiate among multi-grade, subject based and integrated curricula
3. Explain the importance of each element in the subject/integrated lesson plans
4. classify objectives according to each domain of knowledge
5. Describe ways of creating a student-centred classroom
6. Analyse the relevance of the social curriculum
7. Design lesson plans for multigrade/subject/integrated teaching

Unit 3: Models and Approaches to Teaching

Specific Objectives

Student should be able to:

1. Distinguish between the different models and approaches to teaching
2. Discuss the benefits of each to teaching and learning

3. Prepare plans to show how the different models can be used in their area of specialization.

Unit 4: Effective Teaching
Specific Objectives

Students should be able to:

1. Plan and execute lessons that reflect practical examples of how these models and approaches can be used in the classroom - teaching individually and in groups.
2. Critique models and lessons used by peers.
3. Reflect on lessons taught

Topic Schedule and Reading Assignments

Table 1

Topic Schedule and Reading Assignments

Dates	Topics	Due dates	Weighting	Reading Assignments
Week 1	<p>Unit 1: Theoretical Framework for Teaching and Learning</p> <ul style="list-style-type: none"> • Welcome/Introduction to course • Discussion of participants' expectations and goals • Course overview (Content and assignments) • Perspectives of teaching, learning and objectives of effective teaching <p>Tutorial:</p> <ul style="list-style-type: none"> • Central Tasks of Teaching (Social Curriculum) • Objectives for effective teaching 			<p>Marzano, R. S., Pickering, D. & Pollack, J. E. (2001). <i>Classroom instruction that works</i>. Alexandria, VA: ASCD</p> <p>- Cooperative Learning (article)</p> <p>-McKeachie, W. J. (1999). <i>Teaching tips</i>. Boston, MA: Houghton Mifflin</p> <p>-Freiberg, H. J. & Driscoll, A. (1996). <i>Universal teaching strategies</i>. Boston, MA: Allyn & Bacon</p> <p>-Woolfolk, A. (2007). <i>Educational psychology</i>. Boston, MA: Pearson Education.</p> <p>- Slavin, R. (2011). <i>Educational Psychology: Theory & Practice</i>. New York, NY: Prentice Hall.</p> <p>-Snowman, J. & Biehler, R. (2003). <i>Psychology applied to teachers</i>. Boston, MA:</p>

				Houghton Mifflin
Week 2	<p>Unit 1: Theoretical Framework for Teaching and Learning</p> <p>Lecture:</p> <ul style="list-style-type: none"> • Learning Styles and multiple intelligences: their effect on students' learning (student-centredness) • Overview of all Theories • Constructivism- Lave, Piaget and Dewey <p>Tutorial:</p> <ul style="list-style-type: none"> • Revision: Learning styles and multiple intelligences • Discussion of Assignments 			<p>-Perkin, D. (1999).The many faces of constructivism. <i>Educational Leadership</i>, 57(3), 6-11.</p> <p>-What is Constructivism (article)</p> <p>- Effective Lectures (article)</p>
Week 3	<p>Unit 2: Strategies for Lesson implementation</p> <p>Tutorials:</p> <ul style="list-style-type: none"> • Multiple Intelligence • Factors to be considered when planning a unit/lesson plan • Differentiate multi-grade, subject based and integrated curricula <p>Importance of each element in lesson planning</p>			<p>-Hyman-Anglin, R. (1999). <i>An introduction to curriculum development</i>. Jamaica: Stephenson's Litho Press Ltd</p> <p>-Garner, A. M.9 2009). Singing and moving: Strategies for audiation in children. <i>Music Education</i>, 95, 45-50.</p> <p>-sample unit & lesson plans -curriculum guides</p>
Week 4	<p>Strategies for Lesson implementation:</p> <p>Writing Objectives according to levels and domains</p> <ul style="list-style-type: none"> • Multigrade, subject-based and integrated Teaching (ROSE) <p>Tutorials:</p> <ul style="list-style-type: none"> • Design lesson plans for multi-grade, subject based and integrated teaching 			<p>-Olivia, P. F. (2001). <i>Developing the curriculum</i>. New York, NY: Longman.</p> <p>-curriculum guides</p> <p>Hyman-Anglin, R. (1999). <i>An introduction to curriculum development</i>. Jamaica: Stephenson's Litho Press</p> <p>-Freiberg, H. J. & Driscoll, A. (1996). <i>Universal teaching strategies</i>. Boston, MA: Allyn & Bacon</p> <p>-Morgan, N. & Saxton, J. (2006). <i>Asking better questions</i>. Ontario: Pembroke</p>

				<p>Publishers</p> <p>-Parks, A. M. (March 2009). <i>Teaching Children Mathematics</i>, 424-428.</p> <p>-Harvey, S. & Goudvis, A. (2000). <i>Strategies that work: Questioning</i>. New York: Stenhouse.</p> <p>-Costa, A., Garmston, R. & Gordon, C. (1994). A template for questioning: <i>Cognition Coaching Syllabus</i></p>
Week 5	<p>Team Teaching</p> <p>Presentations: -Theories of Learning and their impact on teaching (part of Unit 1); use of teaching approaches and strategies (part of Unit 3)</p> <ul style="list-style-type: none"> • Constructivist (Piaget, Dewey, Vygotsky) • Situated Cognition (Lave) • Engagement Theories • Behavioural (Skinner) • Humanistic (Maslow) • Cognitive (Gagne, Ausubel, Bruner) • Information processing theory <p>Approaches:</p> <ul style="list-style-type: none"> - Mastery learning - Direct instruction - Advanced organizers - Collaborative learning - Research - Field trip - Inductive/Socratic learning - Deductive/didactic learning - Case based learning - Problem based learning - Team teaching <p>Cooperative strategies:</p> <ul style="list-style-type: none"> - Think-pair-share - Three minute review 		20%	<p>Assignment One Due- Group Presentation February 17th</p>

	<ul style="list-style-type: none"> - Numbered heads - Circle the sage - Jig saw - Round robin - Partners - Three step interview - Team pair solo - Think-pair-square - Tea party <p>-Three (3) to four (4) pairs per week</p> <p>Peer and self-evaluation</p>			
Week 6	<p>Team Teaching</p> <p>Presentations:</p> <ul style="list-style-type: none"> -Theories (part of Unit 1); use of teaching approaches (part of Unit 3) -Three (3) to four (4) pairs per week <p>Peer and self-evaluation</p>		20 %	Assignment One Due- Group Presentation
			10%	Assignment Two Due- February 28th -Individual Essay
Week 7	Second Year Teaching Practicum BEd. Programme			
Week 8	Second Year Teaching Practicum BEd. Programme			
Week 9	Second Year Teaching Practicum BEd. Programme			
Week 10	<p>Team Teaching</p> <p>Presentations:</p> <ul style="list-style-type: none"> -Theories (part of Unit 1); use of teaching approaches (part of Unit 3) -Three (3) to four (4) pairs per week <p>Peer and self-evaluation</p> <p>Feedback on the Presentations:</p> <ul style="list-style-type: none"> -Characteristics, strengths and limitations of presentations 		20%	Assignment One- Group Presentation

Week 11	<p>Unit 3: Models and approaches to teaching</p> <p>Tutorial:</p> <ul style="list-style-type: none"> • Differentiating Models and Approaches • Peer Assessment and Self Assessment <p>Lecture</p> <ul style="list-style-type: none"> • Questioning • Write different types and levels of questions 			<p>Woolfolk, A. (2007). <i>Educational psychology</i>. Boston, MA: Pearson Education.</p> <p>-Slavin, R. (2011). <i>Educational Psychology: Theory & Practice</i>. New York, NY: Prentice Hall.</p> <p>-Snowman, J. & Biehler, R. (2003). <i>Psychology applied to teachers</i>. Boston, MA: Houghton Mifflin.</p> <p>-Kohn, A. (1996). The classroom as community. In A. Kohn, <i>Beyond discipline: From compliance to community</i>. ASCD.</p>
Week 12	<p>Unit 3: Models and approaches to teaching</p> <p>Tutorial:</p> <p>Activity: Debate</p> <p><u>Moots:</u></p> <p>1. Peer assessment is more instructive than self assessment</p> <p style="text-align: center;">OR</p> <p>2. Team teaching is more effective than individual teaching</p> <ul style="list-style-type: none"> • Discussion on the characteristics, strengths and limitations of the debates and discussions. 			<p>Woolfolk, A. (2007). <i>Educational psychology</i>. Boston, MA: Pearson Education.</p> <p>-Slavin, R. (2011). <i>Educational Psychology: Theory & Practice</i>. New York, NY: Prentice Hall.</p> <p>-Snowman, J. & Biehler, R. (2003). <i>Psychology applied to teachers</i>. Boston, MA: Houghton Mifflin</p> <p>-Willis, J. (2007). Brain-based teaching strategies for improving students' memory, learning and test taking. <i>Childhood Education</i>, 83(5), 310-315.</p> <p>- Garner, A. M.9 2009). Singing and moving: Strategies for audiation in children. <i>Music Education</i>, 95, 45-50.</p>
Week 13	<p>Unit 4: Effective Teaching</p>			<p>Woolfolk, A. (2007).</p>

	<p>Team Teaching</p> <p>Writing lesson plans: subject-based and integrated lesson</p> <ul style="list-style-type: none"> -Micro-teaching -Self-assessment, Peer assessment 			<p><i>Educational psychology</i>. Boston, MA: Pearson Education.</p> <p>-Slavin, R. (2011). <i>Educational Psychology: Theory & Practice</i>. New York, NY: Prentice Hall.</p> <p>-Snowman, J. & Biehler, R. (2003). <i>Psychology applied to teachers</i>. Boston, MA: Houghton Mifflin.</p> <p>-Kohn, A. (1996). The classroom as community. In A. Kohn, <i>Beyond discipline: From compliance to community</i>. ASCD.</p>
Week 14	<p>Unit 4: Effective Teaching</p> <p>Team Teaching</p> <p>Evaluation:</p> <ul style="list-style-type: none"> - Peer and Self Evaluation 			<p>Woolfolk, A. (2007). <i>Educational psychology</i>. Boston, MA: Pearson Education.</p> <p>-Slavin, R. (2011). <i>Educational Psychology: Theory & Practice</i>. New York, NY: Prentice Hall.</p> <p>-Snowman, J. & Biehler, R. (2003). <i>Psychology applied to teachers</i>. Boston, MA: Houghton Mifflin.</p> <p>-Kohn, A. (1996). The classroom as community. In A. Kohn, <i>Beyond discipline: From compliance to community</i>. ASCD.</p>
Week 15	Review and Summation of the Course		20 %	<p>Assignment 3 Due: Reflections May 2nd</p>