WILMINGTON   UNIVERSITY
DIVISION OF EDUCATION
BASIC COURSE INFORMATION

COURSE NUMBER: EDC 413/MCT 6413

COURSE TITLE: METHODS II: Strategies for Effective Teaching in
Career/Technical Programs

COURSE CREDIT: 3 Credits

MINIMUM TIME REQUIREMENTS (in clock hours):

Teacher Led Instruction	SEA	Fieldwork/Clinical	Lab	External Learning
35	5	0	0	70

College of Education Program Attributes

This course is critical to your training and preparation as a professional educator. To that
end, Wilmington University staff will attend to the eight essential attributes as described in
the College of Education Conceptual Framework As a result, you, as candidates, are
expected to:
  x Master knowledge based course content;
  x View yourself as a teacher and learner, deconstructing inappropriate past experiences
      as learners in coursework and during field experiences, while developing appropriate
      knowledge of the content and discourse of this discipline;
  x Remain attentive to contextual and cultural sensitivity;
  x Engage in authentic participation, collegiality, and collaboration;
  x Embrace inquiry, analysis and reflection, including critical reflection and taking
      action on one's daily work;
  x Participate in an ongoing, developmental sequence of learning activities that support
      continuous improvement, experimentation and professional growth;
  x Become involved in learning experiences that are standards driven, and;
  x

Activities/Assignments included in this syllabus comprise the minimum to be covered in this course. However, additional Program Competencies, Learning Outcomes, and Activities/Assignments may be added at the discretion of the faculty member.)

Competency#1: Create learning experiences that make content meaningful to students and reflect an understanding of core concepts and structure of education.

Learning Activities
> 1.1 Candidates will be able to plan and deliver lessons that make learning meaningful for students.

Candidates will :
> 1.1 Select a topic to research and present methods of presentation to a C & T class.
> 1.2 Explain the teaching strategies and techniques that will make the lesson meaningful to the students.

Competency#7: Apply a variety of instructional approaches that promote student thinking, understanding, and application of knowledge

---

Learning Activities:
> 7.1 Candidates will be able to meet the developmental and diverse learning needs of the C & T students.

Candidates will:
> 7.1 Prepare a lesson plan using the *Pathwise Lesson Plan* format that will include a variety of instructional approaches designed to meet the developmental and diverse learning needs of their students.

GRADUATION COMPETENCIES:

1.1 Speak with confidence, clarity, and conciseness. Research, prepare, and deliver professional presentations

---

Learning Activities:
> Candidates will be able to research, prepare and deliver professional presentations.

Candidates will:

Interview at least four teachers about the Easy Guide for Teachers brochure. Ask for their ideas for items to be placed in the brochure about effective teaching strategies and present this information to the class.

1.2 Write clearly, concisely and appropriately using correct English grammar, punctuation, usage, mechanics, sentence structure, and vocabulary.

Learning Activities

Candidates will know how to write clearly, concisely and appropriately using correct English grammar, punctuation, usage, mechanics, sentence structure, and

SCORING ELEMENTS Competency #7	UNSATISFACTORY 1	EMERGING 2	BASIC 3	PROFICIENT 4	DISTINGUISHED 5
7.1 Understanding of instructional strategies. Score:_____	The candidate was able to clearly define and describe and give examples of fewer than two (2) of the five following instructional strategies: (a) questioning, (b) problem solving, (c) discussion, (d) activation of prior knowledge, and (e) student reflection on learning.	The candidate was able to clearly define and describe and give examples of two of the five following instructional strategies: (a) questioning, (b) problem solving, (c) discussion, (d) activation of prior knowledge, and (e) student reflection on learning.	The candidate was able to clearly define and describe and give examples of three of the five following instructional strategies: (1) questioning, (2) problem solving, (3) discussion, (4) activation of prior knowledge, and (5) student reflection on learning.	The candidate was able to clearly define and describe and give examples of four of the five following instructional strategies: (1) questioning, (2) problem solving, (3) discussion, (4) activation of prior knowledge, and (5) student reflection on learning.	The candidate was able to clearly define and describe and give examples of the following five instructional strategies (1) questioning, (2) problem solving, (3) discussion, (4) activation of prior knowledge, and (5) student reflection on learning.
7.2 Understanding of relationship between instructional strategies, assessment, and types of learning. Score:_____	The candidate demonstrated little or no understanding of the relationship between the following three (3) elements of an effectively delivered lesson: instructional strategies, assessment, and types of learning.	The candidate demonstrated an emerging understanding of the relationship between two (2) of the three (3) following elements of an effectively delivered lesson: instructional strategies, assessment, and	The candidate demonstrated an acceptable level of understanding of the relationship between all three (3) of the following elements of an effectively delivered lesson: instructional strategies, assessment and	The candidate demonstrated a high quality understanding of the relationship between all three (3) of the following elements of an effectively delivered lesson: instructional strategies, assessment, and	The candidate demonstrated a superior understanding of the relationship between all three (3) of the following elements of an effectively delivered lesson: instructional strategies, assessment, and

		types of learning	types of learning.	types of learning.	types of learning (i.e. whole group, small group, hands on, writing, etc.).
7.3 Understanding of how instructional materials and technology enhance instruction. Score:_____	The candidate did not demonstrate an understanding of how instructional materials (including technology) can be used to enhance learning.	The candidate demonstrated a marginal level of understanding of how instructional materials (including technology) can be used to enhance learning.	The candidate demonstrated an acceptable level of understanding of how instructional materials (including technology) can be used to enhance learning.	The candidate demonstrated a high quality understanding of how instructional materials (including technology) can be used to enhance learning.	The candidate demonstrated a superior understanding of how instructional materials (including technology) can be used to enhance learning.

RUBRIC FOR PROGRAM COMPETENCY #1 – Content

PROGRAM COMPETENCY #1:   Create experiences that make content meaningful to students and reflect an understanding of the core and structure of education.

Assignment: Select a topic to research and write method of presentation to a C & T class including teaching techniques and strategies.

SCORING ELEMENTS	UNSATISFACTORY 1	EMERGING 2	BASIC 3	PROFICIENT 4	DISTINGUISHED 5
1.1 Understanding of the dynamic and nature of the discipline content.	The candidate demonstrated little or no understanding of the dynamic and	The candidate demonstrated a limited level of understanding of the dynamic and	The candidate demonstrated an acceptable level of understanding of the dynamic and complex	The candidate demonstrated a high quality of understading of the dynamic and	The candidate demonstrated a superior understanding of the dynamic and complex

Score_____
(Whole #'s
only)

| 1.3 Understanding of relationship of the discipline to other content areas

Score:_____
(Whole #'s only)	The candidate demonstrated an inadequate level of understanding of the relationship of knowledge within the discipline to other content areas and to life applications by providing less than two examples of that relationship.	The candidate demonstrated a limited level of understanding of the relationship of knowledge within the discipline to other content areas and to life applications by providing two examples of that relationship.	The candidate demonstrated an adequate level of understanding of the relationship of knowledge within the discipline to other content areas and to life applications by providing three examples of that relationship.	The candidate demonstrated a skillful level of understanding of the relationship of knowledge within the discipline to other content areas and to life applications by providing four examples of that relationship.	The candidate demonstrated a superior level of understanding of the relationship of knowledge within the discipline to other content areas and to life applications by providing five examples of that relationship.