

Common Course Outline for: Introduction to Education, EDUC 1101**A. Course Description**

1. Number of credits: 4
2. Lecture hours per week:
Lab hours per week: *None*
3. Prerequisites: None
4. Co-requisites None
5. MnTC Goals: None.

Introduction to Education provides an overview of the education profession and U.S. educational system, including historical development, social foundations, and educational institutions. Other topics include current theories, trends and issues in education and the community, certification standards, roles and responsibilities of teachers, learners, and other school personnel, introductory instructional methods and classroom environment strategies, and a field experience/practicum.

Date last reviewed: May 2019

B. Outline of Major Content Areas

1. Overview of the teaching profession
 - a. Teacher responsibilities—roles, responsibilities, and daily experiences of teachers, students and schools. Synthesize information from course readings with experience in an educational setting.
 - b. Structure of Schools and school districts, and schools as organizations in a larger context of the community and nation
 - c. Students in 2017, needs, strengths, diversity, developmental levels
 - 1) support the well-being of students
 - d. Current classroom methodologies and teaching styles as they relate to:
 - 1) Effective instruction—focus on appropriate for various developmental levels-- apply physical, social, emotional, moral, and cognitive development of young children.
 - 2) Teaching diverse learners—variability in the learning process
 - 3) Classroom management—Creating an environment where all students can learn, including “belonging”, “family connectedness,” human motivation, social interaction, and active engagement in learning
 - 4) Teaching exceptional learners
2. Historical, social, and philosophical educational theories
 - a. History of Schools in the United States—explores education in America from early childhood to high school graduation, including landmark events impacting changes in education
 - b. Philosophical theories influencing education—progressivism, perennialism, etc.
3. Roles of various stakeholders in the American educational system parents/guardians, families, the community, etc. Professional and community organizations and resources
4. Current federal and state issues and trends in education
 - a. Mandatory Reporting
 - b. Student Rights & Responsibilities
 - c. Teacher Rights & responsibilities
 - d. Social Context of Learning in Society today

D. Course Learning Outcomes

Upon successful completion of the course, the student will be able to:

1. Students will understand the historic, social and philosophical development of American Education.

8710.2000, Subp. 10, Standard 9A, Standards of Effective Practice reflection and professional development. A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth. The teacher must:

A. understand the historical and philosophical foundations of education;

2. Students will demonstrate an awareness of the process of the reflective practice in teaching.

8710.3200, Subp. 3, Standard A2, Teachers of Elem. Ed. Subject matter standards. A candidate must complete a preparation program for licensure under subpart 2, item C, that must include the candidate's demonstration of the knowledge and skills in items A to L.

A. A teacher of children in kindergarten through grade 6 must:

(2) understand and apply educational principles relevant to physical, social, emotional, moral, and cognitive development of young children;

8710.3200, Subp. 3, Standard A3, Teachers of Elem. Ed. Subject matter standards. A candidate must complete a preparation program for licensure under subpart 2, item C, that must include the candidate's demonstration of the knowledge and skills in items A to L.

A. A teacher of children in kindergarten through grade 6 must:

(3) understand and apply the concepts of "belonging" and "family connectedness" as crucial to the development of young children;

8710.2000, Subp. 3, Standard 2C, Standards of Effective Practice. A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development. The teacher must:

C. understand developmental progressions of learners and ranges of individual variation within the physical, social, emotional, moral, and cognitive domains, be able to identify levels of readiness in learning, and understand how development in any one domain may affect performance in others;

8710.2000, Subp. 6, Standard 5A, Standards of Effective Practice. A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. The teacher must:

A. understand human motivation and behavior and draw from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work;

8710.2000, Subp. 11, Standard 10B, Standards of Effective Practice, collaboration, ethics, and relationships. A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being. The teacher must:

B. understand how factors in a student's environment outside of school, including family circumstances, community environments, health and economic conditions, may influence student life and learning

3. Students will demonstrate awareness of schools as complex organizations.
8710.2000, Subp. 11, Standard 10A, Standards of Effective Practice, collaboration, ethics, and relationships. A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being. The teacher must:

A. understand schools as organizations within the larger community context and understand the operations of the relevant aspects of the systems within which the teacher works;

8710.2000, Subp. 11, Standard 10L, Standards of Effective Practice, collaboration, ethics, and relationships. A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being. The teacher must:

L. understand mandatory reporting laws and rules; and

4. Students will demonstrate an understanding of professional dispositions and how they impact the teaching profession.

8710.2000, Subp. 7, Standard 6C, Standards of Effective practice, communication.

A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. The teacher must:

C. understand the importance of nonverbal as well as verbal communication;

8710.2000, Subp. 7, Standard 6D, Standards of Effective practice, communication.

A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. The teacher must:

D. know effective verbal, nonverbal, and media communication techniques;
8710.2000, Subp. 7, Standard 6F, Standards of Effective practice, communication. A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. The teacher must:

F. use effective listening techniques;
8710.2000, Subp. 7, Standard 6G, Standards of Effective practice, communication. A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. The teacher must:

G. foster sensitive communication by and among all students in the class;

5. Students will prepare for the Minnesota Teacher Licensure Exams and develop a plan for passing that requirement.

E. Methods for Assessing Student Learning

As indicated in the syllabus.

F. Special Information This course is designed to address Minnesota Board of Teaching Standards for the Education Pathways.