Eastern Illinois University  
New Course Proposal  
EDU 4551, Alternative Certification: Foundations of Teaching

1. Catalog description in the style of the University Catalog, showing  
   a. Course number: EDU 4551  
   b. Title: Alternative Certification: Foundations of Teaching  
   c. Meeting times and credit: Monday-Friday (4-2-4)  
   d. Terms to be offered: SU  
   e. Short title: ALT CERT FNDNS  
   f. Course description: This course addresses Illinois Professional Teaching Standards in the social, cultural, historical, and psychological foundations of teaching. The course is part of the academically rigorous, intensive Alternative Certification Program that includes EDU 4552 (Alternative Certification: General Teaching Methods) and EDU 4553 (Alternative Certification: Methods of Teaching in the Discipline).  
   g. Prerequisites: Must be admitted to the Alternative Certification Program and have received a “B” or better in EDU 4550 (Alternative Certification: Introduction to Teaching).

2. Objectives and Evaluation of the Course  
   a. Objectives: Upon completion of this course, the pre-service teacher will  
      1. Understand the role of culture and cultural diversity in the teaching-learning process.  
      2. Understand current research findings about effective teaching including classroom management, motivation, and evaluation.  
      3. Understand how individuals grow, develop, and learn.  
      4. Understand behavioral and cognitive theories of learning and their appropriate uses in the classroom.  
      5. Understand the importance of designing teaching strategies that accommodate individual differences in students.  
      6. Understand the importance of reflection as an integral part of teaching.  
      7. Understand a variety of philosophical perspectives and how they influence education.  
   b. General Education: not applicable  
   c. Student Assessment: Assessment of students’ achievement of the course objectives will include reflective journals, cooperative activities, research papers, self-reflection papers, class presentations, and exams.  
   d. Graduate level: not applicable  
   e. Writing course: not applicable
3. Outline Of The Course
   a. This course will consist of three modules:

   Module 1: Social Foundations of Teaching and Learning: Diversity
   Module 2: Psychological Foundations of Teaching and Learning
   Module 3: Philosophical Foundations of Teaching and Learning

### Classroom and Lab Meeting Times

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<thead>
<tr>
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<th>Classroom</th>
<th>Lab</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
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<tr>
<td>Days</td>
<td>MTWRF</td>
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<td>Times</td>
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<td>8-9, 1-3</td>
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<td>Hours</td>
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<td><strong>Week 2</strong></td>
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<td>Days</td>
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<td>Times</td>
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### Module 1: Social Foundations of Teaching and Learning: Diversity

**Monday-Friday of Week 1**

**Goals**

This module is designed to investigate the complex role public schools play in a culturally diverse society. Specifically, students in this course will explore many facets of diversity in American schools and society, examine the role of the teacher in the educational process, and how teachers and students’ cultural backgrounds affect teaching and learning. Students will also discuss strategies to help culturally different children learn.

**Monday and Tuesday (Week 1):** 9 a.m.-noon

**Module 1, Part 1: Culture and Cultural Differences in the U.S.**

Knowledge Indicators:
- Understands cultural and community diversity through a well-grounded framework.
- Understands how to learn about and incorporate students’ experiences, cultures, and community resources into instruction.
- Understands personal cultural perspectives and biases and their effects on one’s teaching.

Performance Indicators: N/A
Activities:

- Discussion of cultural diversity in American society and schools.
- Analysis of “culture” and its characteristics.
- “I am an embodiment of culture”.

Assignments/Assessment:

Cultural biography

Standards Addressed: 3E, 3F, 2B

Wednesday (Week 1): 9 a.m.-noon
Module 1, Part 2: Diversity of Ethnicity and Race

Knowledge Indicator:

- Understands how students’ learning is influenced by individual experiences, … culture, family and community values.
- Knows procedures for inventorying the instructional environment to determine when and how best to meet a student’s individual needs.
- Understands that students’ physical, social, emotional … development influences learning.

Performance Indicator: N/A

Activities:

- Conceptual analysis of key concepts related to ethnicity and race.
- Case study of an educational problem related to ethnic and racial differences.
- Strategies for helping minority students learn.

Assignment/Assessment:

Start a journal documenting incidents related to multicultural differences in learning, including a discussion about how to solve the problem or deal with the situation from the teacher’s perspective.

Standards Addressed: 3C, 3E, 3F, 5E

Thursday (Week 1): 9 a.m.-noon
Module 1, Part 3: Linguistic Diversity

Knowledge Indicators:

- Understands the process of second language acquisition and strategies to support the learning of students whose first language is not English.
• Knows procedures for inventorying the instructional environment to determine when and how best to meet a student’s individual needs.

Performance Indicators: N/A

Activities:
• Discussion on bilingual movement and its two forms.
• Case study of an educational problem related to bilingual education.
• Design strategies for supporting the learning of students whose first language is not English.
• Discussion of journal situations in groups.

Assignments/Assessment:
Students keep a journal in which they document incidents they encounter during their field experiences related to multicultural differences in learning, including a discussion of how to solve the problem or deal with the situation from the teacher’s perspective.

Standards Addressed: 3B, 3C, 3E, 3F, 2D, 5E

Friday (Week 1): 9 a.m.-noon; 3 p.m.-6 p.m.
Module 1 Part 4: Learning Differences and Cooperative Learning

Knowledge Indicators:
• Understands and identifies differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes.
• Understands how individuals influence groups and how groups function in society.
• Understands the difference between IQ and intelligence.
• Understands a variety of approaches to accommodating individual differences in intelligence and achievement.
• Understands the advantages and limitations of ability grouping as a way to deal with individual differences in ability.
• Understands how to help students work cooperatively and productively in groups.
• Knows procedures for inventorying the instructional environment to determine when and how best to meet a student’s individual needs.

Performance Indicator:
• Apply an understanding of multiple intelligences and learner differences to lesson design.
Activities:
- Discussion of several theories of multiple intelligences.
- Discussion of research on learning styles.
- Jigsaw cooperative learning activity.

Assignment/assessment:
Develop a handbook of teaching strategies designed to challenge students of differing abilities in the same classroom.

Summative assessment: Exam

Standards Addressed: 2C, 2D, 2E, 3C, 3D, 3F, 5B, 5C, 5D, 5E, 9D, 9E, 10D

Module 2: Psychological Foundations of Teaching and Learning
Monday-Friday Weeks 1 and 2

Monday (Week 1): 3 p.m.-6 p.m.
Module 2, Part 1: Effective Teaching: Classroom Management

Knowledge Indicators:
- Understands the various components of classroom management.
- Understands the differences between novice and expert teachers.
- Understands the importance of reflection about teaching.

Performance Indicators:
- Uses reflection as a tool for self-understanding, self-assessment, and problem-solving with a goal of improving one's own teaching.

Activities:
Collaborate with other class members on a case study in which they apply their knowledge of classroom management strategies.

Assignments/Assessment:
Write a daily reflective journal focusing on specific examples of how educational theories are applied in field experiences.

Standards Addressed: 5A, 5E, 10A, 10B

Tuesday (Week 1): 3 p.m.-6 p.m.
Module 2, Part 1: Effective Teaching: The Role of Research in Education

Knowledge Indicators:
- Understands purposes of formal and informal research in education.
- Understands the differences between qualitative and quantitative research designs.
• Understands appropriate uses of various research designs.

Performance Indicators:
• Analyzes the strengths and weaknesses of specific research studies.
• Uses knowledge of research in design of a study.

Activity:
Read excerpts from qualitative and quantitative research studies, and explains the similarities and differences between them.

Assignment/Assessment
Design an action research project to be carried out during the field experience.

Standards Addressed: 10C

Wednesday (Week 1): 3 p.m.-6 p.m.
Module 2, Part 1: Effective Teaching: Standardized Tests

Knowledge Indicators:
• Understands the origins and purposes of standardized testing.
• Understands the strengths and limitations of standardized testing.
• Understands the differences between norm-referenced and criterion-referenced tests.
• Understands the concepts of validity and reliability and why they are important in testing.
• Understands the concept of high-stakes tests and their implications for students.

Performance Indicators:
• Uses concepts and terminology from testing to interpret the results of a standardized test.

Activities:
With other class members, analyze a series of case studies about the proper and improper uses of testing.

Assignment/Assessment
Interpret the results of a test such as the Iowa Test of Basic Skills to another class member, using correct terminology.

Standards Addressed: 8A, 8B, 8C, 8D, 8E
Thursday (Week 1): 3 p.m.- 6 p.m.
Module 2 Part 1: Effective Teaching: Motivation

Knowledge Indicators:
• Understands the basic concepts of behavioral, humanistic, and cognitive theories of motivation.
• Understands current theories of achievement motivation and their applications in the classroom.
• Understands the advantages and limitations of extrinsic rewards as motivators.

Performance Indicators:
• Apply understanding of motivational theories to design of a classroom which facilitates motivation in all students.

Activities:
Case studies of classrooms with adaptive and maladaptive motivational climates.

Assignment/Assessment:
Develop specific strategies aimed at creating a classroom motivational structure based on a cognitive model of achievement motivation designed to facilitate motivation in all students, regardless of level of academic achievement.

Standards Addressed: 5B, 5C, 5D, 5E

Friday (Week 1): 3 p.m. - 6 p.m.
Learning Differences and Cooperative Learning (see Module 1, Part 4 above.)

Monday and Tuesday (Week 2): 3 p.m.- 6 p.m.
Module 2, Part 2: Human Development

Knowledge Indicators:
• Understands the major theories of development.
• Understands the relationships among cognitive, moral, social, and personal development.
• Understands the impact of development on students’ readiness for learning.

Performance Indicators:
• Uses ideas from developmental theory to design and lessons for students of different ages.
Activities:
Design a lesson to teach a specific concept from the content area to a first-grader, a fifth-grader, and a 10th-grader in order to demonstrate awareness of developmental differences.

Assignment/Assessment:
During the field experience, observe and make journal entries which focus on similarities and differences among students in terms of their cognitive, moral, social, and personal development.

Standards Addressed: 2B, 2C, 2D, 2E

Wednesday, Thursday, Friday (Week 2): 3 p.m.-6 p.m.
Module 2 Part 3: Learning Theories

Knowledge indicators:
• Understands the major differences between behavioral and cognitive theories of learning.
• Understands classical conditioning, operant conditioning, and applied behavior analysis and their classroom applications.
• Understands information processing theory and its application to instructional design.
• Understands how ideas from cognitive learning theories help explain complex cognitive processes such as concept learning, propositional learning, problem solving, critical thinking, and creativity.

Activities:
Complete a case study involving two different teachers presenting the same lesson, one using the traditional lecture-discussion method and the second a constructivist approach.

Assignment/Assessment:
During the field experience, observe teachers and students and make journal entries reflecting on examples of strategies from behavioral and cognitive theories.

Summative Assessment: Exam

Standards Addressed: 1C, 2C, 6A
Module 3: Philosophical Foundations of Teaching and Learning
Monday-Friday Week 2

Goals
This module is designed to teach that reflection is an integral part of teaching and professional growth. Students in this course will learn different schools of thought on education and gain the habit of reflection and continually evaluate choices and actions that affect teaching and learning.

Monday (Week 2): 9 a.m.-noon
Module 3 Part 1: Introduction to Philosophy of Education

Knowledge Indicator:
- Understands that reflection is an integral part of professional growth and improvement of instruction.

Performance Indicator:
- Uses classroom observation, information about students, pedagogical knowledge, and research as sources for active reflection, evaluation, and revision of practice.

Activities:
- Case study (e.g. p. 406, Sadker and Sadker*). Students work on a case in education that presents a clash of philosophical views that affect the daily operation of teaching and learning. Students analyze the metaphysical, epistemological, and axiological foundations for each view presented and find out how these views affect the role of the teacher, the role of the student, curriculum design, and teaching methods.
- Students compile a list of what they need to know to answer the questions.
- Introduction of the design of the week.
- Discussion on what philosophy is and its place in education.

Assignments/Assessment:
Students start a journal of field observations. Log examples of the philosophy of the teacher observed.

Standards Addressed: 1C, 10A

Tuesday Week 2: 9a.m.-noon
Module 3 Part 2: Idealism and Education (Essentialism)

Knowledge indicators:
- Understands the metaphysical, epistemological and axiological positions of Idealism
- Understands their implications in dealing with the role of the teacher, the role of the student, curricular focus, and teaching methods

Performance indicator:
- Critiques and/or demonstrates the philosophy in terms of its views in education.

Activities:
- Discuss Plato’s *The Allegory of the Cave* and idealists’ metaphysics, epistemology, and axiology.
- Draw educational implications.
- Critique idealism from the teacher’s perspective.
- Present journal report and situations from field observations.

Assignments/Assessment:
- Students work in groups to prepare a skit to demonstrate idealism at work in teaching.
- Students keep writing in the journal logging situations that reflect philosophical beliefs of the teacher.

Standards Addressed: 10, 10B, 10C, 10E, 10H.

Wednesday Week 2: 9a.m.-noon
Module 3 Part 3: Realism and Education (Essentialism)

Knowledge indicators:
- Understands the philosophical positions of Realism.
- Understands its educational implications and what Essentialism is.

Performance indicator:
- Critiques and/or demonstrates the philosophy in terms of its views in education.

Activities:
- Study Aristotle and the major philosophical positions of Realism.
- Discussion on Realism in terms of teaching and learning.
- Critique and/or demonstration of Realism at work in teaching.
Assignments:

- Students work in groups preparing a demonstration of a Realist teacher teaching a subject.
- Students keep writing in the journal logging situations that reflect philosophical beliefs of the teacher.

**Standards:** 10, 10B, 10C, 10E, 10H.

**Thursday Week 2: 9a.m.-noon**  
**Module 3 Part 4: Pragmatism and Education**

Knowledge indicators:

- Understands the philosophical positions of Pragmatism.
- Understands its educational implications.

Performance indicators

- Critiques and/or demonstrates the philosophy in terms of its views in education.

Activities:

- Study John Dewey and Pragmatic philosophical positions.
- Discuss its educational implications and Progressivism.
- Critique and/or demonstrate Pragmatism or Progressivism at work in teaching.

Assignments:

- Students work in groups preparing a demonstration of a Progressive teacher teaching a subject.
- Students keep writing the journal logging situations that reflect philosophical beliefs of the teacher.

**Standards Addressed:** 10, 10B, 10C, 10E, 10H

**Friday Week 2: 9a.m.-noon**  
**Module 3 Part 5: Existentialism and Education**

Knowledge indicators:

- Understands the philosophical positions of Existentialism.
- Understands its educational implications.

Performance indicators:

- Critiques and/or demonstrates the philosophy in terms of its views in education.
Activities:
- Study the major philosophical positions of Existentialism
- Discuss its educational implications.
- Critique and/or demonstrate Existentialism at work in teaching.
- Report examples from the journal and hold a discussion on them.

Assignments:
- Students work in groups preparing a demonstration of an Existentialist teacher teaching a subject.
- Students keep writing in the journal logging situations that reflect philosophical beliefs of the teacher.

**Standards Addressed:** 10, 10B, 10C, 10E, 10H

Summative Exam

**Course requirements:**

- Class attendance and participation: 10 points
- Cultural Biography: 30 points
- Action Research Project: 50 points
- Journal: 30 points
- Handbook of Teaching Strategies: 20 points
- Test Interpretation: 10 points
- Exams: 25 points each

4. Rationale
   a. Purpose and need: The purpose of this course is to prepare students with knowledge in the historical, cultural, social, and psychological foundations of teaching as a part of an Alternative Certification Program. This course is needed to address the Illinois Professional Teaching Standards as part of a rigorous, intensive course of study in education theory, instructional methods and practice teaching.
   b. Justification of the level of the course and a list of all prerequisites: This course is listed at the 4500 level because those enrolled will have earned a bachelor’s degree, but will not receive graduate credit. All students in this course must first be admitted to the Alternative Certification Program and have received a “B” or better in EDU 4550 (Alternative Certification: Introduction to Teaching).
   c. Similarity to existing courses and/or effect upon programs in other departments: While no current courses cover the same material, some aspects of this course contain content similar to that in sequences of courses in other existing programs. This course addresses the Illinois Professional Teaching Standards for social, cultural, historical and psychological foundations of teaching and does not match any existing course.
d. Impact on program: Although the course is not designed for our current students, some post-baccalaureate students may be eligible for this program and may choose it over enrolling in our current post baccalaureate sequence.

5. Implementation
   a. Faculty Member(s): Because the content spans multiple disciplines, faculty from more than one department may be assigned to teach it. Initially, this course may be assigned to Rose Gong, Barb Powell, and/or other faculty upon consultation with the chairs of Secondary Education and Foundations and Counseling and Student Development.
   b. Costs: Specification of any additional costs to students.
   c. Texts: Text and supplementary materials to be used, including publication dates.
   d. Term to be first offered: Summer 2003

6. Community College Transfer: A community college course cannot be substituted for this course.

7. Date approved by the department: N/A

8. Date approved by the College or School curriculum committee: 9/23/02

9. Date approved by CAA: 12/5/02