



**TED UNIVERSITY
FACULTY OF EDUCATION**

**EDU 102 INSTRUCTIONAL PRINCIPLES AND METHODS
(2-2)3 Credits/6 ECTS Section 1
Fall 2016**

Instructor: Assist. Prof. Dr. Tülin Haşlamam

Time and Place: Tuesday at 13.00-14.50 (A 131) and Friday 11:00/12:50 (B 341)

Office Hours: Tuesday, 16.00-17.00; Friday 10.00-11.00

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"It is almost a miracle that modern teaching methods have not yet entirely strangled the holy curiosity of inquiry; for what this delicate little plant needs more than anything, besides stimulation, is freedom."

Albert Einstein

Catalog description: This course is about learning sciences, principles of learning and teaching, design and management of learning and teaching, the main components of teaching (planning, learning and teaching, assessment), learning and teaching methods and techniques, learning standards and teaching competencies.

Course Description: Learning and cognition, learning in the social and cultural context, individual differences among students, motivation, learning and teaching methods, design and management of learning and teaching, instructional planning, assessment of student learning: summative and formative assessments, designing learning experiences, a safe and challenging learning environment, learning standards and teaching competencies, teacher professional development.

Course Learning Outcomes:

Upon successful completion of this course, you will be able to:

1. interpret how learners construct knowledge, acquire skills, and develop thinking processes
2. identify differences in approaches to learning and teaching
3. critique variety of instructional strategies that promote learning of each and every student
4. generate curriculum frameworks and instructional plans that foster growth of all students
5. prescribe learning environments that support individual and collaborative learning for all students
6. select appropriate assessments to address specific learning goals and individual differences

Main Reading:

Borich, G. (2011). *Effective Teaching Methods: Research-Based Practice* (8th Edition). Upper Saddle River, N.J.: Merrill.

Supplementary Readings:

Jordan, A., Carlie, O., Stack, A. (2008). *Approaches to learning: A Guide for teachers*. Maidenhead, UK: Open University Press.
http://www.principals.in/uploads/pdf/CurriculumDesignPlanning/Jordan_Approaches_to_Learning_0335226701.pdf

Zimmerman, B. J., (1990). Self-regulated learning and academic achievement: An overview, *Educational Psychologist*. 25, 3-17.

**This syllabus and schedule are subject to change.*

Student Workload (Total 180 Hrs)

Lectures (38 hrs), Readings (30 hrs), Hands-On Work (14 hrs), Homework (20hrs), Resource Review (20hrs), Portfolio (34 hrs), Field trips (10hrs), Observation (14 hrs)

Planned Learning Activities & Teaching Methods

Telling/explaining, Discussion, Questioning, Scaffolding/Coaching, Demonstrating, Predict-Observe-Explain, Video Presentations, Web Searching, Using Social Media

COURSE POLICIES

I. TED University Code of Academic Integrity

TED University takes academic integrity seriously. **Please read through the entire code acquaint yourself with how violations are defined.** Entire code might be found at the following link: <http://www.tedu.edu.tr/Assets/Documents/Content/genel/TEDU-Academic-Catalog.pdf>

II. Attendance

This course requires your regular participation, attendance and punctuality. It is expected you to attend the class on a regular basis and be on time. It is your responsibility to keep in touch with me about the emergencies prior to class. ***Exceeding 10% of attendance with unexcused absences will result a half letter grade reduction.*** The TEDU policy concerning attendance will be followed strictly.

III. Late Work

You are supposed to turn in each assignment on time. I will only accept late assignments in unusual circumstances (e.g. documented illness). In all other cases, I will reduce %10 of the total point per day for late work, and the assignment will not be accepted after three days late.

IV. Assignment Rules

All assignments must be typed and prepared in APA style. It is expected that you turn in assignments on time.

V. Academic Honesty Policy

This course adheres to the academic honesty policy. I expect that all work submitted and presented by you will be your own original work and that the contributions of others will be openly acknowledged. Failure to adhere to this policy will result in disciplinary action. For more information:

a. Plagiarism is a form of dishonesty that occurs when a person passes off someone else's work as his or her own. This can range from failing to cite an author for ideas incorporated into a student's paper to cutting and pasting paragraphs from different websites to handing in a paper downloaded from internet. All are plagiarism.

b. *All parties to plagiarism are considered equally guilty.* If you share your coursework with another student and she plagiarizes it, you are considered as guilty as the one who has plagiarized your work, since you enabled the plagiarism to take place. *Under no circumstances should a student make his/her coursework available to another student unless the instructor gives explicit permission for this to happen.* Copying someone's work is an extreme and straightforward act of plagiarism. More commonly, however, students plagiarize without realizing they are doing so. This generally happens when a student fails to acknowledge the source of an idea or phrasing. *Avoid plagiarism by citing sources properly!*

VI. Announcements

All announcements will be sent to your e-mail address. It is your responsibility to keep your e-mail address operative all times. Check your e-mails regularly in order to be informed.

COURSE ASSIGNMENTS

**This syllabus and schedule are subject to change.*

1. Midterm Exam (25 points)

Throughout the semester one written midterm exam will be conducted comprising the topics covered. The date of midterm is **November 11**.

2. Field Trip Reflection (10 points)

This semester you will make a field trip to an elementary school to conduct observations of classroom teaching. Your observations will be guided by our topics in the course (e.g. lesson plan, goals and objectives, methods of teaching, assessment). You are supposed to write at least 3-pages reflection paper after your observation. I will provide a detailed rubric as a guide so that you can conduct your observations accordingly. Field trip reflections are due on the first Saturday following the observation day by 8 p.m. Please upload to Moodle your assignments (and do not forget to include the copies of your reflection in your portfolio). Your field trip is scheduled for **December 2**.

3. Infographic (10 points)

Information graphics, or infographics, are visual representations of information, data or knowledge intended to present information quickly and clearly. They can improve cognition by utilizing graphics to enhance the human visual system's ability to see patterns and trends. In this semester you will design an infographic, using a web 2.0 tool in order to explain your learning process "**How can I learn better?**"

You have one checkpoint date listed in the syllabus (**November 9**). On those dates, you are supposed to bring your infographic to the class to share with your classmates. On the last day of the classes you will present your infographics to the university (do not forget to include infographics in your portfolio)

4. Portfolio (e-portfolio) (25 points)

Portfolio is a collection of different types of information gathered over time. It includes a wide range of materials representing the new knowledge and skills gained. Throughout the semester I will work with you to understand the meaning and value of a portfolio. For this class, you are supposed to prepare a portfolio. Your portfolio will cover all the work that will be carried out in and outside of the class. I want you to think out of the box, be free, and creative when preparing your portfolio. Your portfolio should include the following and beyond:

- 1) All the materials you will create during the classes (group activities, reflections to readings, and videos, timeline, infographic etc.).
- 2) Out of class materials connecting to our course topics (e.g. newspaper pieces, photos)
- 3) During the fourth week of the course, you are supposed to make a group presentation (**Presentation 1**) in groups of 3-4 about the application of a learning theory (Constructivism, Behaviorism, Cultural Learning Theory, and Cognitivism). The documents related to this presentation should go inside of your portfolio. This presentation with its documents will cover **5 points** of your portfolio grade.
- 4) Towards the end of the course you are supposed to make another group presentation (**Presentation 2**) in groups of 4-5. The documents related to this presentation should also go inside of your portfolio (10 points).

Information about the Presentation 1:

During the fourth week of the course, you are supposed to make a group presentation in groups of 3-4. You are supposed to choose one of the learning theories (Constructivism, Behaviorism, Cultural Learning Theory, and Cognitivism) and a subject matter from disciplines such as Social Studies, Music Education, Science Education, Mathematics

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Education, and Art Education. In your presentation, you will share about how the subject matter you chose would be taught in the light of the theory you pick.

Information about the Presentation 2:

You are supposed to work in groups of 4-5 and create an instructional plan. Your written instructional plan should include: A Brief Context (*Who is the teacher? Who are the learners? What is the location/place of the teaching and how does place matter?*) A Specific Subject Area/Topic (*What is your subject area? -e.g. mathematics, social studies- What is your specific topic? -e.g. number operations, climate change-*) Goals and Objectives (*What are your specific goals and objectives? How did you set the goals/objectives?*) Teaching Methods (*What are your teaching methods? -You should use at least two teaching methods- What is the rationale behind selecting these teaching methods?*) Assessment (*How will you assess the learning? Which assessment techniques are you going to use and why?*) A Short Video (*You will record a video in which you demonstrate the teaching process you planned, particularly when you are using the "teaching methods". This video will be a snapshot of your instructional plan. Think out the box when planning the video process. You are going to share the video with the class during your presentation.*)

You have one checkpoint date listed in the syllabus **(December 9)**. On those dates, you are supposed to bring your portfolio to the class to share with your classmates. Each of these sharing times will be graded out of 3 points. On the last day of the classes **(December 28)**, you will hand in the final portfolio which will be graded out of 7 points.

Portfolio Grading Rubric

Activity	Points
Presentation 1 & Materials	5 pts
Presentation 2 & Materials	10 pts
Portfolio	10 pts
Total Grade for Portfolio	25 pts

5. Final Exam (30 points)

A written final exam will be conducted comprising the topics covered. Final exam date will be announced by the university.

****All the course requirements will be clarified in a timely manner before the activity or assignment is due.***

Grading Rubrics

Grading rubrics for field trip reflections and instructional presentation will be presented and clarified in class in a timely manner before they are due.

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Course Grading

Activity	Percentage	Grading Scale	
Midterm	25	AA	90-100
Field trip reflection	10	BA	85-89
Designing infographic	10	BB	80-84
Portfolio	25	CB	75-79
Final Exam	30	CC	70-74
		DC	60-69
		DD	50-59
		F	0-49
		FX	Both absent and unsuccessful

COURSE ASSESSMENT & LEARNING OUTCOMES MATRIX**Assignments****Course Learning Outcomes**

Midterm

#1, #2, #3, #4

Field trip reflections

#3, #4, #5, #6

Designing infographic

#1, #2, #3, #6

Portfolio

#1, #2, #3, #4, #5, #6

Final Exam

#1, #2, #3, #4, #5, #6

COURSE SCHEDULE

Dates	Process	Readings
26-30 Sep.	Meeting the students and overview of the course and introduction to the basic concepts related to instruction.	Self-regulated learning Chapter 1: The Effective Teacher
03-07 Oct.	Presenting and practicing basic concepts related to instruction. Infographic design apps: Piktochart Designing an infographic	Chapter 2: Understanding Your Students
10-14 Oct.	Presenting and practicing different approaches to learning: Behaviorism, cognitivism, constructivism, cultural learning. Preparing timeline	Approaches to Learning (Jordan et al)
17-21 Oct.	Student presentations on learning theories	Approaches to Learning
24-28 Oct.	Presenting and practicing basic concepts related to goals and objectives, taxonomies of objectives.	Chapter 5: Goals, standards, and objectives
31 Oct.-04 Nov.	Presenting and practicing unit and daily lesson plans.	Chapter 6: Unit & lesson planning
07-11 Nov.	Presenting and practicing questioning strategies Midterm on November 11	Chapter 8: Questioning Strategies

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14-18 Nov.	Presenting and practicing direct instruction & teaching methods <u>Check Point for Infographic "How can I learn better?"</u>	Chapter 9: Teaching Strategies for Direct Instruction
21-25 Nov.	Presenting and practicing indirect instruction & teaching methods	Chapter 10: Teaching Strategies for Indirect Instruction
28 Nov.-02 Dec.	Presenting and practicing integrated instruction & teaching methods Field Trip on December 2	Chapter 11: Self-directed learning
05-09 Dec.	Presenting cooperative learning <u>Check Point for portfolio</u>	Chapter 12: Cooperative Learning
12-14 Dec.	Student presentations on teaching methods	Student presentations
17-21 Dec.	Presenting and practicing technology integration in to courses	Chapter 7: Technology Integration in Instruction
24-28 Dec.	Presenting basic measurement and evaluation methods in education.	Chapter 13: Assessing Learners
02-14 January FINAL		

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