

Inver Hills Community College

EDU 1109: Introduction to Education & Reflective Teaching

A. COURSE DESCRIPTION

Credits: 4

Lecture Hours/Week: 3

Lab Hours/Week: 2

OJT Hours/Week: *.*

Prerequisites: None

Corequisites: None

MnTC Goals: None

Gives prospective educators and school paraprofessionals perspective on the rewards and challenges of teaching, including critical issues facing teaching and learning in today's schools. Class lectures/discussions, course readings, guest speakers, and field experiences will focus on such topics as educational equity, the achievement gap, poverty, diversity, resiliency, cultural awareness, using the community as a resource, effective teaching, school improvement, the importance of engaging in reflective teaching, and opportunities to further explore personal motivations for becoming a teacher. Participants are introduced to education through case studies and first-hand accounts of teaching and learning in schools, including an exploration of the impact that larger social systems have on schools, teachers, and students and their families. In addition to attending the weekly 3-hour class lecture/discussion, students will complete a minimum of 30 Service Learning hours in a school setting. They will also use eFolio Minnesota to create a multimedia electronic portfolio to reflect upon their Service Learning experiences. This course will include completion of MTLE Basic Skills practice tests in Reading, Mathematics, and Writing, in preparation for Minnesota teacher licensure requirements. This course meets the Minnesota Professional Educator Licensing and Standards Board (PELSB) 8710.3200, Subp. 3, Standard A2, 3, 8710.2000, Subp. 3, Standard 2C, Subp. 5, Standard 4B, Subp. 6, Standard 5A, 5F, Subp. 10, Standard 9A, Subp. 11, Standard 10A, B, F, L.

B. COURSE EFFECTIVE DATES: 08/27/2012 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Rewards and challenges of teaching, including critical issues facing teaching and learning in today's schools 15%
2. Topics relevant to E-12 education (e.g. educational equity, the achievement gap, poverty, diversity, cultural awareness, and using the community as a resource) 15%
3. Impact of larger school systems on schools, teachers, and students and their families 10%
4. Research, theories, and strategies to foster student success and persistence 15%
5. Characteristics, skills, and dispositions of effective teachers 15%
6. Rationale and techniques for reflective teaching, including opportunities for further exploration of personal motivations for becoming a teacher 15%
7. Electronic portfolio development 10%
8. PELSB MN NES/EAS Basic Skills Tests: Reading, Writing, & Mathematics 5%

D. LEARNING OUTCOMES (General)

1. MN NES EAS/Basic Skills testing--Reading, Writing and Math sub-tests are taken and a plan for achieving passing scores is designed.
2. Apply knowledge of the Special Education legislation to the classroom setting, including inclusion, least restrictive environment, individualized education programs and most common disability areas.
3. Apply developmental characteristics of students by age level, including physical, cognitive, emotional, and social characteristics.
4. Identify implications for teachers of gender, culture, language and socio-economic diversity.
5. Demonstrate an understanding of mindset and professional dispositions and their impact on the methods used in teaching children.
6. Demonstrate an awareness of the process of reflective practice in teaching.
7. Reflect upon the course content in the regular elementary level education classroom
8. Complete 30 hours of field experience.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted