

**College of Micronesia-FSM**

**COURSE OUTLINE COVER PAGE**

Introduction To Professional Teaching

ED210

**Course Title**

**Department and Number**

**Course Description:** This is the introductory course for those planning to enter the teaching profession. The course introduces the basic education terminology, basic teaching methods, basic principles of assessment, introduction to classroom management, and lesson planning using student learning outcomes. A brief lesson is prepared and taught by students in the final stages.

**Course Prepared by:** Education Division

**State** Palikir Campus

	Hours per Week		No. of Week		Total Hours	=	Semester Credits
<b>Lecture</b>	<u>3</u>	x	<u>16</u>	x	<u>48</u>	=	<u>3</u>
<b>Laboratory</b>		x		x		=	
<b>Workshop</b>		x		x		=	
					Total Semester		<u>3</u>
					Credits		

**Purpose of Course:**

Degree Requirement

X

Degree Elective

Certificate

Other

**Prerequisite Course(s):**

EN110 and 120a

Signature, Chairperson, Curriculum Committee

Date Approved by Committee

Signature, President, COM-FSM

Date Approved by President

## **I. PROGRAM LEARNING OUTCOMES**

1. The student will be able to demonstrate a mastery of the content of the elementary school curriculum.
2. The student will be able to develop and demonstrate elementary school curriculum in English and the heritage language.
3. The student will be able to use (demonstrate) a variety of teaching strategies to meet the learning needs of bilingual elementary school students.
4. The student will be able to assess and evaluate elementary school student learning at both the formative and summative levels.
5. The student will be able to organize and manage a classroom environment for learning.
6. The student will be able to demonstrate and use background knowledge in the following areas; learning theories and principles, human development, language development, technology, educational foundations, sociocultural issues and individual and group motivation.
7. The student will be able to demonstrate professionalism.

## **II. COURSE OUTCOMES:**

**A. General:** The student will:

1. Compare traditional Micronesian and modern education in the FSM.
2. Develop a concept of positive attributes for a Micronesian teacher.
3. Develop a basic understanding of education terminology.
4. Demonstrate basic understanding of FSM education curriculum in the elementary school.
5. Demonstrate an understanding of student learning outcomes.
6. Demonstrate an understanding of teaching strategies and methods used in elementary schools.

7. Demonstrate a basic understanding of group process and individualized instruction.
8. Demonstrate a basic understanding of elementary school student evaluation.
9. Write and teach a complete lesson plan.

**B. Specific:**

1. The student will compare traditional Micronesian and modern education in the FSM.

<b>Student Learning Outcomes</b>	<b>Suggested Assessment Strategies</b>
1a. Given lecture and research provide a summary comparing and contrasting traditional and modern education using the concepts of the environment, change and decision-making.	1a. Student summarizes the understanding by providing written evidence on examinations and/or other instruments as chosen by instructor.

2. The student will develop a concept of positive attributes for a Micronesian teacher.

<b>Student Learning Outcomes</b>	<b>Suggested Assessment Strategies</b>
2a. Given text readings and lecture provide a summary of positive teaching attributes of a good teacher.	2a. Student summarizes the understanding by providing written evidence on examinations and/or other instruments as chosen by the instructor

3. The student will develop a basic understanding of education terminology.

<b>Student Learning Outcomes</b>	<b>Suggested Assessment Strategies</b>
3a. Given terminology from the text and from lecture define and use specified education terms and jargon. 3b. Define and use terminology at various levels of complexity	3a. Student defines and demonstrates understanding of terminology by written evidence on examinations and/or other instruments chosen by the instructor. 3b. Student defines and uses various educational terms at various levels of complexity. Complexity is judged on the number of valid points stated about a concept. These are ascertained on the instruments chosen by the instructor.

4. The student will demonstrate a basic understanding of FSM curriculum in the elementary school.

<b>Student Learning Outcomes</b>	<b>Suggested Assessment Strategies</b>
4a. Given text readings, lecture and curriculum handouts, explain the various curricula found in the elementary school. 4b. Explain curriculum in terms of curriculum standards. 4c. Explain curriculum at various levels of complexity.	4a 4b and 4c- Student summarizes the understanding by providing written evidence on examinations and/or other instruments as chosen by the instructor

5. The student will demonstrate an understanding of student learning outcomes.

<b>Student Learning Outcomes</b>	<b>Suggested Assessment Strategies</b>
5a. Identify student learning outcomes as part of the cognitive, affective and/or psychomotor domains.  5b. Given text readings, lecture and group practice write student learning outcomes at all levels of Bloom's Taxonomy.	5a and 5b Student summarizes the understanding by providing written evidence on examinations and/or other instruments as chosen by the instructor

6. The student will demonstrate teaching strategies and methods in the elementary school.

<b>Student Learning Outcomes</b>	<b>Suggested Assessment Strategies</b>
6a. Given text readings, lecture and group practice, explain and be able to use correctly the following concepts: stimuli, motivation, physical skills, mental skills, manipulative skills, habits, conditioning, training, trial and error, insight, imitation, memorization and barriers to learning. 6b. Demonstrate a lesson and relate the above terms to the education lesson. 6c. Demonstrate an understanding of classroom management by demonstrating the concepts of fairness, uniform application of rules, consistent application of sanctions and the basic classroom rules for behavior	6a. Student summarizes the understanding by providing written evidence on examinations and/or other instruments as chosen by the instructor 6b. Following the delivery of lesson the student will summarize the experience by using the educational terms noted and relating them to the actual teaching experience. 6c. Student creates five to seven classroom rules that incorporate the basics of "good" rules.

7. The student will demonstrate an understanding of group process and individualized instruction.

<b>Student Learning Outcomes</b>	<b>Suggested Assessment Strategies</b>
7a. Summarize the basic concepts of group process 7b. Summarize the basic concept of individualized instruction 7c. Demonstrate completing class assignment in groups. 7d. Demonstrate individualized instruction	7a and 7b. Student summarizes the understanding by providing written evidence on examinations and/or other instruments as chosen by the instructor 7c. Students demonstrate group assignments by participation and completion of group assignments. 7d. Students work with individuals and provide written evidence in pre-post form.

8. The student will demonstrate a basic understanding of elementary school student evaluation.

<b>Student Learning Outcomes</b>	<b>Suggested Assessment Strategies</b>
8a. Demonstrate an understanding of the various purposes of evaluation-centered around the theme “Evaluation is for Improvement.” 8b. Demonstrate the evaluation of a lesson from the lesson plan format.	8a. Student summarizes the understanding by providing written evidence on examinations and/or other instruments as chosen by the instructor 8b. Student teaches a lesson and evaluates the lesson participants as to the successful attainment of the lesson’s student learning outcome.

9. The student will write and teach a complete lesson plan.

<b>Student Learning Outcomes</b>	<b>Suggested Assessment Strategies</b>
9a. Write a lesson plan with at least five (5) knowledge level concepts to be learned. 9b. Teach a lesson with at least five (5) knowledge level concepts to be mastered.	9a. Instructor checks plan and records plan for files. Once lesson plan is accepted... 9b. Student teaches lesson and is evaluated on checklist instrument by both instructor and classmates.

**III. TEXT AND MATERIALS:**

Segal, Harvey Gordon, *Introduction To Teaching In Micronesia, Fifth Printing, Revised*, College of Micronesia, 2002.

**IV: REFERENCE MATERIALS:**

FSM and State Curriculum Standards

\*Assigned materials from Learning Resource Center (or other appropriate curriculum centers).

**V. METHODS OF INSTRUCTION:**

Text Reading  
Lecture/discussions  
Peer group work  
In class activities  
Working with students as can be arranged

**VI. COURSE CONTENT:**

Roots of Micronesian Education  
The Traditional Era  
The Outside Influences  
Learning  
Motivation  
Ways Children Learn  
Teaching and the Qualities of the Good Teacher  
Teaching Methods and Strategies  
Planning Activities in the Classroom  
Planning for Teaching-The Lesson Plan  
Evaluating the Lesson  
Managing the Classroom  
The Curriculum

**VII. INSTRUCTIONAL COSTS:**

None

**VIII. EVALUATION:**

Assessment of students in the course is centered upon demonstrating and providing evidence of the eight course student learning outcomes. Suggested assessment strategies are provided. Grading of evidence should be assigned on a point basis using the COM-FSM percentage scales: A=90-100% B=80-89% C=70-79% D=60-69% and below 60% is failing or the F grade.

**IX. REQUIRED COURSE MATERIALS:**

Textbook-*Introduction to Teaching In Micronesia*, Harvey Gordon Segal.

**X. ATTENDANCE POLICY:**

Students whose absences exceed six MWF classes or four TTh classes are dropped from the course. If given on an alternate schedule no more than six hours of classroom time may be missed. Absences are not distinguished as excused or unexcused.

**XI. CREDIT BY EXAMINATION:**

There is no credit by examination in this course.