

EDUCATION 423-4 "The Analysis of Teaching"

Summer Session, 1984
Mondays/Wednesdays--1:00-4:50
July 3-August 10

Instructor: Dr. H. R. Lang
Location: on campus

OBJECTIVES

The primary purpose of this class is to assist the student in improving his/her professional decision-making capability. Factors (pre-instructional; during-instruction; and, post-instructional) which influence teacher effectiveness will be studied. Students will also become aware of existing research on teaching and teacher effectiveness. A plan for systematic improvement of instruction will be provided and initiated. Application of instructional theory will take place through instructor modelling and in-class practice by students.

OUTLINE OF TOPICS

- A. The teaching/learning system, an overview
- B. Pre-instructional variables: planning; objectives/evaluation; and, professional targets and development
- C. Communication skills: verbal and non-verbal
- D. During-instruction: set, development and closure
stimulus variation
teaching skills and strategies (questioning, discussion, explanations and selected other skills and strategies)
concept teaching
skill teaching
attitude teaching
process teaching (thinking skills and problem-solving)
interaction (grouping, enthusiasm, individualizing)
motivation
teaching styles
- E. Models of teaching
- F. Climate: classroom and school environment
- G. Interpersonal skills
- H. Classroom management: basic principles and relationship to instruction
- I. Post-instructional factors: evaluation of student learning, teaching effectiveness; and, professional development

TYPICAL REQUIREMENTS

Mid-term and final tests; professional growth logbook

ELIGIBILITY

Third or fourth year standing; Education 220 or Psychology 101.

TESTBOOKS

None assigned. Students will acquire appropriate "hand-out" material.