

Course Description**EDG3321 | General Teaching Skills | 3.00 credits**

The student will learn how human development and learning theories, developments in educational neuroscience, and current research-based pedagogy apply to the teaching and learning process. The student will incorporate principles and skills of effective instructional planning, including differentiated instruction, aligning instructional teaching skills to practice, selecting appropriate formative assessments, and developing learning experiences that require students to demonstrate a variety of skills.

Course Competencies

Competency 1: Connect developmental learning theories and student information to the planning of instructional activities by:

1. Discussing patterns of academic, personal, and physical development among all students
2. Identifying educational strategies and brain development factors that encourage students to be achievement-driven and goal-oriented
3. Researching theories that form the foundation of effective curriculum development and instructional practice
4. Comparing and contrasting the strengths and limitations of various developmental and learning theories, such as cognitive, behaviorism, cognitive, constructivism, social development, motivation, and intelligence

Competency 2: Apply learning theories to instructional design and planning by:

1. Determining long-term instructional goals and short-term objectives that align with state-adopted standards and address all students' learning needs at the appropriate level of rigor
2. Selecting a variety of instructional practices, materials, and technologies that foster critical, creative, and reflective thinking
3. Aligning lessons with state-adopted standards at the appropriate level of rigor
4. Designing instructional activities that accommodate varied learning profiles, developmental levels, experiential backgrounds, and linguistic development
5. Determining educational practices that encourage innovation and foster a supportive and safe classroom climate for all learners
6. Applying techniques from Bloom's Taxonomy that promote the development of higher-order critical thinking skills
7. Selecting formative and summative assessments that align with learning objectives and promote student mastery
8. Explaining the rationale for lesson design using educational principles

Competency 3: Apply effective teaching and communication strategies by:

1. Using effective techniques to communicate high expectations to all students
2. Identifying classroom management, self-regulation, and flexible grouping strategies appropriate for specific instructional activities
3. Applying techniques for modeling appropriate oral and written communication skill
4. Implementing educational practices that promote innovation and a positive learning environment
5. Selecting communication strategies that clearly convey expectations for learning and engagement
6. Delivering a lesson in a clinical teaching lab and facilitating a whole-class mini-teach experience

Competency 4: Apply knowledge of instructional delivery and facilitation through a comprehensive understanding of subject matter by:

1. Using motivational strategies to engage and challenge students through different learning approaches
2. Relating subject matter to life experiences and interdisciplinary connections
3. Selecting varied instructional strategies, resources, and appropriate technology for relevant and comprehensible instruction
4. Applying subject-specific activities that accommodate the learning needs, developmental levels, and experiential backgrounds of all students