



## SYLLABUS TEMPLATE

<b>Course Number</b> <b>Course Name</b>	ED 452 Pedagogy and Learning
<b>Credit Value</b> <b>(Breakdown of theory and lab credits)</b>	3 theory
<b>Catalog Course Description</b>	This course will help the student to develop a solid theoretical foundation in education and a critical view of various educational practices and theories. Students will review aspects related to the social, emotional, physical and cognitive development of students and will understand the role of regular education teachers in teaching students with disabilities in the regular classroom. Students will learn about the different disabilities covered under IDEA and also will explore brain-based, multiple intelligences, multi-sensory instruction and different learning styles. Co-requisite: ED 401. (Cross listed with ED 450) (3, 3T+0L)
<b>Student Learning Outcomes of the Course</b>	<ol style="list-style-type: none"> <li>1. A3 – The teacher participates in an on-going process of researching current educational issues and practices, applying them in the classroom, and monitoring their effects.</li> <li>2. A8 – a.b.d.f. – The teacher critically reviews, selects, and adpts materials, resources, and Technologies and analyzes them for: age appropriateness, developmental level, exceptionalities, and relevance to students.</li> <li>3. B1. – The teacher understands learning theory, subject matter, and curriculum development and uses this knowledge in planning instruction to meet curriculum goals.</li> <li>4. B2. – The teacher takes into account the physical, social, emotional, cognitive, and lingustic development of students when planning instruction.</li> <li>5. B3. – The teacher plans learning opportunities, recognizing the various learning styles of individuals/groups, according to the nature of the content being taught.</li> <li>6. B6. – The teacher plans lessons that provide for the success of students with exceptionalitites, including learning disabilitites, visual and perceptual difficulties, and physical or mental challenges.</li> <li>7. B7. – The teacher integrates a variety of Technologies into planned activities including software, applications, and other learning tools.</li> <li>8. C3. – The teacher responds to children as individuals.</li> <li>9. C5. The teacher arranges the classro environment for optimal learning and student’s success.</li> <li>10. C7. – The teacher models and encourages positive social interactions.</li> <li>11. E2d. The teacher will use computers to support problem solving, data collection, information mangement, communications, presentations, and decision making.</li> <li>12. F1. – The teacher understands how students differ in their approaches to elarning and creates instructional opportunities that are adapted to diverse learners.</li> <li>13. F2. – The teacher organizes and anages varied learning groups as appropriate in each of the disciplines as appropriate to the needs and/or interests of students and the goals of the lesson.</li> <li>14. H2. – The teacher understands the differing levels of disabilities.</li> </ol>



	<ol style="list-style-type: none"> <li>15. H3. – The teacher understands the development and use of individualized education plans (IEPs).</li> <li>16. H4. – The teachers understands their responsibilities in implementing objectives set in an IEP.</li> <li>17. H8. – The teacher adjusts lessons and strategies for students with exceptionalities with regard to academic levels, physical environment, and emotional needs.</li> <li>18. H9. – The teacher understands the social, emotional, physical, and academic needs of students with exceptionalities.</li> <li>19. H11. – The teacher assists students with exceptionalities to have positive experiences in the regular classroom.</li> <li>20. I1. – The teacher understands various theories of cognitive, social, aesthetic, emotional, and physical development.</li> <li>21. I2. – The teacher understands how children learn and develop, and provides learning opportunities that support their cognitive, social, emotional, and physical development.</li> <li>22. K2. – The teacher effectively communicates orally and in writing using appropriate standard written and spoken English with a variety of audiences and encourage this in students.</li> <li>23. K9. – Teacher recognizes that social interactions enhances thinking and learning.</li> <li>24. K14. – The teacher recognizes the importance of technology as a tool for learning and communication.</li> </ol>
<p><b>College-Wide Student Learning Outcomes</b></p>	<p>ED 452 learning objectives align with the following NNMCM College Wide Goals:</p> <p><b>Communication</b>            NNMCM 1.a – Express ideas coherently and persuasively through oral and written communication.            NNMCM 1.b – Speak coherently and appropriately for various audiences and situations.            NNMCM 1.c – Present ideas and information effectively for specific purposes through written statements.</p> <p><b>Critical Thought</b>            NNMCM 2.a – Analyze and synthesize information.            NNMCM 2.d – Function as independent thinkers and as members of collaborative groups.</p> <p><b>Cultural Competence</b>            NNMCM 3.a – Understand and appreciate cultural diversity.</p> <p><b>Information Literacy</b>            NNMCM 4.b – Locate relevant information in printed and electronic form and credit it properly.            NNMCM 4.e – Utilize and operating system effectively and produce documents using generic office programs such as word processing, spreadsheet and presentation software.            NNMCM 4.f – Use the internet to communicate effectively through e-mail and other communication tools.</p>