

GENERAL INFORMATION	
Course Prefix/Number: EPI0004	Course Title: The Teaching & Learning Process
Number of Credits: 3 credits (3 hr. lecture)	
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 the philosophies of major theorists and the applications to the teaching and learning process from pre-school to high school. The student will learn to develop lesson planning to include best practices, accommodations for diverse learning styles, and elements of educational testing and assessment. The student will learn to develop his/her own philosophy of education. Ten hours of clinical experience are required. (3 hr. lecture)	
Prerequisite(s):	Corequisite(s):

Competencies:
Competency 1:

The student will demonstrate knowledge of the principles of learning theories and their application to the teaching and learning process by:

1. Identifying strategies observed in the field setting which exemplify established developmental theory in order to facilitate acquisition of research-based best practices in planning, delivering instruction, and assessing all learners.
2. Providing examples observed in the field setting of the processes of thinking, acquiring or constructing knowledge, the nature of meaning, and problem solving.
3. Expanding the emerging personal philosophy statement to include recognition of new understandings of the application of learning theories in a real-world context.

Competency 2:

The student will demonstrate an understanding of the subject matter and its relationship to the teaching and learning process by:

1. Identifying the principles of motivational theory including the behavioral, humanistic, social learning, and cognitive approaches.
2. Developing students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter.
3. Identifying gaps in students' subject matter knowledge.
4. Modifying instruction to respond to preconceptions or misconceptions.
5. Relating the subject matter with other disciplines and life experiences.

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6. Analyzing varied instructional strategies and resources, including appropriate technology, providing comprehensible instruction and teaching for student understanding.
7. Identifying assessments and testing conditions to accommodate learning styles and varying levels of knowledge.

Competency 3:

The student will explore best practices for teaching and learning to ensure assessment is aligned with instruction by:

1. Exploring, discussing, and describing the concepts of the major educational theorists relative to effective teaching practices across gender, ethnicity, race, sexual orientation, and disabilities.
2. Identifying and discussing various methods of analyzing student's learning needs that accommodate individual differences, including linguistic and cultural differences.
3. Demonstrating an understanding of the use of the following best practice strategies for teaching students with wide ranges of abilities: thematic learning, classroom workshops, authentic learning experiences, small group activities, and reflective assessment.
4. Designing a system to provide immediate and specific feedback to students to promote student achievement.
5. Utilizing student feedback to monitor instructional needs and to adjust instruction.
6. Designing and aligning formative and summative assessments that match learning objectives and lead to mastery.
7. Sharing the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s).

Competency 4:

The student will apply the elements of educational testing and assessment by:

1. Identifying the purposes of assessment across disciplines.
2. Defining basic terminology used in assessment.
3. Identifying measurement concepts, characteristics, and uses of norm-referenced, criterion-referenced, and performance assessments.
4. Identifying appropriate methods, strategies, and evaluation instruments for assessing student levels, needs, performances, and learning.
5. Identifying the use and limitations of assessment instruments.
6. Sharing the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s).

Competency 5:

The student will develop and implement aligned lesson planning elements including accommodations for learning styles and varying levels 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 planning elements with mandated curricular priorities such as: Next Generation Sunshine State Standards, Benchmarks, and Grade Level Expectations.
3. Incorporating the three stages of Understanding by Design by planning a unit for subject area teaching.
4. Developing learning experiences that require students to demonstrate a variety of applicable skills and competencies.

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5. Using a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lesson.
6. Modifying assessments and testing conditions to accommodate learning styles and varying levels of knowledge.
7. Using a variety of assessment tools to monitor student progress, achievement, and learning gains.

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