

**College of Micronesia – FSM
P.O. Box 159
Kolonia, Pohnpei FM 96941**

Course Outline Cover Page

Multi-Grade Classroom Teaching

Course Title

ED 213

Department & Number

Course Description:

"Multi-Grade Classroom Teaching " provides an introduction to the theory and practice of multi-grade education world-wide; and then applies this knowledge to FSM classroom contexts. The course examines the pedagogical potential and learning environments in which students of different grade and age levels are grouped for instruction. Students will have the opportunity to examine the growing body of multi-grade, multi-age research and literature (local, regional, international), as well as theoretical perspectives on how children learn and develop which lend support to multiage learning environments. Practical ideas for implementing a multi-grade classroom environment, including teaching strategies, grouping strategies, management and assessment strategies will be explored. Students will maintain a learning portfolio that includes tools they design to support them at their community school sites. The course is intended to meet the needs of teachers who work in both remote and main island areas.

Course Prepared by: Pamela Legdesog

State: Yap

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

Purpose of Course:

Degree Requirement	<u> </u>
Degree Elective	<u> X </u>
Certificate	<u> </u>
Remedial	<u> </u>
Teacher Cert. for Yap	<u> X </u>

Prerequisite Course(s):

ED210

Signature, Chairperson, Curriculum Committee

Date Approved by Committee

Signature, President, COM-FSM

Date Approved by President

ED 213 Multi-Grade Classroom Teaching

*Recommended for Approval: 3/26/08
Date Approved:*

Multi-Grade Classroom Teaching

(3 credits)

Course Description:

"Multi-Grade Classroom Teaching " provides an introduction to the theory and practice of multi-grade education world-wide; and then applies this knowledge to FSM classroom contexts. The course examines the pedagogical potential and learning environments in which students of different grade and age levels are grouped for instruction. Students will have the opportunity to examine the growing body of multi-grade, multi-age research and literature (local, regional, international), as well as theoretical perspectives on how children learn and develop which lend support to multiage learning environments. Practical ideas for implementing a multi-grade classroom environment, including teaching strategies, grouping strategies, management and assessment strategies will be explored. Students will maintain a learning portfolio that includes tools they design to support them at their community school sites. The course is intended to meet the needs of teachers who work in both remote and main island areas.

I. LEARNING OUTCOMES

A. Program Learning Outcomes

Upon completion of the degree program, students will be able to:

1. Demonstrate mastery of the content of the elementary school curriculum.
2. Develop basic elementary school curriculum.
3. Demonstrate delivery of elementary school curriculum.
4. Use (demonstrate) delivery of elementary school curriculum.
5. Assess and evaluate elementary school student learning at both the formative and summative levels.
6. Organize and manage a classroom environment for learning.
7. Demonstrate and use background knowledge in learning theories and principles.
8. Demonstrate and use background knowledge in human development.
9. Demonstrate and use background knowledge in technology.
10. Demonstrate and use background knowledge in educational foundation.
11. Demonstrate and use background knowledge in natural/physical science.
12. Demonstrate and use background knowledge in the demonstration of professionalism.

B. Course Outcomes:

ED 213 Multi-Grade Classroom Teaching

Recommended for Approval: 3/26/08

Date Approved:

General

On completion of the course, students will be able to:

1. Demonstrate knowledge and understanding of the philosophy and goals of multi-grade classrooms as they relate to remote area FSM schools.
2. Demonstrate an awareness and understanding of how Pacific children at different ages learn.
3. Demonstrate knowledge of effective cross-grade instructional strategies in content areas.
4. Demonstrate knowledge and understanding of integrated lesson planning and design sample lesson plans for multi-grade classrooms.
5. Demonstrate knowledge and understanding of appropriate strategies used to assess and plan for the needs of all children.

B. Specific Outcomes

On completion of course, students will be able to:

- 1.1 Relate their personal experience with multi-grade teaching to new learning from research.
- 1.2 Use research collected from the internet and text materials to determine the advantages and disadvantages of multi-graded classroom settings.
- 1.3 State their philosophy which illustrates their beliefs on learning within multi-graded classrooms.
- 2.1 Use information related to learning styles of children ages 6-13 to determine benefits and challenges to those related to multi-grade settings.
- 2.2 Use a variety of learning styles in multi-grade student activities that build from and extend cultural strengths such as oral storytelling, group tasks, etc.
- 3.1 Design a learning center or activity corner in a classroom, including sample contents of the center such as activity sheets, etc.
- 3.2 Design classroom management plans to be used in multi-grade contexts. These plans should include routines for both teacher and students that support multi-grade contexts.
- 3.3 Design sample floor and seating plans for their classroom and justify plan to support learning in a multi-grade classroom.

4.1 Design integrated lesson plans to be used in multi-grade classrooms.

4.2 Distinguish between teacher and student directed content.

5.1 Design assessments based on lesson plans in multi-grade classrooms.

5.2 Use a variety of grouping strategies including cooperative grouping, and pair/share.

5.3 Use community resources to enhance learning in multi-grade classrooms.

II. COURSE CONTENT

1. Research on Multi-grade, multi-age education- both regional and international
 - a. Advantages and disadvantages of multi-grade classrooms
 - b. Distinguishing between multi-grade, multiage, and multilevel classrooms.
2. Learning Styles of Children ages 6-13
 - a. Multiple intelligences
 - b. Using storytelling and other common cultural strategies for children's group learning.
3. Efficient Classroom Organization for Multi-grade Settings
 - a. Seating plans and Classroom Layouts
 - b. Organizing Display and Learning Center Areas
4. Management strategies for multi-grade classrooms
 - a. Establishing and using teacher routines
 - b. Establishing and using student routines
5. Organizing Instructional content for whole class, individual and small group teaching
 - a. Selecting content that is teacher directed /student directed.
 - b. Principles of Curriculum Design
 - c. Lesson Planning in multi-grade context
6. Effective Instructional strategies in Multi-grade Schools
 - a. Team Teaching- how to set up and use teacher teams in multi-grade schools
 - b. Implementing self-directed learning strategies for students
 - c. Peer Teaching- preparing students to be peer teachers
 - d. Multi-grade Grouping strategies (cooperative groups, pair-share, and others)
7. Effective Assessment Strategies in Multi-grade schools
 - a. Includes student self-assessment, Learner logs, independent and collaborative student writing and others.
8. Administrative Strategies to Support Multi-grade schools
 - a. Making use of outside help
 - b. Scheduling options related to multi-grade classrooms

III. TEXT AND MATERIALS

Collingwood, I. 1991. *Multiclass teaching in primary schools: A handbook for teachers in the Pacific*. Apia:UNESCO. **ISBN-9822250010**

IV. REFERENCE MATERIALS

1. Multi-grade Publications published online by Northwest Regional Educational Laboratory's Rural Education division on multiage education (7 books in PDF format) found at <http://www.nwrel.org/ruraled/>
2. Multiage links found at <http://www.multiage-education.com/multiagelinks/>
3. New Baseline Curriculum; produced by the Yap State Department of Education
4. Multi-grade Teaching: A Discussion Document by Dr. Chris Berry
<http://www.ioe.ac.uk/multigrade>

V. REQUIRED COURSE MATERIALS

Textbook and notebook

VI. INSTRUCTIONAL COSTS:

Paper and binding materials for student portfolios

VII. METHODS OF INSTRUCTION

- Lecture/discussion
- Demonstration
- Peer Groups
- In--Class exercises
- Required Reading
- Practice Teaching

VIII. EVALUATION

Assessment of students in the course is centered upon demonstrating and providing evidence of each of the course student learning outcomes. This evidence will be collected in the form of a learner portfolio. All assignments given are collected in a Learner Portfolio which provides the evidence of each mastered objective for this course. Portfolios are scored and returned to teachers so they can use their coursework in the following school year. This grading of evidence is assigned on a point basis using the COM-FSM percentage scales:90-100% A; 80-89% B; 70 -79% C; 60-69% D; and below 60% failing or the F grade.

IX. CREDIT BY EXAMINATION :

None

X. ATTENDANCE POLICY:

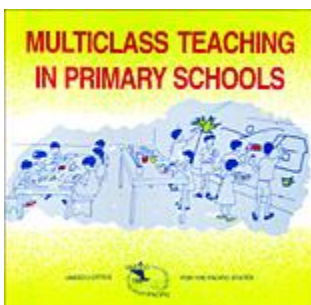
Students who are absent for more than six MWF classes or more than four TTh or summer classes, will automatically be dropped from the course. The total missed classes include unexcused and excused absences, such as sickness, funerals, and any other circumstances. Instructors will notify the Office of Admissions and Records to complete the withdrawal slip for the student.

XI.ACADEMIC HONESTY POLICY:

The FSM-COM Academic Policy applies to this course.

Attachment: Text Information

Multiclass Teaching In Primary Schools



Quantity in Basket: *none*
Code: **ISBN-9822250010**
Price: **\$10.95**
Author: **Ian Collingwood**
Country: **Fiji**
Date Published: **1991**
Publisher: **UNESCO Office for the Pacific States, Western Samoa**
Pages: **222**
Paperback: **Yes**
Illustrated: **Yes**