

Course Name	Methods of Instruction
Course Code	EDU 209
Type of Course	COMPULSORY
Course Level	3
ECTS Credits	5
Weekly Theory Hour	3
Weekly Practice Hour	-
Weekly Laboratory Hour	-
Year	2013
Term	Fall
Instructor (s)	Asst. Prof. Dr. Olga Pilli
Teaching System	
Education Language	ENGLISH
Prerequisite course	-
Other recommended matters	-
Training status	-
Course Objectives	The course aims at familiarizing the students with the basic concepts related to instruction, principles of learning and instruction, planning instruction, instructional strategies, methods and techniques and helping them think critically about principles and methods of instruction by making a linkage between these methods, techniques and the practice. The course is designed to give special consideration to the topics including cognitive approaches to instruction (reception learning, reciprocal teaching, discovery learning, constructivism and problem solving) ; behavioral approaches to instruction (programmed instruction, computer-assisted instruction, mastery learning); planning instruction (Bloom's three domains of learning), events of instruction; four instructional alternatives (presentation, discussion, independent study, individualized instruction); cooperative learning (Vygotsky); and the teaching techniques (demonstration, question-answer, role-playing, drama, simulation, micro-teaching, experiments).
Learning Outcomes	At the end of the course, the students will be able to <ul style="list-style-type: none"> • identify with the basic concepts related to instruction. • identify with the principles of learning and instruction, instructional strategies, methods and techniques. • identify with the cognitive and behavioral approaches to teaching • name some important cognitive and behavioral approaches to teaching • discuss the purposes, characteristics, advantages and limitations of instructional methods, strategies and techniques. • compare and contrast the purposes, characteristics, advantages and limitations of instructional methods, strategies and techniques • evaluate the purposes, characteristics, advantages and limitations of instructional methods, strategies and techniques. • develop a personal and individualized understanding towards instructional approaches, methods techniques and strategies.
Course content	Basic concepts related to instruction, principles of learning and instruction, the importance and utilities of planned steps in instruction, planning instruction (yearly, weekly lesson plans),

		learning and instruction strategies, instructional methods and techniques, making a linkage between these methods, techniques and the practice, instructional materials, the roles and responsibilities of the teachers in enhancing the quality of instruction, competencies of teacher.	
Weekly detailed plan	WEEK	TOPICS	
		Theoretical	Practical
	1	Meeting the students and overview of the course and Introduction to the basic concepts related to instruction	
	2	Presentation of the principles of learning and instruction. Factors that influence how we teach	Group discussion of the principles of learning and instruction Home tasks: Discussion of the questions related with the topic
	3	Motivation, teaching and learning, School of thought about learning and teaching, Getting to know your students	
	4	Planning instruction: benefits and approaches to planning, writing instructional objectives and preparing daily, weekly and yearly lesson plans	Home tasks: Discussion of the questions related with the topic
	5	Events of instruction and Bloom's Taxonomy: three domains of learning	
	6	Cognitive Approaches to instruction: reception learning, discovery learning, constructivism and problem-solving- (Behavioral Approaches to instruction: programmed instruction, computer-assisted instruction, mastery learning)	Home tasks: Discussion of the questions related with the topic
	7	Revision	
	8	Mid-term Exam Week	
	9	Cognitive Approaches to instruction: reception learning, discovery learning, constructivism and problem-solving- Behavioral Approaches to instruction: programmed instruction, computer-assisted instruction, mastery learning)	
	10	Instructional alternatives: presentation, discussion, independent study	
11	Instructional alternatives: individualized instruction, cooperative learning,		

		discovery learning,	
	12	Defining 'Good Teaching': Knowledge, Communication, Interest, Respect	Instructional Planning, preparation and teaching practice. Feedback session to follow (Whole-class discussion)
	13	Evaluating students' learning, Classroom assessment	Instructional Planning, preparation and teaching practice. Feedback session to follow (Whole-class discussion)
	14	Effective teachers: personal attributes and characteristics Effective teachers: professional skills and abilities	Instructional Planning, preparation and teaching practice. Feedback session to follow (Whole-class discussion)
	15	Managing the classroom, The teacher as a problem solver	
	16	Final exam week	

Recommended Reading Materials/Text book

- P. Burden, D. Byrd., (2005) Methods for Effective Teaching
- H.R. Lang, D. Evans., (2006). Models, Strategies and Methods for Effective Teaching, Pearson Education
- Bainer Jenkins, D., Cruickshank, D.R., Metcalf, K. (2009). The act of teaching. USA, McGraw-Hill, Inc.

Assessment Methods

Term Activities	Number	Percentage
Presentations	1	20
Midterm exam	1	25
Class Reflection and Lesson Plan	1	15
Final exam	1	40
TOTAL		100
Percentage of Term activities		60
Percentage of Final Exam		40
TOTAL		100

Calculation work load within the framework of learning, teaching and evaluation activities

Activities	Number	Time (hour)	Total work load (hour)
Weekly theory hour	13	2	26
Weekly self-study hour	13	4	52
Discussions and Debates	13	1	13
Presentation (Preparation)	1	10	10
MidTerm			
a) Exam	1	1	1
b) Individual study	1	15	15
Final			
a) Exam	1	1	1
b) Individual study	1	20	20

TOTAL WORK LOAD(hour)= 138

COURSE ECTS CREDIT= Total work load(hour)/(30 hours/ECTS)= 138/ 30 = 4.6 = 5

Program and Learning Outcomes Relation

Learning Outcomes	Program Outcomes																
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16	PO 17
LO 1		5															
LO 2		5															
LO 3		5															
LO 4		5															
LO 5		5															
LO 6		5													5		
LO 7		5															
LO 8		5															

*Level of significance : 1 Very low 2 Low 3 Medium 4 High 5 Very High