

Course Name	Special Teaching Methods I
Course Code	EDU 311
Type of Course	Compulsory
Course Level	Undergraduate
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	<ul style="list-style-type: none"> • Make considered judgements about the impact that ICT is having on student learning in schools through a systematic study of relevant research literature • Evaluate the rationale for using ICT within a constructivist framework • Articulate the necessary competencies, skills, knowledge, experience and attitude profile needed for success as an ICT teacher • Demonstrate their ability to successfully integrate ICT within selected curriculum contexts through preparing lesson plans that take advantage of the key attributes of ICT as a learning tool and process
Learning Outcomes	<p>This course aims to provide students with the necessary background and skills:</p> <ul style="list-style-type: none"> • in using general teaching strategies for prospective ICT teachers • in choosing and utilizing macro teaching methods, materials, and techniques employed in classroom settings. • in using appropriate evaluation techniques according to the teaching method applied in learning environment • create and trial ICT based learning resources that are relevant to the changing needs of classroom teachers and schools • Enhance their developing professional expertise by adopting a reflective and critical perspective on the practical uses of ICT in education
Course content	<p>This is an introductory course about general teaching strategies for prospective Computer Teachers. This course gives special emphasis on computer education at secondary education and special teaching methods using technology. The course introduces the macro teaching methods, materials, and techniques employed in classroom settings. Besides this, concepts of method and teaching strategies, different methods of instruction and teaching as applied to computer education. This course also focuses to examine the role of computers in</p>

		society, organizations and education while promoting "fearlessness" when it comes to the use of computers, a sense of "learning to learn", and ethical considerations of these in educational settings.	
Detailed plan	WEEK	TOPICS	
		Theoretical	Practical
	1	Meeting the students and overview of the course	
	2	Teaching as science and art	
	3	The place of ICT in Secondary Education	
	4	Cooperative Learning, Discovery Learning	Application of teaching methods and techniques
	5	Problem-based instruction	Application of teaching methods and techniques
	6	Classroom Discussion, Role-playing	Application of teaching methods and techniques
	7	Presentation, Direct Instruction	Application of teaching methods and techniques
	8	Mid-term Examination	
	9	Concept Teaching, Project-based Learning	Application of teaching methods and techniques
	10	Advance Organizers, Demonstration	Application of teaching methods and techniques
	11	Interactive White Board	Application of teaching methods and techniques
	12	Scaffolding Instruction	Application of teaching methods and techniques
	13	Active Learning, Concept Mapping	Application of teaching methods and techniques
14	Revision	Poster presentations	
	15	Final Examinations	
Textbook/ Recommended Reading Materials	<p>Gillespie, H.(2006). Unlocking learning and teaching with ICT : identifying and overcoming.</p> <p>Buckingham, D.(2007). Beyond technology : children's learning in the age of digital culture.</p> <p>Kennewell, S., Parkinson, J.M., & Tanner, H. (2007). <i>Learning to teach ICT in the secondary school: A companion to school experience</i>. New York: RoutledgeFalmer.</p>		
Term Activities		Number	Percentage
Midterm exam		1	40
Unit Plan		1	20
Presentation and Presentation Report		1	25
Poster Presentation		1	15
TOTAL			100
Percentage of Term activities			60
Percentage of Midterm Exam			40
TOTAL			100

Activities	Number	Time (hour)	Total work load (hour)
Weekly theory hour	13	2	26
Poster Presentation	1	16	16
Group Presentation	9	2	18
Term Project	1	8	8
MidTerm	1	2	2
a) Exam	1	10	10
b) Individual study			
Unit Plan	1	3	3
a) Project	1	7	7
b) Individual study			
TOTAL WORK LOAD(hour)= 90			
COURSE ECTS CREDIT= Total work load(hour)/(30 hours/ECTS)= 90/ 30 = 3			

TEACHING / LEARNING APPROACH

The class will consist of lectures, required readings, discussion of the readings and lecture material, various classroom and out-of-class exercises, assignments and examinations. The class will consist of lectures, required readings, discussion of the readings and lecture material, various classroom and out-of-class exercises, homework and examinations. Throughout the semester, students will also be actively

PRESENTATIONS:

Each student in the class is required to give a presentation with a group on a designated topic, related to major teaching/learning approaches. The instructors will assign the topic and the date of the presentation for each group. The presentation reports will also be handed in one week after the presentation. Further information about the presentations will be provided by lab assistants in coming weeks.

POSTER PRESENTATION:

Poster properties:

- It should be attention grabbing
- It should be easy to read (readable from 1m distance)
- It should not be too crowded
- Title should be written in boldface
- Illustrations/graphics/comics etc. related with the topic should be used
- Colors should be used to provoke attention ... etc

UNIT PLAN:

Students are supposed to prepare a unit plan based on at least one of the teaching methods examined in the course. At the end the unit plans the students should make their own analysis and explain how they employed the methods. The unit plan should include the following topics:

1. Introduction (name of the course, grade level, unit, duration)
2. Context (Classroom Climate, classroom setting)
3. Goals and Objectives
4. Instructional Materials
5. Implementation of the teaching method/s
6. Proper assessment strategies

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	3	5														1	
LO 2				4												3	
LO 3					5							3					5
LO 4	3																
LO 5																5	

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