Proposed Oral Communication Flagged Course

Department of Childhood Education and Literacy

Early and Middle Childhood Education Methods Course

Course Title: Middle Childhood Mathematics Methods Course

Course Number: EDMC 352

Course Descriptions:

Course Overview and Purpose

**COURSE OVERVIEW:** This course is designed to prepare middle childhood education students to teach middle childhood mathematics. *Approximately 36 hours of fieldwork* and sixteen clinical hours are included in this course. The general learning format for the course will consist primarily of hands-on, minds-on activities, demonstrations, peer teaching, class discussions, and field experiences. Students are required to be active in their own learning and to be reflective about information presented in this course, their own teaching and the learning of middle childhood math students.

Prerequisites:
Undergraduate level [EDMC 340](#) Minimum Grade of B- and Undergraduate level [EDMC 212](#) Minimum Grade of B-

**COURSE OUTCOMES:** *Oral Communication SLOs will be added to the course syllabus.

**COURSE OUTCOMES:** Standards for Ohio Educators-SOE; National Middle School Association National Middle Level Teacher Preparation Standards-NMSA; National Council of Teachers of Mathematics Principles-NCTMP; National Council of Teachers of Mathematics Standards-NCTMS.

- Use current, effective methods and materials for teaching middle childhood mathematics. *(SOE 2 & 4; NMSA 3 & 4; NCTMP 3)*

- Provide a theoretical rationale for chosen mathematics lessons and utilize it as a foundation for learning. *(SOE 1; NMSA 1; NCTMP 1, 2, 3, & 4)*

- Integrate mathematics curricular objectives with other subject disciplines. *(SOE 6; NMSA 6)*

- Integrate technology into mathematics curricular objectives. *(NMSA 4; NCTMP 6)*

- Utilize a variety of assessment and evaluation techniques. *(SOE 3; NMSA 3; NCTMP 5)*

- Become familiar with the scope and sequence of mathematics objectives in the middle childhood curriculum. *(SOE 2; NMSA 3; NCTMP 2)*
• Describe and utilize appropriate middle childhood mathematics curricular contents, processes, and attitudes based on National and State Standards.  *(SOE 2, 3, & 4; NMSA 3, 4, & 5; NCTMP 2, 3, & 4)*

• Plan and deliver effective mathematics lessons to all learners.  *(SOE 3, 4, & 5; NMSA 3, 4, & 5; NCTMP 2, 3, & 4)*

• Select appropriate materials to support middle childhood mathematics instruction.  *(NMSA 4; NCTMP 6)*

**Number of credit hours:** 3 credit hours

Faculty Name: Debbie Kuchey

Department Chair Approval: Teresa Young

As evident in the student learning outcomes described below, students in the mathematics methods course engage and must master numerous oral communication skills. Their success in the course depends on their ability to create but also implement effective lessons that incorporate various modalities. In addition, students must be able to critique their work and to reflect on ways to improve their delivery of the content. As part of the course requirements, students must also organize course content and present their understanding of the materials in a culminating presentation.

I. A. Student Learning Outcomes (SLOs)

**OCF SLO 1, Adapt to the communication context**

• Students develop and implement a lesson plan to their peers in the university setting through individual presentations

• Students develop and implement lesson plans to children in grades 4 - 9 in classroom settings through individual presentations

• Students discuss their implementation of the lesson and receive feedback from the cooperating teachers and university supervisor. Students meet face-to-face with their cooperating teacher and university supervisor throughout the semester.

• Students present individual presentations through clearly organized lessons with confidence.

• Students are required to reflect and provide written documentation of their reflections. This is an individual requirement that students complete for each of their lesson plans.

**OCF SLO 2, Organize Information Effectively**

• Students organize information to be disseminated to their peers and to children in grades 4- 9 using a standardized lesson plan format
• Students organize and synthesize all course materials and teaching experiences based on the Ohio Standards for the Teaching Profession in a portfolio format.
• Students make a formal presentation to the university professor regarding the information provided in the portfolio, clearly articulating and demonstrating their understanding of content, methodology, learning environments, and assessment.

**OCF SLO 3, Advocate a supported opinion on complex topics**

• Students must select appropriate materials and information in order to develop lesson plans and successfully implement these plans to children in grades 4-9 in classroom settings.
• Students develop and implement a lesson plan to their peers in the university setting through individual presentations. Student support the content and materials selected for the lesson plan and receive peer feedback.
• In face-to-face meeting with cooperating teachers and the university professor and through written reflections, students must provide support for the content and materials selected for classroom implementation.
• Students make a formal presentation to the university professor regarding the information provided in a portfolio, clearly articulating and defending their selection of artifacts and understanding of content, methodology, learning environments, assessment.

**OCF SLO 4, Critique Challenging Messages**

• Students develop and critique their videotaped lesson facilitated in grades 4 – 9 classroom.
• Students must complete a written reflection supporting their understanding of methodology, student feedback, and assessment.

**OCF SLO 5, Present Messages through a variety of modalities**

• Students develop lesson plans and facilitate these plans to children in grades 4- 9 in classroom settings incorporating various visual aids and technology that supports teaching of the content such as Powerpoints, literature, manipulative, anchor charts, websites, Smartboards, etc.
• Students create engaging lessons in whole group and small group settings using various modalities to engage children, specifically classroom management techniques that include verbal and nonverbal cues
• Students videotape their lesson and critique their teaching
B. The lesson plans and their implementation, field observation, videotape analysis, peer lesson, and Reflective Binder make up 50% of the total points for the course. All of these assignments require students to demonstrate specific communication skills and knowledge.

C. Students completing the mathematics methods course engage and must master numerous oral communication skills. Their success in the course depends on their ability to understand the content, explore various pedagogical strategies, and learn about ways to effectively communicate this knowledge. In addition, students must be able to critique their work and to reflect on ways to improve their delivery of the content. As part of the course, students must follow a structured lesson plan format and teach content in an engaging way. Moreover, students are required to present their understanding of the course outcomes in a culminating presentation.

D. The methods courses prepare our students to enter into student teaching. Prior to student teaching, each student participates in an interview with two faculty members. During these interviews, students present their work from the methods courses and explain their preparedness to begin the student teaching internship. Student teaching is the final competency for licensure by the state of Ohio. To be successful, students must demonstrate their understanding of effective communication strategies, provide instruction to children of various ages and abilities, receive and act upon constructive criticism, and present these competencies to future employers.

II. Explain how you will prepare students for oral communication assignments and what type of feedback/assessments students will receive.

A. As described in the SLOs, students are required to complete and implement several lesson plans, videotape their teaching, be observed in the classroom by a university supervisor, and complete a culminating portfolio and presentation. For each assignment, the Department of Childhood Education and Literacy has created standardized evaluation tools. The methods courses prepare students to complete these tasks through classroom instruction, online resources, and oral and written feedback.

B. Students watch and reflect on series of Lesson Plan Modules to prepare them for creating and implementing their own lessons. Students are observed by their cooperating teachers and receive constructive feedback about their lessons prior to the university supervisor’s formal observation. In addition, students complete a videotaped analysis of their own teaching, providing reflection and highlighting areas of improvement. Each assignment is evaluated using rubrics created by the department.

The worksheet identifying Student Learning Outcomes, preparation for assignments and assessment measures is attached as a separate document.

III. Assessments
A. The Department of Childhood Education and Literacy has created standardized evaluation tools. Attached are the rubrics used for each methods course. In addition to the assignments and assessments identified in the syllabus, a disposition form is completed by the cooperating teacher, university supervisor, and student. As noted on the form, students are to demonstrate their initiative in class discussions and activities, reflect on practice and proactively react to constructive criticism, and demonstrate professionalism in their actions and demeanor.

B. The assignments for EDMC 352 that demonstrate oral communication skills and competencies for this three hour course make up 50% of the total points.

IV. Syllabus

EDMC 352 is taught in the spring semester. The Oral Communication SLOs will be integrated into the Course Goals and Outcomes.