

Department of Teaching and Learning
Inquire. Educate. Innovate.

Course Information

Prefix & Number	EDWF 439 / EDW 539
Title	Methods of Teaching Workforce Education
Credits	3 Credit Hours
Semester	
Instructor	
Office/Phone/Email	
Class Location	
Office Hours	
Prerequisites	
Course Description (Course Introduction)	The purpose of this course is to develop the student’s ability to select and implement effective instructional techniques. Decision making models, curriculum development, learning principles, instructional strategies, classroom management, student differences, student motivation and classroom discipline models to be covered. Three major conceptual schemes comprise the focus of this course: planning for teaching, implementing the lesson, and managing the classroom. Although the major emphasis of the course will be on effective instruction based on empirical research and experience, personal views on teaching by class will be considered as well.
SPA Standards Addressed: Standard Domain Areas Addressed in this Course INTASC Principles Addressed in this Course (please insert three	<ol style="list-style-type: none"> 1. Learner Development: Understanding how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. 2. Learning Differences: Understanding of individual differences and diverse cultures and communities. 3. Learning Environment: Create environments that support individual and collaborative learning.

<p>subcomponents to them (performance, essential knowledge, and critical dispositions)</p>	<ol style="list-style-type: none"> 4. Content Knowledge: Understanding of the central concepts, tools of inquiry, and structures of Career and Technical Postsecondary Education and selected disciplines. 5. Application of Content: Understanding of the context of learning and development within a multicultural and diverse society. 6. Assessment: Understanding and uses multiple methods of assessments to engage learners in their own growth. 7. Planning for Instruction: Planning for instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas. 8. Instructional Strategies: Uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas. 9. Professional Learning and Ethical Practice: Engages in ongoing professional learning and uses evidence to evaluate practice. 10. Leadership and Collaboration: Seeks appropriate leadership roles and opportunities to take responsibility for student learning.
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ESSENTIAL KNOWLEDGE

- Understands how learning occurs -- how learners construct knowledge, acquire skills, and develop disciplined thinking processes – and knows how to use instructional strategies that promote student learning (1d).
- Understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family and community values (2j).
- Knows how to help learners work productively and cooperatively with each other to achieve learning goals (3j).
- Understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals (5l).
- Understands the differences between formative and summative applications of assessment and knows how and when to use each (6j).
- Knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts (10n).

REQUIRED TEXTBOOK

- A Handbook for Classroom Instruction (2nd Edition)
Howard Pitler and Bj Stone

- Classroom Instruction that Works: Researched-Based Strategies for Increasing Student Achievement (2nd Edition)
- Ceri B. Dean, Elizabeth Ross Hubbell, Howard Pitler and Bj Stone

Recommended:

- The First Days of School: How To Be An Effective Teacher
Harry K. Wong, Rosemary T. Wong

PERFORMANCE SKILLS

- Assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) [1a].
- Designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways (2a).
- Collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work (3c).
- Engages learners in applying methods of inquiry and standards of evidence used in the discipline (4c).
- Engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (5b).
- Engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process (6e).
- Plans collaboratively with professionals who have specialized expertise to design and jointly deliver as appropriate learning experiences to meet unique learning needs (7e).

CRITICAL DISPOSITION

- Takes responsibility for promoting learners' growth and development (1j).
- Makes learners feel valued and help them learn to value each other (2n).
- Committed to work toward each learner's mastery of disciplinary content and skills (4r).
- Values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing learning environments (3o).
- Constantly exploring how to use disciplinary knowledge as lens to address local and global issues (5q).
- Committed to providing timely and effective feedback to learners on their progress (6s).
- Respects learners' diverse strengths and needs and is committed to using the information to plan effective instruction (7n).
- Embraces the challenge of continuous improvement and change (10t).

OBJECTIVES

Upon completion of EDW 439/539, the student should be able to:

- Formulate performance objectives to guide instructions.
- Utilize cognitive, affective and psychomotor taxonomies.
- Prepare a task analysis on a performance objective.
- Develop strategies for diagnosing student skills.
- Formulate lesson plans.
- Identify at least three possible funding sources for a project idea.
- Demonstrate relevant teacher actions through peer teaching episodes.
- Elicit relevant student behavior during instruction.
- Develop methods for maximizing student motivation.
- Influence student retention, transfer and rate and degree of learning.

LEARNER ACTIVITIES:

Each student will be responsible for the following activities:

1. Formulate philosophy statement.
2. Complete reflection questions.
3. Develop an inventory of Bloom's, Lemov or Marzano Strategies.
4. Develop a planning model and rationale.
5. Complete a lesson plans that include behavioral objectives for each level of affective, psychomotor, and cognitive domains for the final group project.
6. Present final group project.
7. Attend and actively participate in discussion, teaching sessions (role of learner) and other activities. Such participation is essential to the learning process, and you will be graded accordingly.

ASSIGNMENTS

1. Completion of all Assigned Readings.
2. Reflection Quest(s): 539-(200 points/ 50 each); 439-(100 points/ 25 each)
3. Bloom's/Marzano/Lemov Strategies Assignment (100 points).
4. Philosophy Statement (100 points).
5. Planning Model and Rationale (250 points).
6. Final Project/Presentation (200 points).
7. Class Participation/ Attendance (150 points)

Students are expected to attend all classes, be punctual and contribute to class discussions and group activities.

Note: Each writing assignment not turned in on time will result in 10 points being removed from your grade. Failure to turn in assignments will result in a grade of 0 (zero).

NOTE: Written assignments should follow APA guidelines.

Final Grade: (Percent of 1000 points possible/EDW 539; 900 points possible for EDW 439)

A	=	93-100	C	=	72-76
A-	=	90-92	C-	=	70-71
B+	=	87-89	D+	=	67-69
B	=	82-86	D	=	62-66
B-	=	80-81	D-	=	60-61
C+	=	77-79	F	=	59 and below

COURSE OUTLINE

<u>Date</u>	<u>Subject</u>	<u>Due</u>
Sept. 17	Introduction/Overview Pre-Test History of CTE/Professional Organizations Effective Teaching Instructional Strategies- Group Assignments Reflective Teaching Teaching Styles/Learning Styles Student Diversity Personal Educational Philosophy	
Sept. 24	Instructional Strategies (cont.) Lesson Delivery Bloom's Taxonomy/ Marzano/Lemov Planning Model	Philosophy Reflection Q&A
Oct. 1	Task Analysis Objectives Lesson Planning Instructional Strategies (cont.) Mid-semester Feedback	Planning Model Reflection Q&A
Oct. 8	Classroom Management Discuss Mid-semester Feedback Student Motivation and Discipline The Art of Questioning Instructional Strategies (cont.) Homework	Reflection Q&A

Oct. 15	DACUM/SCID	Lesson Plans for Presentation Reflection Q&A Bloom's/Marzano Or Lemov Proj.
Oct. 22	Final Projects/Presentations Post-Test	Presentations

SPECIAL NOTES

Academic Misconduct

Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright

The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)

The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will

be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy

Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching

The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades

The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring and Coaching

The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call [702-895-3177](tel:702-895-3177). The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes

available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Rebelmail

By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is acceptable.

Final Examinations

The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

Library Resource

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Any other class specific information

(e.g., absences, make-up exams, status reporting, extra credit policies, plagiarism/cheating consequences, policy on electronic devices, specialized department or college tutoring programs, bringing children to class, policy on recording classroom lectures, etc.)

Note: The instructor reserves the right to change the schedule and requirements for this course. Announcements regarding changes to the syllabus and /or class assignments made during scheduled lectures are your responsibility.

***WARNING: Points will be deducted for texting during class lectures/activities.

University of Nevada, Las Vegas

[Handwashing]

Please visit the link below:

NOTE: <http://www.cdc.gov/handwashing/>