

EDTR 241

Methods for Teaching for Elementary Teachers

3 Credits

Community College of Baltimore County
Common Course Outline

Description

EDTR 241 – Methods for Teaching for Elementary Teachers: is a course in which students are introduced to the methods, curriculum patterns, and trends in elementary education. In order to develop effective lesson plans, students employ the competencies required of teachers in elementary schools. Students explore the differentiation of instruction in order to meet the needs of diverse populations, including students with special needs. Emphasis is placed on following the INTASC (Interstate New Teacher Assessment and Support Consortium) standards.

Co-requisites: ACLT 053 or (ESOL 052 and ESOL 054)

Overall Course Objectives

Upon completion of this course, students will be able to:

1. distinguish between cognitive processes involved in learning information, understanding, and critical thinking;
2. evaluate the benefits of making the learning of new material an extension and expansion of previous experience;
3. determine the benefit of putting new learning into the context of answering questions and solving problems;
4. apply the facets of learning in elementary schools;
5. analyze how each of the major teaching methods is best suited for imparting facets of learning in elementary schools;
6. evaluate the educational advantage of thematic educational units versus individual units;
7. demonstrate how individual lessons may be organized and integrated into a larger body of knowledge;
8. summarize the components of effective teaching with a diverse population;
9. connect instructional goals, standards, and outcomes with lesson planning; and
10. evaluate instructional outcomes with a variety of assessments.

Major Topics

- I. Teaching model and learning styles
- II. Facets of learning including engendering knowledge, understanding, reading, writing, numerical skills, and thinking skills
- III. Curriculum design in thematic units
- IV. Lesson planning

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For more information, see your professor's syllabus.

- V. Differentiated instruction, Universal Design for Learning (UDL), and Response to Intervention (RtI)
- VI. Culture of classroom, school, and community
- VII. Classroom management
- VIII. Assessment
- IX. Diverse student populations
- X. Computational thinking

Course Requirements

Grading will be determined by the individual faculty member, but shall include the following, at minimum:

- two quizzes
- one performance-based project
- two reflective journals
- one lesson plan using UDL/RtI
- a comprehensive final exam

Written assignments and research projects: Students are required to use appropriate academic resources in their research and cite sources according to the style selected by their professor.

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