

EDEC 7130/EDMS 7130
SPRING 2006

Teaching Styles in the Elementary Classroom

Thursday 5pm – 7:45pm

Dr. Cheryl Fields
Instructor
cfields@uga.edu
(706) 542-4314
427 Aderhold Hall

Course Purpose

The purpose of this course is to examine the theoretical foundations of selected teaching and learning styles, including the planning and developing of teaching strategies which reflect these styles. This course will address the following questions:

- What are the major perspectives (theories) on learning?
- How have the perspectives of learning changed overtime?
- What are the major approaches (theories) related to teaching?
- How do these theories of teaching and learning relate to my own learning and teaching experiences?
- How can I use the theories of teaching and learning to develop my own teaching style?

Early Childhood Teacher Preparation Conceptual Framework and Standards

The conceptual framework for educator preparation programs in the College of Education states that the college aspires to prepare exemplary, reflective professional to serve a diverse global community” (see <http://ncate.coe.uga.edu/framework/>). The early childhood program shares that aspiration and seeks to prepare exemplary and reflective teachers of young children by committing itself to the standards for early childhood education of the Georgia Professional Standards Commission. The early childhood standards addressed in EDEC 7130 include the following:

STANDARD II: Curriculum Development and Implementation

The program shall prepare early childhood professionals who:

- (ii) Use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences to help children develop intellectual curiosity, solve problems, and make decisions.
- (iii) Use a variety of strategies to encourage children's physical, social, emotional, aesthetic, and cognitive development.
- (xiv) Develop and evaluate topics of study in terms of conceptual soundness, significance, and intellectual integrity.
- (xv) Adapt strategies and environments to meet the specific needs of all children, including those with disabilities, developmental delays, or special abilities.

STANDARD III: Family and Community Relationships

The program shall prepare early childhood professionals who:

- (i) Establish and maintain positive, collaborative relationships with families.

- (ii) Respect parents' choices and goals for children and communicate effectively with parents about curriculum and children's progress.
- (iv) Support parents in making decisions related to their child's development and parenting.
- (v) Demonstrate sensitivity to differences in family structures and social and cultural backgrounds.
- (vi) Apply family systems theory, knowledge of the dynamics, roles, and relationships within families and communities.

STANDARD V: Professionalism

The program shall prepare early childhood professionals who:

- (i) Reflect on their practices, articulate a philosophy and rationale for decisions, continually self-assess and evaluate the effects of their choices and actions on others (children, parents, and other professionals) as a basis for program planning and modification, and continuing professional development.
- (iii) Demonstrate an understanding of the early childhood profession, its multiple historical, philosophical, and social foundations, and how these foundations influence current thought and practice.
- (v) Actively seek out opportunities to grow professionally by locating and using appropriate professional literature, organizations, resources, and experiences to inform and improve practice.

STANDARD VIII: Georgia Special Requirements *The program shall meet all requirements specified in [Rule 505-2-.020](#), Special Georgia Requirements. These requirements are in the areas of:*

- (i) Content knowledge assessments (Praxis II)

Academic Honesty Policy

This course adheres to the academic honesty policy, which include the honor code and A Culture of Honesty. (See the Office of the VP of Instruction website <http://www.uga.edu/ovpi/honesty/acadhon.htm>). As per UGA policy, admission into the institution suggests agreement with the following statement, “I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others.” **UGA Student Honor Code.**

Course Texts

Required

- 1) Fenstermacher, G. and Soltis, J. (2004). *Approaches to Teaching*. New York: Teachers College Press.
- 2) Phillips, D.C. and Soltis, J. (2004). *Perspectives on Learning*. New York: Teachers College Press.

Supplemental Resources

- * Bertrand, Y. (2003). *Contemporary Theories and Practice in Education*. Madison, WI: Atwood Publishing.

*Additional articles may be assigned as needed.

Course Requirements

Attendance and Participation

Your attendance and active participation is imperative throughout this course. You are expected to contribute toward class discussions and group work. Excessive absences may effect your grade. Assigned readings must be read prior to each class period. Class sessions will include activities and group work, which will require you to apply your understanding of the material from the assigned reading(s).

Writing Criteria

With the exception of reflective pieces, all written work for this class will be graded based on content (what you write) and grammar (how well you write). Written assignments should be typed in a 12pt font, double-spaced, and spell-checked. As a community of teachers and learners, I encourage each of you to share your written work with classmates for proofreading.

Evaluation	% of Total Grade
Participation	15%
Weekly Reflections	30%
Midterm Exam	25%
Project Proposal	5%
Final Project	25%

Weekly Reflections

Students will electronically submit a weekly reflection on the assigned readings. Weekly reflections are due by 12 noon on the Wednesday prior to each class period. They should be sent to my email address as indicated above. For each reflection, students should consider the following:

1. Prior knowledge/experiences with the particular theory discussed in readings.
2. Reaction to theory as presented in readings, which may include, but is not limited to:
 - a. Consider comparisons to your own teaching practice or teacher education.
 - b. Consider comparisons to your own learning experiences.
 - c. Consider aspects of the theory that you identify with, or that conflict with your prior knowledge.
 - d. Describe how the theory relates, or does not relate, to your teaching practice/teacher preparation.

Please limit weekly reflections to 2-3 pages at the most. Weekly reflections will be used in preparation of the next class meeting. Therefore, it is important that reflections are submitted on time.

Final Project and Proposal

Keeping with the spirit of constructivism and Dewey's philosophy, the final project for this class is open-ended, with the intent of enabling students to adapt the project to their own particular needs or interests and building on their unique prior knowledge and experiences. As a culminating activity, the purpose of the final project is to provide students with an opportunity to apply knowledge of teaching and learning theories in a way that contributes towards students' professional development. In sum, the final project should demonstrate students' ability to utilize the concepts and students' professional growth. Examples of possible projects include:

1. Research paper
 - a. Focused literature review of a particular theory/approach within a specific subject area or grade level.
 - b. Interviews and observation of teachers.
2. Interview and observation of teachers
3. Portfolio/personal philosophy statement
4. Final reflection with examples from practice (self-study)

****These are just examples. Be creative and scholarly!

Final Project Proposal

A proposal for your final project is due on February 16, 2006. This proposal must be typed in a 12pt, readable font and double-spaced. The proposal will be graded on the content of the following items:

1. Project description
2. Rationale for the project
 - a. State how the project relates to class topics/concepts.
 - b. State how the project will influence your professional development.
 - c. State how your classmates may benefit from you the presentation of your research project.

Course Schedule and Assignments

Date	Topic	Assignment Due
January 12th	Introductions	
January 19th	Bertrand Text, Chapters 1 & 2: Generalist and Functionalist Theories	
January 26th	Perspectives on Learning Chapters 1-2: Classical Theories	Reflections Due
February 2nd	Perspectives on Learning Chapter 3-4: Behaviorism and Gestalt	
February 9th	Perspectives on Learning Chapter 5: Piagetian Structures	
February 16th	Perspective on Learning Chapter 6: Constructivism, and Social Aspects of Learning	Reflections Due
February 23rd	Perspectives on Learning Chapter 7: Cognitive Structures	Final Project Proposal Due
March 2nd	Perspectives on Learning Chapter 8: Disciplinary Structures and Cognitive Science Approach	
March 9th	Mid-Term Exam	
March 16th	SPRING BREAK	
March 23rd	Approaches to Teaching Chapters 1-2: The Executive Approach	
March 30th	Approaches to Teaching Chapter 3: The Facilitator Approach	
April 6th	Approaches to Teaching Chapter 4: The Liberationist Approach	Reflections Due
April 13th	Approaches to Teaching Chapter 5: Reflections on the Three Approaches [AERA week]	
April 20th	Approaches to Teaching Chapter 6: Developing Your Own Teaching Style	Final Reflections Due
April 27th	Presentations of Final Projects	Final Projects Due
	Last Class – Presentations	