

GENERAL INFORMATION	
Course Prefix/Number: EPI0002	Course Title: Instructional Strategies
Number of Credits: 3 credits	
Degree Type	<input type="checkbox"/> B.A. <input type="checkbox"/> B.S. <input type="checkbox"/> B.A.S. <input checked="" type="checkbox"/> A.A. <input type="checkbox"/> A.S. <input type="checkbox"/> A.A.S. <input type="checkbox"/> C.C.C. <input type="checkbox"/> A.T.C. <input type="checkbox"/> V.C.C.
Date Submitted/Revised: 3/30/12	Effective Year/Term: 2012-1
<input type="checkbox"/> New Course Competency <input checked="" type="checkbox"/> Revised Course Competency	
Course Description (limit to 50 words or less): The student will learn to connect human developmental theories to the planning of instructional activities. The student will learn to apply varied teaching strategies, create questions that address all levels of the cognitive domain, create lesson plans to include objectives, anticipatory set, practice, and assessment as well as to research professional literature to hone the craft of effective teaching. (3 hr. lecture)	
Prerequisite(s):	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 the historical perspectives of human development including theories of Locke, Rousseau, Darwin, Binet, and Baldwin.
2. Exploring, identifying, and discussing the patterns of physical, social, and academic development of students.
3. Examining motivational strategies and factors that encourage students to be achievement and goal oriented.
4. Comparing and contrasting 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), stages of moral development (Kohlberg), and stages of the ethics of care(Gilligan).
5. Analyzing theories and research that form the basis of curriculum development and instructional practice.
6. Applying learning theories to integrating subject matter with other disciplines and life experiences
7. Applying the principles of learning theories to an emerging personal philosophy statement.

Competency 2:

The student will apply knowledge of human development and learning theories to ensure that lesson planning, instruction, and assessment is aligned with state adopted standards by:

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1. Distinguishing between instructional long- term goals and short-term objectives appropriate to student needs
2. Designing a variety of activities to accommodate different student learning needs, taking into consideration developmental levels, experiential background, linguistic development, and cultural and family heritage.
3. Identifying materials based on instructional objectives, student learning needs, and performance.
4. Planning lessons with identified student performance and learning outcomes.
5. Designing and aligning an appropriate formative assessment to monitor student learning and match learning objectives.
6. Aligning instruction with state-adopted standards at the appropriate level of rigor.

Competency 3:

The student will discriminate and apply effective teaching and communication strategies by:

1. Modeling clear, acceptable oral and written communication skills.
2. Identifying effective classroom management and flexible grouping strategies for specific instructional activities.
3. Identifying appropriate higher order questioning 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. Identifying effective communication techniques to convey high expectations for student learning.
7. Sequencing lessons and concepts to ensure coherence and required prior knowledge.
8. Applying varied instructional strategies and resources to include appropriate technology to provide comprehensible instruction and to teach for student understanding.

Competency 4:

The student will identify and align the instructional elements of planning, strategy and activity selection, and assessment by:

1. Analyzing and applying data from multiple assessments and measures to diagnose students' learning needs, informing instruction based on those needs, and driving the learning process.
2. Identifying the factors that affect the assessment of all students.
3. Reviewing assessment data about individual students to determine their entry-level skills, deficiencies, academic and language development progress, and personal strengths, and to modify instruction-based assessment.
4. Designing and aligning formative and summative assessments that match learning objectives and lead to mastery.
5. Identifying and sequencing learning activities that support study skills and test taking strategies.
6. Identifying ways to correct student errors.

Competency 5:

The student will develop lesson planning elements including objectives, anticipatory set, skill practice, and assessment by:

1. Implementing a lesson plan format that meets the institutional guidelines of Miami Dade College (MDC) School of Education (SOE) and the local district.
2. Aligning objectives, anticipatory set, skill practice, and assessment elements with mandated curricular priorities such as Next Generation Sunshine State Standards, Benchmarks, and Grade Level Expectations.

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3. Developing learning experiences that require students to demonstrate a variety of applicable skills and competencies.

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