Administrative Unit: Education Department

Course Prefix and Number: EDUC 300

Course Title: Techniques of Teaching

Number of Credit Hours: 2
Lecture Hours: 2
Laboratory Hours: 0

Catalog Description: The study of instructional planning, including goals and objectives, techniques and activities, and evaluation. Students produce and present lessons containing defensible techniques, strategies, and methods of evaluation. Prerequisite: EDUC 230, and admission to Teacher Certification Program. Offered Fall and Spring semesters.

Prerequisite(s)/Corequisite(s): EDUC 230, and admission to Teacher Certification Program.

Technology Requirements: An education technology application is required.

DESE QI Targeted: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11


Course Objectives:
- To identify the components of a curriculum, a unit, and a lesson and discuss the relationship among them.
- To create goals and objectives within the cognitive, affective, and psychomotor domain that meet criteria for each.
- To identify the commonly recognized techniques, strategies, and/or models used in teaching and the attributes of each.
- To identify evaluation strategies and describe evaluation instruments based on objectives.

Topical Outline (major areas of coverage):
- The curriculum, units, and lessons.
- National, state, and local curriculum guidelines as advance organizers for the content, process and products of educational practice.
- Curriculum, instruction, and developmentally appropriate practice.
- Instructional Goals, objectives and rationales.
- Instructional Objectives: criteria to evaluate, purpose, relationship to assessment, domains where needed (cognitive, affective, psychomotor).
- Components of lesson plans.
- Direct instructional strategies: lecture, demonstration, self-instructional modules or units, teacher led question and answer periods and dialogues; use of print and audio-visual teaching materials; drill and practice activities.
• Indirect instructional strategies: student led group discussions; cooperative learning; inquiry or discovery lessons; problem solving activities; role plays, simulations, and dramas; gaming.
• Assessment strategies and grading alternatives for determining evidence of student achievement of learning outcomes.

Recommended maximum class size for this course: 20

Library Resources: Online databases are available at http://www.ccis.edu/offices/library/resources.asp. You may access them from off-campus using your services login and password when prompted.

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Date: December 27, 2004

NOTE: The intention of the master syllabus is to provide an outline of the contents of this course, as specified by the faculty of Columbia College, regardless of who teaches the course, when it is taught or where it is taught. Faculty members teaching this course for Columbia College are expected to facilitate learning pursuant to the course objectives and cover the subjects listed in the topical outline. However, instructors are also encouraged to cover additional topics of interest so long as those topics are relevant to the course’s subject. The master syllabus is, therefore, prescriptive in nature but also allows for a diversity of individual approaches to course material.

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