

# **EDU4148 Education Advanced Lab**

## **Course Syllabus**

### **COURSE REQUIREMENTS**

Education Advanced Lab is an advanced course. Students wishing to enroll in this course must have taken EDU3148 Education III.

### **COURSE DESCRIPTION**

This course will afford the student a comprehensive array of methodology for teaching. Time will be expended on researching how children (people) absorb information. It is imperative to realize that each student is distinctive and similar techniques can not be proactive for all students. Teachers who learn to govern the classroom well have more occasion for constructive learning, therefore this course presents some methods to keep interferences to a minimum.

You will inspect many diverse approaches teachers utilize to convey knowledge. You will begin to establish the teaching method that suits you best. Adapting to the needs of your students is crucial. You will scrutinize at least eight distinctive ways that individuals learn. With this knowledge, you will be in an enhanced position to be adjustable for your students.

### **LEARNING OBJECTIVES**

This course spotlights the pedagogy of this field. Inspections of several methods of teaching will be analyzed. Each student carries with them a unique brain and proficiency. This can make teaching a lesson very challenging. As a teacher you want to make sure you are helping each distinctive student to the best of your ability. This course will promote that goal. By the end of this course, all students should:

- Cultivate a comprehensive knowledge of an assortment of teaching methods
- Expand procedures to oversee the behavior of a group of students
- Appreciate that all people learn in their own unique ways
- Become skillful at being flexible with your lessons in order to reach all students
- Recognize that you may need to move outside of your comfort zone to accommodate the needs of your students
- Have observed classrooms in session
- Have opportunity to participate and teach in a classroom

### **ATTENDANCE**

Attendance is mandatory for all students. Excellent attendance is imperative for mastery and application of the information dispensed. Whether you are sitting at a desk in a classroom or attending via Skype, your attendance is vital to your success. Late arrivals are distracting and disrespectful. Please refrain from being tardy. Grades will be affected by absences and tardiness. Participation in class is a prerequisite. You learn from lectures, discussions and presentations.

## **CLASSROOM BEHAVIOR**

Students are expected to treat all persons with respect. We should all conduct ourselves in a courteous and responsible manner. Be considerate, you can disagree, don't insult.

Please set all your electronic devices to silent during class so as not to be a disturbance to others in the class.

## **TUTORIAL ASSISTANCE**

We maintain an open-door policy for our students. We are absolutely willing to discuss any matter that may arise during the course. If you have any questions, problems, or need help with the course material, we urge you to reach out as soon as the issue arises. If you want to contest a grade, you must do so within 48 hours and put it in writing. Please ask your student advocate for help. If you do not have a student advocate send an email to: [tutordept@usilacs.org](mailto:tutordept@usilacs.org).

## **NON-DISCRIMINATORY STATEMENT**

All students regardless of age, race, gender, religion, physical disability, class, etc., shall have equal opportunity without harassment in this course. Any problems with or questions about harassment can be discussed confidentially via email at: [hr@usilacs.org](mailto:hr@usilacs.org).

## **DRESS CODE**

For students enrolled who are attending in a classroom or via Skype, please be sure you are dressed modestly and respectfully. Please refer to [www.merriam-webster.com/dictionary/business%20casual](http://www.merriam-webster.com/dictionary/business%20casual). NO short shorts or skirts. Avoid low-cut tops. We want to present ourselves in a dignified manner at all times.

## **NETIQUETTE**

- Always read through all the comments of the class before responding. This will avoid duplicating comments or questions asked.
- Avoid language that could be offensive. All profanity is strictly prohibited. Remember that using all caps when replying online signifies shouting. This would be rude and combative.
- Be sensitive to the fact that there will be fellow students from all parts of the world with many differing backgrounds and languages. Remember that slang and idioms will most likely be misconceived and/or misinterpreted. These should be avoided.
- Respect others views or opinions.
- Be thoughtful of the privacy of others. Ask permission before sharing email addresses or other personal information.
- Do not forward inappropriate material such as: virus warnings, chain letters, jokes, etc. The sharing of pornographic material is strictly prohibited.
- Use good spelling and grammar. Avoid using texting shortcuts.

- Strive to compose your comments in a positive, supportive and constructive manner at all times.

Any of these offenses will be dealt with by the school disciplinary committee.

## **ADA ACCOMMODATIONS**

All reasonable accommodations will be provided for students with disabilities. Any student attending USILACS who needs an accommodation due to a chronic challenge (i.e. blindness, deaf or hard of hearing, mobility issues, psychological, or learning disability), register with:

USILACS Registrar's Office  
1221 Brickell Ave.  
Miami, FL 33131  
1-305-330-2202  
[registrarsoffice@usilacs.org](mailto:registrarsoffice@usilacs.org)

## **ACADEMIC DISHONESTY/CHEATING**

We encourage collaborating with others, either in person or online, to study and learn. When you complete your assignments or your exams, however, the wording has to be your own.

Plagiarism is the theft of someone else's work and ideas. You are permitted to cite or even quote someone else, however, you must properly cite them. There are two accepted ways of doing this. They are known as Modern Language Association (MLA) or American Psychological Association (APA). You can visit [www.citationmachine.net](http://www.citationmachine.net) for help in correctly citing information.

As a school that strives to maintain high moral standards, we strongly caution our students to be ethical and honest. Endeavor to be honest in conducting yourself in regard to any coursework you accomplish or exams you may take. Cheating is a dishonest practice.

## **REFERENCE MATERIALS**

The vast majority of textbooks are outdated by the time they are published. USILACS education programs are not based upon outdated printed textbooks. USILACS programs are based on the most accurate and reliable knowledge available; specifically, up-to-date vetted internet-based information.

For those who would like some reference or Internet search recommendations, we would recommend the following.

- (2017) The Science of Teaching and Effective Education. Sprouts.
- (2017) Learning Styles & Multiple Intelligences: Theory Integration. Teachings in Education.

(2016) Instructional Strategies -- The Ten Plus Two Teaching Method. Let's teach.

(2014) Teach for Mastery Learning. Sprouts

(2013) How to get students ready for learning? Edutopia.

## **MINIMUM REQUIRED SUPPLIES**

All students will need all of the following:

- Computer with camera, microphone, and speakers.
- Skype installed on the computer with an active Skype account.
- Internet
- Printer
- Notebook paper
- Pens/pencils

If the student does not have a computer or internet, there will be some available for use at the school in the computer lab.

## **GRADING SYSTEM**

There will be three tests throughout the course. Each test will count for 33.3% of the final grade.

Grade	Percentage	Grade Point
A+	99	4.0
A	97	3.8
A-	94	3.7
B+	89	3.3
B	85	3.0
B-	81	2.7
C+	77	2.3
C	73	2.0
C-	69	1.7
D	66	1.0
F	59	0.0

All students must earn at least a "D" in order to pass the class.

## **ASSIGNMENTS**

*Teach 4<sup>th</sup> graders a science concept-*

- Simple machines
- Photosynthesis
- Volcanoes
- Core samplings
- Earthquakes

Come up with a concept that you would like to teach to a group of 4<sup>th</sup> grade students. Present your lesson to the class as if they were your 4<sup>th</sup> grade class. Be creative!

### *Multiple Intelligence Lessons-*

- Interpersonal
- Intrapersonal
- Mathematical
- Linguistic
- Musical
- Kinesthetic
- Nature
- Visual

You are going to teach a lesson on rhyming words. You are to come up with an activity that will help the student to reinforce the lesson of rhyming words using each of the multiple intelligences. There should be eight separate activities when you are finished.

### *More Multiple Intelligence Lessons-*

Now the challenge is to teach a group of 10<sup>th</sup> grade students a lesson on digestion. After the lesson is over it is your job to come up with eight different activities to keep them occupied for the next 20 minutes. Each activity should review the lesson on digestion and utilize each one of the multiple intelligences.

## **WEEKLY ASSIGNMENTS**

<b>Week 1</b>	Overview of course and coursework Responsive classroom practices
<b>Week 2</b>	Project learning
<b>Week 3</b>	Inductive learning
<b>Week 4</b>	Chunking <i>Teach 4<sup>th</sup> graders a science concept due</i>
<b>Week 5</b>	<b>Video review and Exam</b>
<b>Week 6</b>	Howard Gardner's Multiple Intelligence Theory
<b>Week 7</b>	Interpersonal/Intrapersonal
<b>Week 8</b>	Kinesthetic/Musical <i>Multiple Intelligence lessons due</i>
<b>Week 9</b>	<b>Video review and Exam</b>
<b>Week 10</b>	Nature/Visual
<b>Week 11</b>	Linguistic
<b>Week 12</b>	Mathematical <i>Multiple Intelligence lessons due</i>
<b>Week 13</b>	<b>Video review and Final exam</b>