GENERAL INFORMATION

Course Prefix/Number: EDG3321	Course Title: **General Teaching Skills**

Number of Credits: 3 credits

Degree Type	☐ B.A. ☐ B.S. ☐ B.A.S ☒ A.A. ☐ A.S. ☐ A.A.S.
	☐ C.C.C. ☐ A.T.C. ☐ V.C.C

Date Submitted/Revised: 4/02/12	Effective Year/Term: 2012-1

☐ New Course Competency   ☒ Revised Course Competency

Course Description (limit to 50 words or less):

The student will learn human development theories, learning theories, and research based pedagogy as they apply to the teaching and learning process. The student will apply and incorporate principles and skills of effective teaching through a variety of instructional activities. Special fee. (3 hr. lecture)

Prerequisite(s): EDF1005, and EME2040, and EEX2000, EDF2085,	Corequisite(s):

Competencies:

Competency 1:
The student will connect developmental/learning theories and other student information to the planning of instructional activities by:

1. Examining and identifying the historical perspectives of human development including theories of Locke, Rousseau, Darwin, Binet, and Baldwin.
2. Exploring, discussing, and identifying the patterns of physical, social, and academic development of students.
3. Identifying motivational strategies and factors that encourage students to be achievement and goal oriented.
4. Describing and identifying the strengths and weaknesses of various theories such as cognitive development (Bandura, Bruner, Piaget), behaviorism (Skinner, Watson), constructivism (Vygotsky), psychosocial development (Erikson), ethological theories of development (Lorenz), and maturational theory (Gesell).
5. Identifying theories and research that form the basis of curriculum development and instructional practice.
6. Applying learning theories to classroom practice.

Competency 2:
The student will apply knowledge of human development and learning theories to ensure instruction is aligned with state adopted standards by:

1. Distinguishing between instructional long- term goals and short-term objectives appropriate to student needs.
2. Identifying activities to accommodate different learning needs, developmental levels, and experiential backgrounds.

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3. Designing and varying activities to accommodate different student learning needs, developmental levels, experiential backgrounds, linguistic development, and cultural heritage.
4. Identifying materials based on instructional objectives, student learning needs, and performance.
5. Planning lessons with identified student performance and learning outcomes.
6. Designing and aligning an appropriate formative assessment to monitor student learning and match learning objectives.

Competency 3:
The student will discriminate and apply effective teaching and communication strategies by:
1. Identifying appropriate communication techniques with students.
2. Identifying effective classroom management and flexible grouping strategies for specific instructional activities.
3. Identifying appropriate techniques for leading class discussion.
4. Identifying ways to correct student errors.
5. Identifying non-verbal communication strategies that promote student actions and performance.
6. Choosing effective communication techniques to convey high expectations for student learning.

Competency 4:
The student will consistently demonstrates research based instruction by:
1. Aligning instruction with state-adopted standards at the appropriate level of rigor.
2. Selecting appropriate formative assessments to monitor learning.
3. Modeling clear, acceptable oral and written communication skills.
4. Employing higher-order questioning techniques.
5. Designing purposeful professional goals to strengthen the effectiveness of instruction based on students' needs.