

Common Course Outline for: Foundations of Instruction, EDUC 2223

A. Course Description

1. Number of credits: 1
2. Lecture hours per week: 1
Lab hours per week: *None*
3. Prerequisites: EDUC 1101
4. Co-requisites: None
5. MnTC Goals: None

Foundations of Instruction will allow students to apply their knowledge of cognitive, moral, social, emotional and physical development, and individual variations, to instructional strategies and learning activities. Students will be able to create appropriate lessons and learning activities given the levels of development of children.

B. Date last revised: May 2019

C. Outline of Major Content Areas

1. Understand and apply educational principles and concepts related to physical, social, emotional, moral and cognitive development of young children
2. Learning opportunities that support intellectual, social and personal development in children and the application to instruction
3. Developmental progressions of learners.
4. Ranges of individual variations within the physical, social emotional, moral and cognitive development, how these variations influence learning, instructional decisions to address these factors, and the interrelatedness of performance in these domains.
5. Learning readiness factors.
6. Instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities.
7. Instructional strategies that encourage students' development of critical thinking, problem solving and performance skills.
8. Learning opportunities that encourage positive social interaction, active engagement in learning, and self-motivation supporting individual and group work.

D. Course Learning Outcomes

Upon successful completion of the course, the student will be able to:

1. Understand and apply educational principles relevant to physical, social, emotional, moral and cognitive development in children.

8710.3200, Subp. 3, Standard A1 & A2, Teachers of Elem. Ed. **Subject matter standards.** A candidate must complete a preparation program for licensure under subpart 2, item C, that must include the candidate's demonstration of the knowledge and skills in items A to L.

- A. A teacher of children in kindergarten through grade 6 must:
 - (1) understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning;
 - (2) understand and apply educational principles relevant to physical, social, emotional, moral, and cognitive development of young children;
- 2. Identify levels of readiness for learning and prepare lessons to facilitate learning at the identified level.

8710.2000, Subp. 11, Standard 10F, Standards of Effective Practice, **collaboration, ethics, and relationships.** A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being. The teacher must:

- F. understand data practices;
- 3. Select instructional strategies to encourage student development of critical thinking, problem solving, and performance skills; ~~with~~ consideration of the cognitive processes associated with various kinds of learning and how these processes can be stimulated.

8710.2000, Subp. 5, Standard 4B, Standards of Effective Practice. A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills. The teacher must:

- B. understand the cognitive processes associated with various kinds of learning and how these processes can be stimulated;
- 4. Select and develop strategies for organizing and supporting individual and group work in learning activities for children.

8710.2000, Subp. 6, Standard 5A, Standards of Effective Practice. A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. The teacher must:

- A. understand human motivation and behavior and draw from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work;
- 5. Apply motivation theory to the classroom.

8710.2000, Subp. 6, Standard 5F, Standards of Effective Practice, **learning environment.** A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. The teacher must:

- F. know factors and situations that are likely to promote or diminish intrinsic motivation and how to help students become self-motivated;

E. Methods for Assessing Student Learning

May include, but are not limited to:

1. Reflection Papers
2. Quizzes
3. Papers—Context for Learning, Individual Student Learning Readiness Assessment in Reading/Math, Lesson Plans—This is to be considered a writing-intensive course by MSU, Mankato, so there will be feedback on papers and a required number of papers
4. Exams
5. Presentations
6. Portfolio of Instructional Strategies
7. Discussions

F. Special Information