

## **EOCS 4360/6360 Instructional Strategies in Occupational Studies**

The Instructional Strategies course is a split-level course required for all Department majors seeking professional teaching certification in Georgia.

This course incorporates CTL theory and practice in several ways, particularly through project-based and inquiry-based learning.

Project-based learning:

As this is the Instructional Strategies class our students take in preparation for student teaching, a significant portion of time is spent on lesson plan development and teaching demonstrations. Students do two teaching demonstrations for which they must prepare complete lesson plans and develop all materials needed to teach the lesson. Because most of our program areas involve teaching classes in a lab environment, students are required to do one teaching demonstration in a lab environment and one in a non-lab or more traditional classroom environment. Lesson plans are evaluated against a model provided to the students.

Inquiry-based learning:

Because of early field experiences during their junior year of college, our students have a better understanding of the effect on students and schooling on the environment external to the school. Community, work, and school cannot be separated; and so their impact on children and school should be investigated. For this class, prospective student teachers must investigate the community in which they will student teach: the demographics, socioeconomic levels, business/industry base, etc. Based on these findings, they are to develop two mini units of study that incorporates the findings and which helps both teacher and students see the connection between school, work, and community.

The University of Georgia  
Department of Occupational Studies

EOCS 4360/6360: Instructional Strategies in Occupational Studies  
Spring Semester 2001  
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### **Course Overview**

The purpose of this course is to give the prospective teacher of business and office, marketing, technology, and family and consumer science subjects the specific background and experiences required to succeed as a student teacher and finally as a successful professional educator.

This course includes an evaluation of teaching materials, methods, and variety of teaching and learning strategies.

### **Course Objectives**

By the end of this course, you will be able to:

1. Demonstrate the correct principles, methods, and techniques involved in teaching occupational education by developing and submitting lesson plans for topics taught in your program area and by demonstrating in class your ability to present the material included in those lesson plans.
2. Apply the teaching-learning principles into practical experience through micro-teaching sessions.
3. Demonstrate your ability to teach both traditional and hands-on subject matter.
4. Develop such personal characteristics such as cleanliness, appropriate attire, good manners, and the use of good judgment as demonstrated in the practicum experience.
5. Understand the critical need to value diversity in your classroom and in your role as a professional educator.

### **Textbook**

A course packet is available at Bel Jean on Broad Street.

### **Grading/Assessment Procedure**

The following serve as the basis for evaluation for the course.

- |                                   |          |     |
|-----------------------------------|----------|-----|
| 1. Teaching demonstrations        |          | 35% |
| 2, 20-minute demonstrations       | 15% each |     |
| Review of teaching demonstrations | 5%       |     |

2. Lesson plans for both teaching demonstrations @ 10% each 20%

3. Examination 10%

4. Application of Business Education Conference (for Spring semester students) 13%

On Friday and Saturday, February 2 & 3, the 38th annual Southeastern Business Education Conference will be held at the Georgia Center for Continuing Education here on campus. In lieu of class on Friday, January 12, you are required to attend at least three sessions offered. For this assignment, you will write a paper that (1) documents which sessions you attended, (2) your opinion of the value and/or applicability of the topic, and (3) how you might see the topic being included in a class which you may teach in the future.

5. Critical Issue Paper 10%

This is an opportunity for you to select that issue which you think most affects education today. It need not necessarily be an issue peculiar to your program area. Your choice must be supported by some documented evidence, e.g., reported research. Once you have stated your critical issue and provided support for its selection, recommend what you deem to be an appropriate solution/remedy. Explain your solution/remedy.

6. Bulletin Board plan 2%

7. Contextualizing your Work as a Teacher 10%

**Your student teaching assignment may be in a very different setting from your previous middle and high school experiences. You know the students' environments external to the classroom affect what goes on in the classroom. For this assignment, you need to investigate the community in which you will do your student teaching: the demographics, the socio-economic levels and issues, business/industry base and employment opportunities/rates, and community support.**

**Based on your findings which must be included in your report, you will then develop two mini units of study for a subject you will teach that incorporates your findings and helps you and your future students see the connection between school, work, and community. For example, if you are teaching a Nutrition class and are in a setting with a high population of low socio-economic individuals, you may have your class develop menus that are both sound nutritionally as well as economic. Or, if you are teaching a Word Processing or Computer Technology class in a school with a high drop-out rate but low unemployment rate, you may have your class invite prospective employers to talk about employment opportunities and the need and value of staying in school.**

A = 90 - 100%

B = 80 - 89%

C = 70 - 79%

D = 60 - 69%

F = 59% and less

Week 1

Monday, January 8 Introduction; Learning About Learning video; Philosophies of Education

Wednesday, January 10 Principles of Learning; Barsh Learning Style

Friday, January 12 No scheduled class; time made up with attending Business Ed. Conference

Week 2

Monday, January 15 Holiday!

Wednesday, January 17 Multiple intelligences; Learning about students & meeting their needs

**Due: Critical issue paper**

Friday, January 19 Developing objectives and lesson plans; approaches to instruction

Week 3

Monday, January 22 Approaches to instruction; cooperative learning

Wednesday, January 24 Teaching demonstrations: Rooms 139 & 135

Friday, January 26 Teaching demonstrations: Rooms 139 & 135

Week 4

Monday, January 29 Teaching demonstrations: Rooms 139 & 135

**Due: Contextual teaching & learning paper**

Wednesday, January 31 “Keeping Control of the Class” & “Managing Student Conflict”

Friday, February 2 Teaching demonstrations: Rooms 139 & 143

Week 5

Monday, February 5 Teaching demonstrations: Rooms 139 & 143

Wednesday, February 7 Teaching demonstrations: Rooms 139 & 143

**Due: Bulletin board design**

Friday, February 9 Final examination

**Due: Business education conference paper and review of teaching demos**