



Course Number and Title: IDT G10 Foundations of Effective Teaching

Campus Location:

Georgetown, Dover, Stanton, Wilmington

Effective Date:

2018-51

Prerequisite:

None

Co-Requisites:

None

Course Credits and Hours:

3.00 credits

3.00 lecture hours/week

0.00 lab hours/week

Course Description:

This course prepares professional educators to develop instructional strategies, curriculum, lesson planning, and assessment. Participants self-reflect as they develop and enhance effective teaching practices.

Required Text(s):

Obtain current textbook information by viewing the [campus bookstore - https://www.dtcc.edu/bookstores](https://www.dtcc.edu/bookstores) online or visit a campus bookstore. Check your course schedule for the course number and section.

Additional Materials:

None

Schedule Type:

Classroom Course

Hybrid Course

Online Course

Disclaimer:

None

Core Course Performance Objectives (CCPOs):

1. Implement a professional development plan that reflects a cycle of continuous improvement. (CCC 1, 2, 4, 5; PGC 5, 6)
2. Use resources available at Delaware Tech to support sound instructional and professional decisions. (CCC 2, 4, 5; PGC 6)
3. Develop a teaching philosophy grounded in learning theory. (CCC 1, 4; PGC 1)
4. Design lessons that engage students and maximize learning in different learning environments. (CCC 1, 2, 3, 4; PGC 1, 2, 3, 4, 5)
5. Model a dynamic approach to teaching that is grounded in pedagogical principles. (CCC 1, 2, 3, 4; PGC 1, 2, 3, 4, 5, 6)
6. Create an assessment plan that aligns with the syllabus. (CCC 1, 2, 4; PGC 1, 2, 3, 4)
7. Analyze best practices in creating an effective learning environment that fosters student success. (CCC 1, 2, 3, 4, 5; PGC 1, 2, 3)
8. Leverage appropriate instructional technologies to enhance teaching and learning. (CCC 5; PGC 5)

See Core Curriculum Competencies and Program Graduate Competencies at the end of the syllabus. CCPOs are linked to every competency they develop.

Measurable Performance Objectives (MPOs):

Upon completion of this course, the student will:

1. Implement a professional development plan that reflects a cycle of continuous improvement.
 1. Reflect on the goals stated in the customized professional development plan.
 2. Identify professional resources that focus on effective teaching practices in higher education.
 3. Identify field-specific professional resources.
 4. Develop a professional teaching portfolio demonstrating growth as an instructor.
2. Use resources available at Delaware Tech to support sound instructional and professional decisions.
 1. Locate and use key resources available from the portal, website, department, campus, and College.
 2. Identify the College's learning and student support resources.
 3. Explain the curricular structure used at the College.
3. Develop a teaching philosophy grounded in learning theory.
 1. Reflect on personal and professional beliefs about teaching and learning.
 2. Contrast student-centered learning with teacher-centered learning.
 3. Incorporate principles of learning theory into a teaching philosophy.
4. Design lessons that engage students and maximize learning in different learning environments.
 1. Create lesson plans for a course using a variety of instructional strategies.
 2. Plan appropriate instructional strategies based on an analysis of course objectives, learning environments, student circumstances, and current research.
 3. Select a lesson plan template for use in one's course.
 4. Plan the objectives, core content, assessment strategies, activities, and flow of a lesson.
 5. Discuss how lesson planning relates to classroom management.
 6. Apply copyright law to images, documents, videos, and other media.
 7. Apply accessibility guidelines and principles to lesson design.
5. Model a dynamic approach to teaching that is grounded in pedagogical principles.
 1. Use appropriate instructional strategies to support course learning objectives.
 2. Incorporate teaching strategies that facilitate learning.
 3. Incorporate teaching strategies that facilitate engagement.
 4. Incorporate teaching strategies that facilitate collaboration.
 5. Analyze teaching effectiveness through self-reflections, instructional observations, and feedback from multiple sources.
Create an assessment plan that aligns with the syllabus.
6. Discuss effective, authentic assessments.
 1. Discuss effective feedback that supports student learning.
 2. Discuss how assessment results guide instruction.
 3. Distinguish between formative and summative assessments.
 4. Develop formative and summative assessments to scaffold student learning.
 5. Design a rubric for a specific assessment based on course objectives.
 6. Examine alternative means of assessment.
 7. Develop a plan to evaluate the effectiveness of assessments.
7. Analyze best practices in creating an effective learning environment that fosters student success.
 1. Describe the impact of the classroom environment on learning.
 2. Discuss ways to create collaborative relationships with a diverse student body.
 3. Discuss how to create inclusive environments that promote respect for diverse learners and points of view.
 4. Identify classroom management strategies.
 5. Apply classroom management strategies to resolve challenging situations.
 6. Discuss instructional integrity and student accountability.
8. Leverage appropriate instructional technologies to enhance teaching and learning.
 1. Examine national technology standards for teachers.
 2. Demonstrate how technology can be used to enhance engagement, learning, and communication.

Evaluation Criteria/Policies:

Students must demonstrate proficiency on all CCPOs at a minimal 75 percent level to successfully complete the course. The grade will be determined using the Delaware Tech grading system:

| | | | | |
|----|---|-----|---|---|
| 92 | - | 100 | = | A |
| 83 | - | 91 | = | B |
| 75 | - | 82 | = | C |
| 0 | - | 74 | = | F |

Students should refer to the [Student Handbook - https://www.dtcc.edu/handbook](https://www.dtcc.edu/handbook) for information on the Academic Standing Policy, the Academic Integrity Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.

Final Course Grade:

Calculated using the following weighted average

| Evaluation Measure | Percentage of final grade |
|--|---------------------------|
| Reflections and written assignments (<i>Reflection, scenario, philosophy</i>) | 25 % |
| Semester Project (<i>Lesson plan, assessment plan, live demonstration of teaching</i>) | 75 % |
| TOTAL | 100% |

Core Curriculum Competencies (CCCs are the competencies every graduate will develop):

1. Apply clear and effective communication skills.
2. Use critical thinking to solve problems.
3. Collaborate to achieve a common goal.
4. Demonstrate professional and ethical conduct.
5. Use information literacy for effective vocational and/or academic research.
6. Apply quantitative reasoning and/or scientific inquiry to solve practical problems.

Program Graduate Competencies (PGCs are the competencies every graduate will develop specific to his or her major):

1. Develop and apply a dynamic approach to teaching that is grounded in pedagogical principles and an appreciation for the needs of diverse learners.
2. Design and develop learner-centered courses based on sound instructional design principles.
3. Apply learner-centered instructional strategies to enhance student engagement, learning, and success.
4. Design and implement a variety of formative and summative assessments to evaluate learning, communicate feedback, and guide instruction.
5. Leverage appropriate technologies to advance teaching and learning.
6. Engage in continuous development to maximize instructional effectiveness.

Disabilities Support Statement:

The College is committed to providing reasonable accommodations for students with disabilities. Students are encouraged to schedule an appointment with the campus Disabilities Support Counselor to request an accommodation needed due to a disability. A listing of campus Disabilities Support Counselors and contact information can be found at the [disabilities services - https://www.dtcc.edu/disabilitysupport](https://www.dtcc.edu/disabilitysupport) web page or visit the campus Advising Center.