



**TED UNIVERSITY  
FACULTY OF EDUCATION**

**EDU 102 INSTRUCTIONAL PRINCIPLES AND METHODS  
(2-2)3 Credits/6 ECTS  
Spring, 2015**

Instructor: Assist. Prof. Dr. Erdem Aksoy

Time and Place: Section 1: Monday 12.00/14.00, Friday 09.00/11.00, Room A 116

Section 3: Monday 09.00/11.00, Wednesday 09.00/11.00, Room B 241

Office Hours: Wednesday, Section 3: 14.00-16.00

Section 1: 16.00-18.00

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**Catalog description:** This course is about learning sciences, principles of learning and teaching, design and management of learning and teaching, the main components of teaching (planning, learning and teaching, assessment), learning and teaching methods and techniques, learning standards and teaching competencies.

**Course Description:** Learning and cognition, learning in the social and cultural context, individual differences among students, motivation, learning and teaching methods, design and management of learning and teaching, instructional planning, assessment of student learning: summative and formative assessments, designing learning experiences, a safe and challenging learning environment, learning standards and teaching competencies, teacher professional development.

**Course Learning Outcomes:**

Upon successful completion of this course, you will be able to:

1. interpret how learners construct knowledge, acquire skills, and develop thinking processes
2. identify differences in approaches to learning and teaching
3. critique variety of instructional strategies that promote learning of each and every student
4. generate curriculum frameworks and instructional plans that foster growth of all students
5. prescribe learning environments that support individual and collaborative learning for all students
6. select appropriate assessments to address specific learning goals and individual differences

**Main Reading:**

Borich, G. *Effective Teaching Methods: Research-Based Practice* (8th Edition)

**Supplementary Readings:**

Jordan, A., Carlie, O., Stack, A. (2008). *Approaches to Learning*.

Moore, K. D. (2009). *Effective instructional strategies: From theory to practice* (2nd ed.). Thousand Oaks, CA: Sage.

## **Student Workload (Total 180 Hrs)**

Lectures (38 hrs), Readings (30 hrs), Hands-On Work (14 hrs), Homework (20hrs), Resource Review (20hrs), Portfolio (34 hrs), Field trips (10hrs), Observation (14 hrs)

## **Planned Learning Activities & Teaching Methods**

Telling/explaining, Discussion, Questioning, Scaffolding/Coaching, Demonstrating, Predict-Observe-Explain, Video Presentations, Web Searching, Using Social Media

## **COURSE POLICIES**

### **I. TED University Code of Academic Integrity**

TED University takes academic integrity seriously. **Please read through the entire code acquaint yourself with how violations are defined.** Entire code might be found at the following link: <http://www.tedu.edu.tr/Assets/Documents/Content/genel/TEDU-Academic-Catalog.pdf>

### **II. Attendance**

This course requires your regular participation, attendance and punctuality. It is expected that you to attend the class on a regular basis and be on time. It is your responsibility to keep in touch about the emergencies prior to class. Exceeding 10% of attendance will result a half letter grade reduction. The TEDU policy concerning attendance will be followed strictly.

### **III. Late Work**

You are supposed to turn in each assignment on time. I will only accept late assignments in unusual circumstances (e.g. documented illness). In all other cases, I will reduce %10 of the total point per day for late work, and the assignment will not be accepted after three days late.

### **IV. Assignment Rules**

All assignments must be typed and prepared in APA style. It is expected that you turn in assignments on time.

### **V. Academic Honesty Policy**

This course adheres to the academic honesty policy. I expect that all work submitted and presented by you will be your own original work and that the contributions of others will be openly acknowledged. Failure to adhere to this policy will result in disciplinary action. For more information:

**a.** Plagiarism is a form of dishonesty that occurs when a person passes off someone else's work as his or her own. This can range from failing to cite an author for ideas incorporated into a student's paper to cutting and pasting paragraphs from different websites to handing in a paper downloaded from internet. All are plagiarism.

**b.** *All parties to plagiarism are considered equally guilty.* If you share your coursework with another student and she plagiarizes it, you are considered as guilty as the one who has plagiarized your work, since you enabled the plagiarism to take place. *Under no circumstances should a student make his her coursework available to another student unless the instructor gives explicit permission for this to happen.* Copying someone's work is an extreme and straightforward act of plagiarism. More commonly, however, students plagiarize without realizing they are doing so. This generally happens when a student fails to acknowledge the source of an idea or phrasing. *Avoid plagiarism by citing sources properly!*

## **VI. Announcements**

All announcements will be sent to your e-mail address. It is your responsibility to keep your e-mail address operative all times. Check your e-mails regularly in order to be informed.

## **COURSE ASSIGNMENTS**

### **1. Mid term exam (25%)**

A written mid term exam will be conducted comprising the necessary topics covered.

### **2. Field Trip Reflections (15%)**

Throughout the semester you will make 2 field trips to an elementary school to conduct observations of classroom teaching. Your observations will be guided by our topics in the course (e.g. lesson plan, goals and objectives, methods of teaching, assessment). You are supposed to write a 2-pages reflection paper after each observation.

### **3. Final Exam (30%)**

A written final exam will be conducted comprising the necessary topics covered.

### **4. Portfolio (30%)**

The portfolio will cover all the necessary work that will be carried out in and outside of class. The portfolio is expected to include the following:

- 1) Reflection papers to videos watched outside and in class (%5)
- 2) Reflection papers of in class group and pair work activities (%5)
- 3) Presentations/videos about teaching methods/ instructional techniques (%15)

#### Information about the Presentation:

You are supposed to work in groups of 4-5 and create an instructional plan and make a presentation out of it. Your instructional plan should include: A Brief Context (*Who is the teacher? Who are the learners? What is the location/place of the teaching and how does place matter?*) A Specific Subject Area/Topic (*What is your subject area? -e.g. mathematics, social studies- What is your specific topic? – e.g. number operations, climate change-* Goals and Objectives (*What are your specific goals and objectives? How did you set the goals/objectives?*) Teaching Methods (*What are your teaching methods? -You should use at least two teaching methods- What is the rationale behind selecting these teaching methods?*) Assessment (*How will you assess the learning? Which assessment techniques are you going to use and why?*) As a result of the instructional plan, you are going to make a presentation of it in class.

- 4) Organizing unit and lesson plans (%5)

\*All the course requirements will be clarified in a timely manner before the activity or assignment is due. Mid term, final, and field trip dates will be announced during the course of study and necessary rubrics will be provided later.

## **Grading**

Activity	Percentage	Grading Scale	
Mid term	25	AA	90-100
Field trip reflections	15	BA	85-89
Final Exam	30	BB	80-84
Portfolio	30	CB	75-79
		CC	70-74
		DC	60-69
		DD	50-59
		F	0-49
		FX	0

## **COURSE ASSESSMENT & LEARNING OUTCOMES MATRIX**

### **Assignments**

### **Course Learning Outcomes**

Mid term

#1, #2, #3, #4

Field trip reflections

#3, #4, #5, #6,

Final exam

#1, #2, #3, #4, #5, #6,

Portfolio

#1, #2, #3, #4, #5, #6,

## **Course Schedule**

Dates	Process	Readings
16-20 Feb.	Meeting the students and overview of the course and introduction to the basic concepts related to instruction.	Chapter 1: The Effective Teacher
23-27 Feb.	Presenting and practicing basic concepts related to instruction.	Chapter 2: Understanding Your Students
02-06 March	Presenting and practicing different approaches to learning: Behaviorism, cognitivism, cultural learning.	Approaches to Learning (Jordan et al)
09-13 March	Presenting and practicing different approaches to learning: Constructivism, competency based learning.	Approaches to Learning (Jordan et al)
16-20 March	Presenting and practicing basic concepts related to goals and objectives, taxonomies of objectives.	Chapter 5: Goals, standards, and objectives
23-27 March	Presenting and practicing unit and daily lesson plans. Mid Term	Chapter 6: Unit& lesson planning
30 March-03 April	Presenting and practicing questioning strategies	Chapter 8: Questioning Strategies
06-10 April	Presenting and practicing direct instruction & teaching methods	Chapter 9: Teaching Strategies for Direct Instruction
13-17 April	Presenting and practicing indirect instruction & teaching methods Field Trip 1 17 April	Chapter 10: Teaching Strategies for Indirect Instruction  Field Trip 1
20-24 April	Presenting and practicing integrated instruction & teaching methods	Chapter 11: Self-directed learning

27 April- 1 May	Presenting cooperative learning	Chapter 12: Cooperative Learning
04-08 May	Student presentations on teaching methods	Student presentations
11-15 May	Presenting and practicing technology integration in to courses Field Trip 2 15 May	Chapter 7: Technology Integration in Instruction Field Trip 2
18-22 May	Presenting basic measurement and evaluation methods in education.	Chapter 13: Assessing Learners
27 May-09 June	FINAL	